research based analysis of youth in action

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) and module (B): competence development of project participants (youth workers/youth leaders)

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in cooperation with:

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Vienna, 2018

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 15** of the 16 RAY-CAP partner countries between November 2015 and November 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), Czechia, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Lithuania, Poland, Romania, Slovenia and Turkey.

** Austria, Belgium (Flemish-speaking community), Czechia, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Poland, Romania, Slovenia 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 & 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 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 partners[1] and in particular the members of the RAY-CAP working group[2].

This report is focused on the first two modules of the research project, module (A) on competence development and module (B) on competence transfer into ptractice. It 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 – in a third module (C) – 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 were interviewed by national researchers. As a result, three interviews were conducted with each interviewee between November 2015 and November 2017: one before the activity (interview (1)) to analyse expectations and motivations, the second one two months after the activity (interview (2)) to explore initial effects and processes of changes after the activity, and the third one twelve months after the activity (interview (3)) to explore the transfer of learning outcomes into youth work practice.

The third 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 involved in E+/YiA.

This report of modules (A) and (B) on competence development covers ***405 semi-structured interviews*** with participants of Erasmus+ Youth in Action activities aimed at competence development and capacity building.

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) & (3). Further details of the presented results are discussed and analysed in Chapter 3.

[1] Austria, Belgium (Flemish-speaking community), Czechia, 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, Czechia, Estonia, France, Germany, Slovenia and Turkey and partners from National Agencies from Austria, Estonia, France and Slovenia.

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, a number of suggestions for considerations have emerged to further improve competence development and capacity building activities, including some IDEAS TO RECONSIDER.

The authors would like to wholeheartedly thank the 15+ research and project partners involved in RAY-CAP, without whom this report would not exist.

1.2 Expectations and motivation to attend the training/activity

INDIVIDUALS

Expectations including motivation
Module (A): competence development | Module (B): transfer into practice

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Personal expectations

New experiences/learning opportunities
Module (A)
- 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

Personal development
Module (A)
- Gain inspiration and motivation for the own work
- Gain self-confidence in the quality of own work
- Dealing with emotions and communication

Professional development
Module (A)
- Acquire knowledge for international youth projects and youth work
- Obtain information for the E+/YiA programme
- Acquire specialised knowledge (i.e. inclusion of YPFO/YPSN, efficient communication, enhance the quality in youth work)
- Increase language skills
- Gain digital competence
- Increase career perspectives

Module (B)
- Dominates expectations/motivations and may influence the perceived training outcomes

Decision processes/motivation
Module (A)
- Initiatives of attending a training/activity come almost from individuals
- Vague expectations for the attended training/activity in order to be positively surprised from the outcomes and avoid disappointments
- Topic-related decisions to strengthen expert knowledge; start international youth projects; improve NFL approach and training/activity practice

ORGANISATIONS

Expectations
Module (A): competence development
Partly revisited and further analysed in module (C) systemic effects, focused on capacity building

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Organisational expectations

Expansion of know-how
Module (A)
- 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
Module (A)
- Wide range for participants from financial support, over preparation support, to mental support

Needs analysis
Module (A)
- Almost coherent with pesonal expectations
- Rarely systematically organised or implemented
- Tools and methods for carrying out trainings

Decision processes
Module (A)
- 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

Recommendations | ideas to reconsider

Module (A): competence development
Partly revisited and further analysed in module (C) systemic effects, focused on capacity building

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Expectations

Support potential participants & organisations

Module (A)

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

Inclusion of participants in preparation

Module (A)

- 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

1.3 Involvement in the youth field and initial changes/ effects

ORGANISATIONAL STATUS

Involvement into the youth field
Module (A): competence development | Module (B): transfer into practice

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Organisational status

Organisations third sector
- Country-specific differences imply a wide range of reported organisations, i.e. associations, foundations/umbrella organisations, cooperatives, mutual benefit organisations

Organisations public sector
- Country-specific differences imply various organisations, such as:
  - Provincial Ministries
  - Municipal Government, Youth Section
  - Youth work centres
  - Youth representative bodies
  - Youth services
  - Advisory centre
  - Youth forum (federation of youth organisations)
  - Municipal culture house
  - Body close to Federal Ministry of Education
  - Schools (High School)
  - Education Centre and Evening Art School
  - Psychology and Development Centre
  - Prison
  - National Institute for Culture

Three organisational typologies
- Organisations in the third sector
- Organisations in the public sector
- Individuals

Two types of persons
- Those who were an active member of an organisation
- Those who joined an organisation in order to participate in the TCA/YWM

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Recommendations | ideas to reconsider
Module (A): competence development | Module (B): transfer into practice

Organisational status

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

1.4 Present (international) youth work practice and changes/effects in the youth field

(INTERNATIONAL) YOUTH PROJECTS|ACTIVITIES

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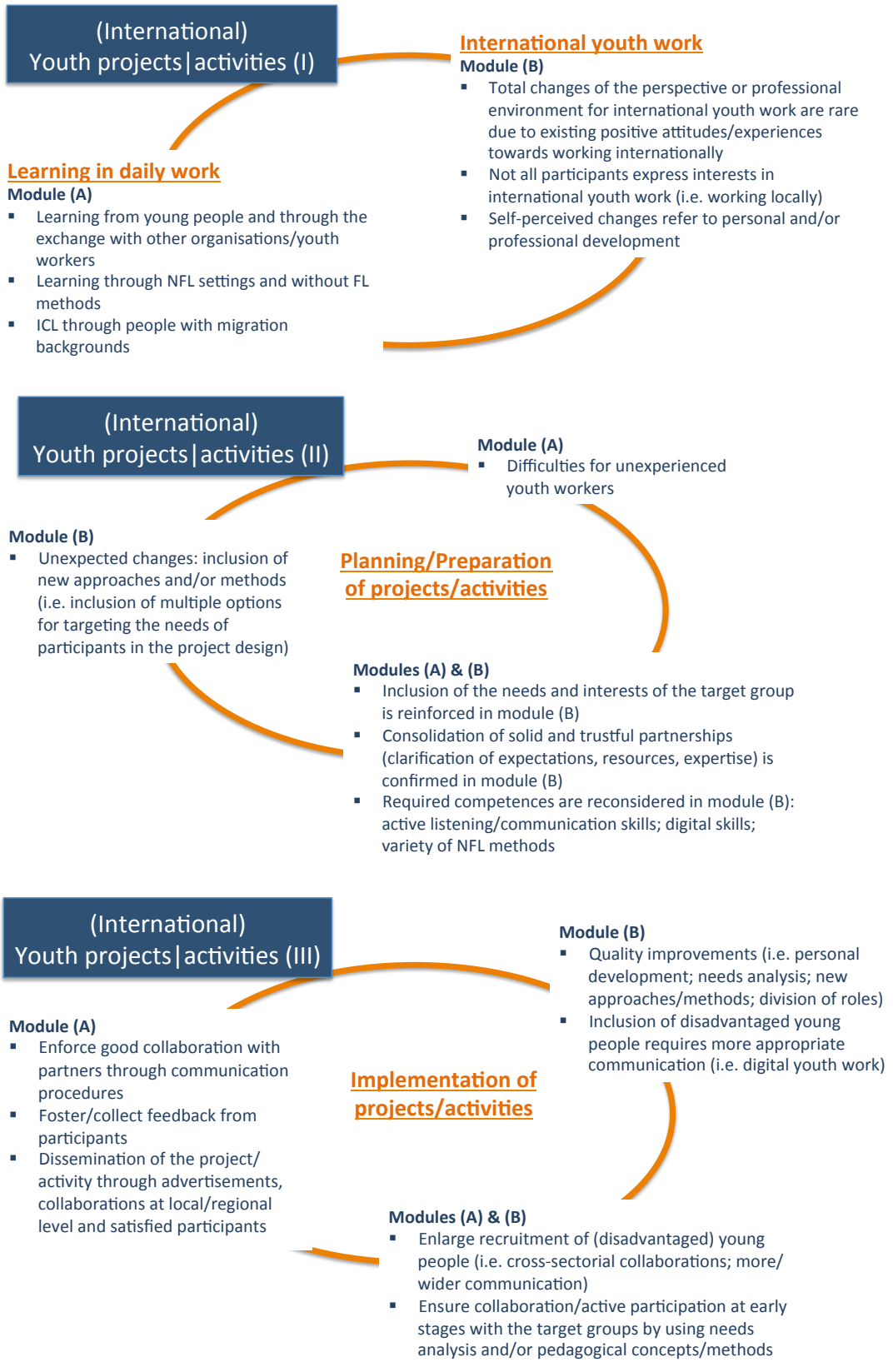

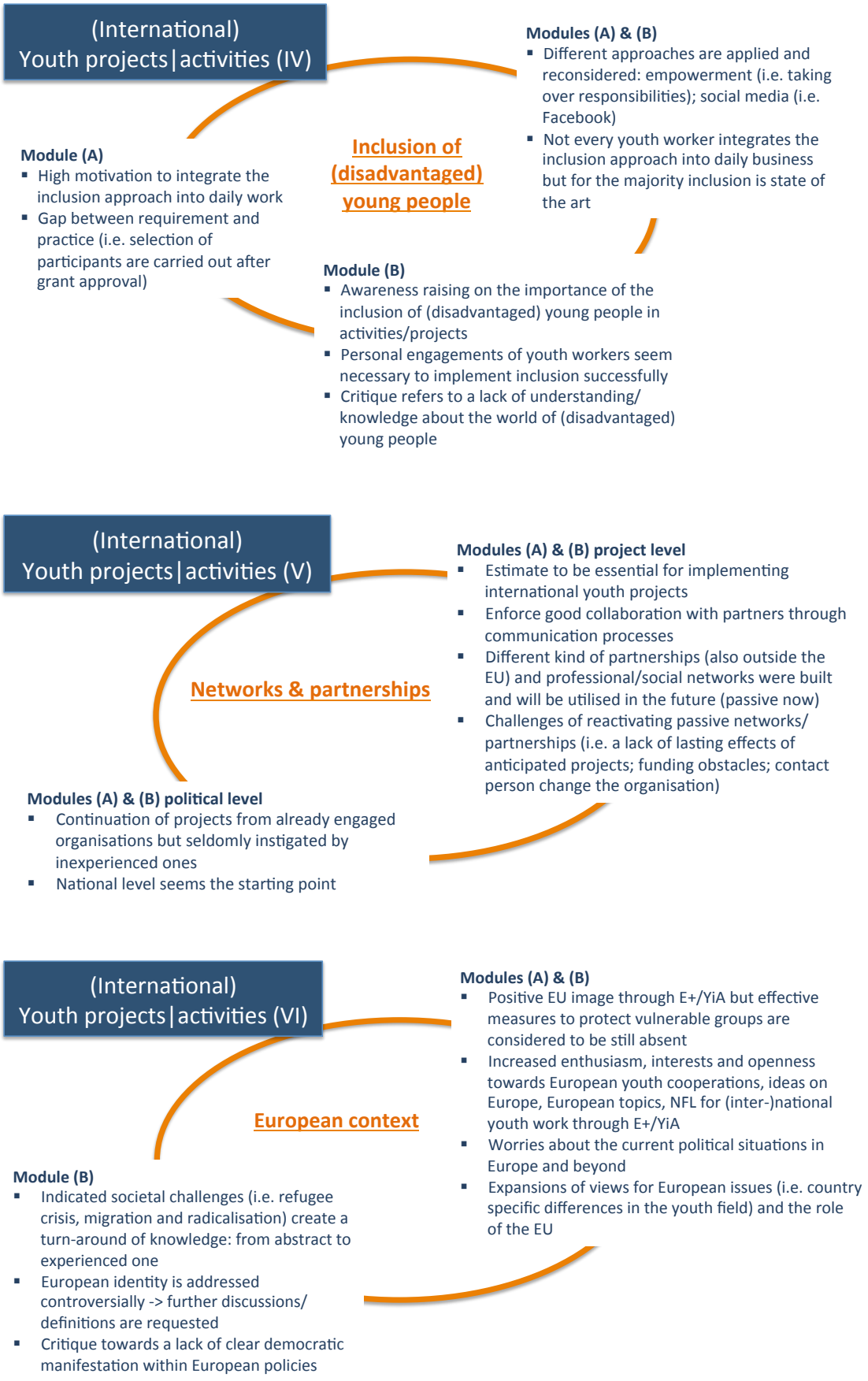
(International)
Youth projects|activities (IV)
Modules (A) & (B)
Different approaches are applied and reconsidered: empowerment (i.e. taking over responsibilities); social media (i.e. Facebook)
Not every youth worker integrates the inclusion approach into daily business but for the majority inclusion is state of the art
Inclusion of (disadvantaged) young people
Module (A)
High motivation to integrate the inclusion approach into daily work
Gap between requirement and practice (i.e. selection of participants are carried out after grant approval)
Module (B)
Awareness raising on the importance of the inclusion of (disadvantaged) young people in activities/projects
Personal engagements of youth workers seem necessary to implement inclusion successfully
Critique refers to a lack of understanding/ knowledge about the world of (disadvantaged) young people
(International)
Youth projects|activities (V)
Modules (A) & (B) project level
Estimate to be essential for implementing international youth projects
Enforce good collaboration with partners through communication processes
Different kind of partnerships (also outside the EU) and professional/social networks were built and will be utilised in the future (passive now)
Challenges of reactivating passive networks/ partnerships (i.e. a lack of lasting effects of anticipated projects; funding obstacles; contact person change the organisation)
Networks & partnerships
Modules (A) & (B) political level
Continuation of projects from already engaged organisations but seldomly instigated by inexperienced ones
National level seems the starting point
(International)
Youth projects|activities (VI)
Modules (A) & (B)
Positive EU image through E+/YiA but effective measures to protect vulnerable groups are considered to be still absent
Increased enthusiasm, interests and openness towards European youth cooperations, ideas on Europe, European topics, NFL for (inter-)national youth work through E+/YiA
Worries about the current political situations in Europe and beyond
Expansions of views for European issues (i.e. country specific differences in the youth field) and the role of the EU
European context
Module (B)
Indicated societal challenges (i.e. refugee crisis, migration and radicalisation) create a turn-around of knowledge: from abstract to experienced one
European identity is addressed controversially -> further discussions/ definitions are requested
Critique towards a lack of clear democratic manifestation within European policies

Recommendations | ideas to reconsider

Module (A): competence development | Module (B): transfer into practice

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Present (international) youth work

(International) Youth projects|activities

Module (A)

- 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

Module (B)

- Reconsider the coherence of processes of the grant approval with respect to the inclusion of (disadvantaged) young people
- Get familiar with the world of (disadvantaged) young people for communication processes and (international) youth projects/activities
- Foster (international) youth projects for inexperienced organisations at political level
- Foster the discourse of European identity with approved concepts

1.5 (International) youth work competences and development/changes

KNOWLEDGE

Acquired competences

Module (A): competence development | Module (B): transfer into practice

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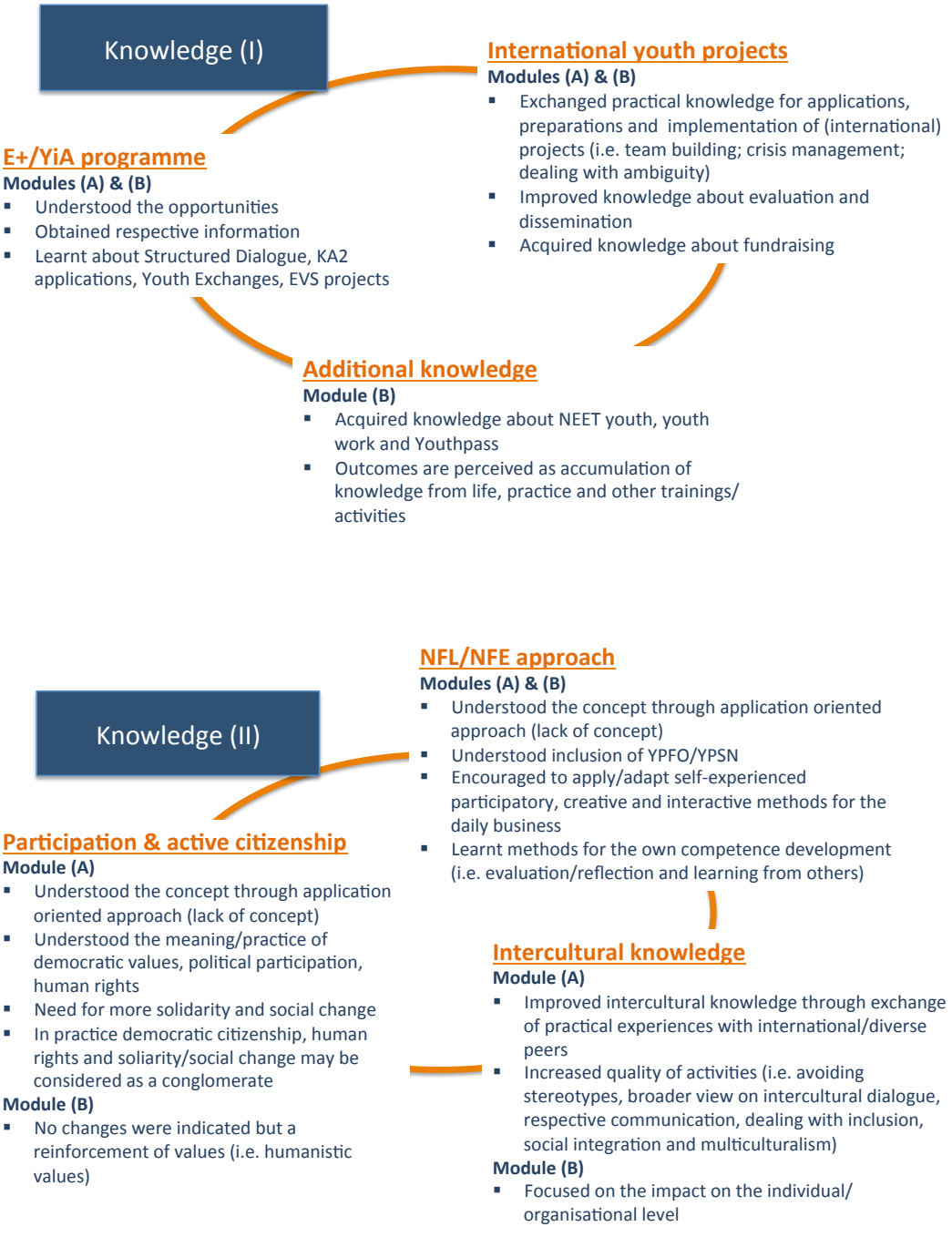

SKILLS

Acquired competences

Module (A): competence development | Module (B): transfer into practice

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Skills (I)

International youth projects

Module (A)

- Learnt through project simulations (wrote applications; organised a youth exchange)
- Acquired skills for team building

Modules (A) & (B)

- Improved language, communication and presentation skills (one of the success factor of international youth work)
- Acquired skills for the development and implementation of youth projects/activities (i.e. project management)

Networks & partnerships

Module (A)

- Clarified interests for collaborations
- Organised study visits
- Implemented communication on a regular basis

Module (B)

- Ability to deal with conflicts and/or cultural diversity in collaborations
- Applied open and direct communication in foreign language(s)
- Ability to identify and transfer European/ international youth work into local youth work reality

Modules (A) & (B)

- Ability to create reliable/trustworthy partnerships/teams in intercultural settings

Intercultural learning

Modules (A) & (B)

- Learnt to avoid stereotypes (increased sensitivity in communication skills)
- Learnt to behave sensitively and appropriately and to deal with emotions and conflicts
- Learnt to deal with inclusion, social integration and multiculturalism

Skills (II)

NFL-approach

Modules (A) & (B)

- Learnt to use NFL methods (creative, interactive, simulation methods) and encouraged to apply/adapt them for the own activities
- Learnt methods and techniques for the inclusion of YPFO/YPSN and active participation of young people
- Learnt methods for evaluation/reflection and learning from others/peers (perceived highly valuable competence development)
- Remained analogue; marginalised digital skills despite its importance as indicated by several interviewees

Participation & active citizenship

Modules (A) & (B)

- Existing social and political engagements with strong interests to empower young people
- Acquired skills for team building
- Improved language, communication and presentation skills

Module (B)

- Reinforced humanistic values
- New developed competences seem limited

ATTITUDES & VALUES

Acquired competences

Module (A): competence development | Module (B): transfer into practice

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Attitudes/values (I)

Networks & partnerships

Module (A)

- Being motivational and inspirational

Modules (A) & (B)

- Being open and willing for (future) collaborations
- Developing commitment

Intercultural learning (ICL)

Module (A)

- Created 'sense of community' with peers who shared similar values
- Awareness about required behaviour for ICL (i.e. openness to look at culture, working with diversity and/or integrating socio-political and economic background)

Modules (A) & (B)

- Became aware about intercultural identities and country specific different values in youth work
- Increased sensitivity towards prejudices and stereotypes

Other improved attitudes/values

Modules (A) & (B)

- Openness
- Solidarity
- Tolerance
- Active listening
- Expressing oneself
- Engaged to democratic dialogue
- Critical thinking
- Improved attitude towards NFL
- Awarenss raising about subjectivity, diversity and YPFO

Attitudes/values (II)

European values

Module (A)

- Raised awareness about different European values through peer learning
- Controversal EU image: absence of effective measures to protect vulnerable groups versus appreciated mobility opportuntities for YPFO/YPSN within E+/YiA programme

Module (B)

- Increased awareness or commitment towards European values and political approaches in terms of migration and deradicalisation
- Reinforced existing humanistic values in line with European values or created European identity

Participation & active citizenship

Module (A)

- Awareness raising on social needs and solidarity
- Awareness raising on the freedom of movement as a human right
- Awareness raising on the consideration of equality and social change

Module (B)

- More self-perceived developed attitudes/values for participation/active citizenship (i.e. high political engagements, humanistic values, positive effects of the EU on the civil society and young people)

SUMMARY

Acquired competences

Module (A): competence development | Module (B): transfer into practice

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Summing up competence development (I)

Personal development

Modules (A) & (B)

- Most satisfying outcome of the training in module (A); slightly reduced in module (B)
- Gain self-awareness, self-knowledge and self-confidence
- Increased empathy
- Dealing with emotions and intercultural learning/ identities
- Experienced youth workers indicate confidence, motivation and inspiration for continuing youth work

Professional development

Modules (A) & (B)

- Gain new practical knowledge
- Establish networks and/or partnerships
- Competences for project application/ implementation
- Newcomers benefit most from experienced youth workers in the training/activity; experienced youth workers through cross-generational learning with younger youth workers

Module (B)

- Satisfaction of the training outcomes may correlate with the perceived extension of professional development

Summing up competence development (II)

Youth work competences

Module (B)

- Perceived intercultural competences focussed on individual/organisational impact and intercultural learning experiences
- Marginalised developed competences for participation and active citizenship but increased attitudes/values towards active citizenship
- Additional remark: Competences for network and partnership should be integrated in the drafted RAY-CAP framework
- Increased reported changes/effects due to the acquisition of attitudes/values (i.e. awareness raising on the importance of using E+/YiA opportunities and taking over the initiative)
- Long lasting effects of international experiences on developed attitudes/values (i.e. working internationally in the youth field; being a social/youth worker; being motivated for the own work)

Modules (A) & (B)

- Digital competences are addressed in the interviews before the activity but marginalised after the activity

Module (A)

- Ability of being empathic is perceived to be one of the basic competences in youth work (i.e. communication skills, active listening, self-confidence, dealing with emotions, conflicts and needs)
- Intercultural learning most satisfying outcome of the training in module (A); reduced in module (B)

Recommendations | ideas to reconsider

Module (A): competence development | Module (B): transfer into practice
Partly revisited and further analysed in module (C) systemic effects, focused on capacity building

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Competence development & training approaches

Consider relevant topics for (international) youth work

Modules (A) & (B)

- 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

Modules (A) & (B)

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

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

Module (A)

- Strengthen quality in sources of input and variations of methods
- Provide an appropriate (learner-centred/target-oriented) training in combination of programme and informal settings
- Strengthen competences of trainers to address innovative approaches and concepts (i.e. digitalisation, philosophy, ethics, integrity)

Module (B)

- Provide evaluation/reflection processes and/or methods to foster competence development

Consider network & partnership competences

Module (B)

- Creating reliable and trustworthy partnerships/teams in intercultural settings
- Dealing with conflicts and/or cultural diversity in collaborations
- Foster open and direct communication in foreign language(s)
- Identifying/transferring European/international youth work into local youth work reality

1.6 Training and support activities

EFFECTIVENESS

Training/support activities

Module (A): competence development | Module (B): transfer into practice

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Effectiveness (I)

Training effects

Module (B)

- Turn-around of statements of training/ learning outcomes in some cases (most of the time negative ones turned to positive ones)
- No causalities due to multiple/additional influences on the perceived effects (i.e. life, practice, further trainings) -> accumulation of a learning package

Modules (A) & (B)

- Motivational and inspirational for (international) youth work and the own business
- Focus on peer learning (exchange of experiences; learning by doing/workplace learning)
- Professionalisation, particularly in personal and professional development through peer learning (i.e. promote activities, recharge own batteries, ideas for projects, new collaborations/ connections)
- Interests from the FE sector
- Intercultural learning through exchange of practices and experiences with international participants/trainers with diverse backgrounds
- Perceived long-lasting effects (i.e. increased communication processes, partnerships/ collaborations, personal relationships; contributed to job opportunities)

Effectiveness (II)

Unexpected effects

Module (B)

- Variations of the perceived training/learning outcomes, ranging from little impact/less valuable outcomes to high satisfaction/impact
  - Bad practice experienced in the training setting
  - Positive changes of perspectives for Youthpass
- Impact of effects perceived more reduced in some cases than in module (A) (i.e. impact of further/previous trainings/activities; coming back to routine in daily work; lack of cooperations/ follow-ups)
- Difficulties to recall respective training/activity or learning

Effectiveness (III)

Assumed success

Module (A)

- Well-structured and well-organised
- Almost free of charge

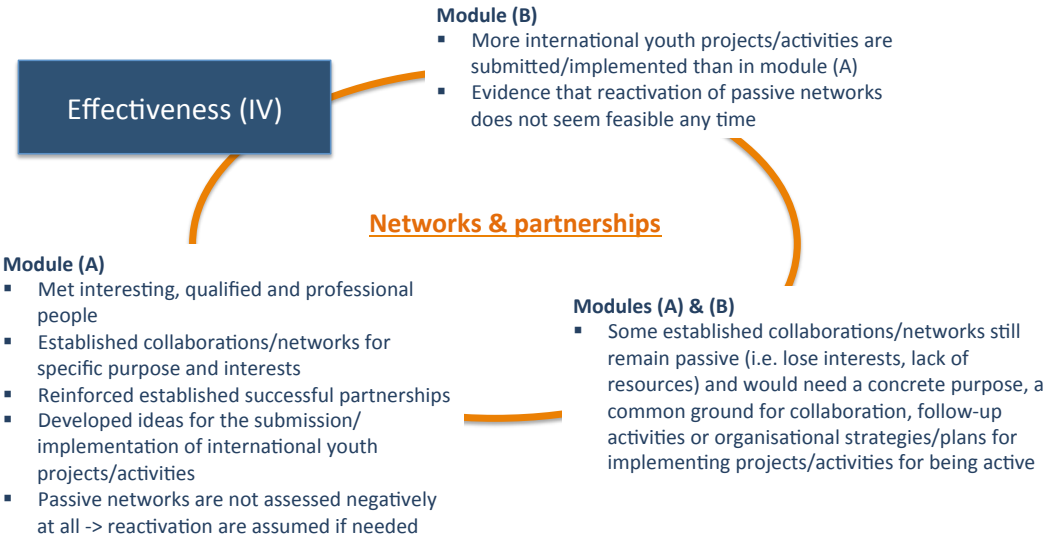
Modules (A) & (B)

- Well-qualified trainers
- International participants with similar professional backgrounds but with high diversity in terms of nationality and age
- Combination of learner-centred/target-oriented theoretical and practical approach, including sufficient informal settings and field trips
- Concrete outcomes ('products') interrelated with the daily business

Critical remarks

Modules (A) & (B)

- Lack of diversification in terms of topics, duration and thematic in-depth knowledge
- Specialists/experienced participants criticise a lack of new knowledge and/or skills as well as relevance for daily business
- Quality of the training/activity setting and/or implemented approach was leaking due to not well-qualified trainers or mismatched peers
- Lack of training information in advance
- Lack of follow-up trainings/activities for deepening learning outcomes, reinforcing networks/partnerships, providing in-depth trainings/activities on specific topics
- Lack of the inclusion of structural problems for challenges in international youth work



APPLIED TRAINING APPROACHES & METHODS

Training/support activities

Module (A): competence development | Module (B): transfer into practice

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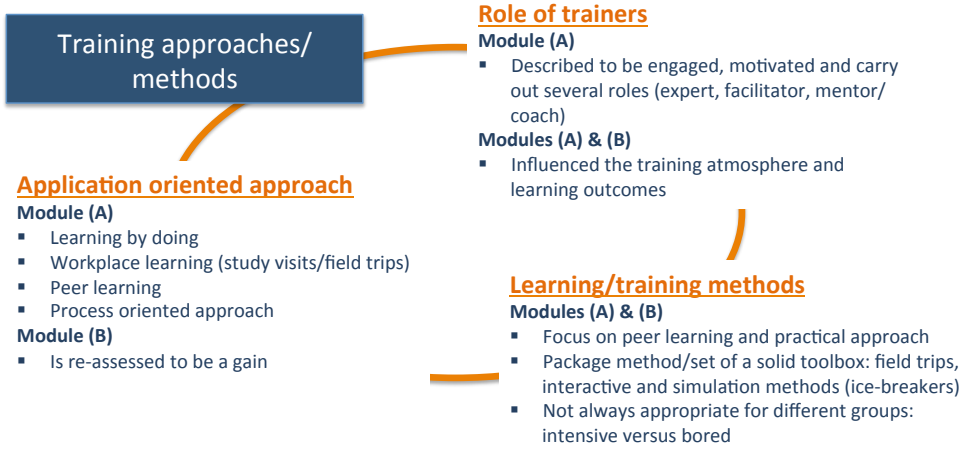

Recommendations | ideas to reconsider

Module (A): competence development | Module (B): transfer into practice
Partly revisited and further analysed in module (C) systemic effects, focused on capacity building

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Training/support activities

Strengthen the quality of the training/activity

Modules (A) & (B)

- 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

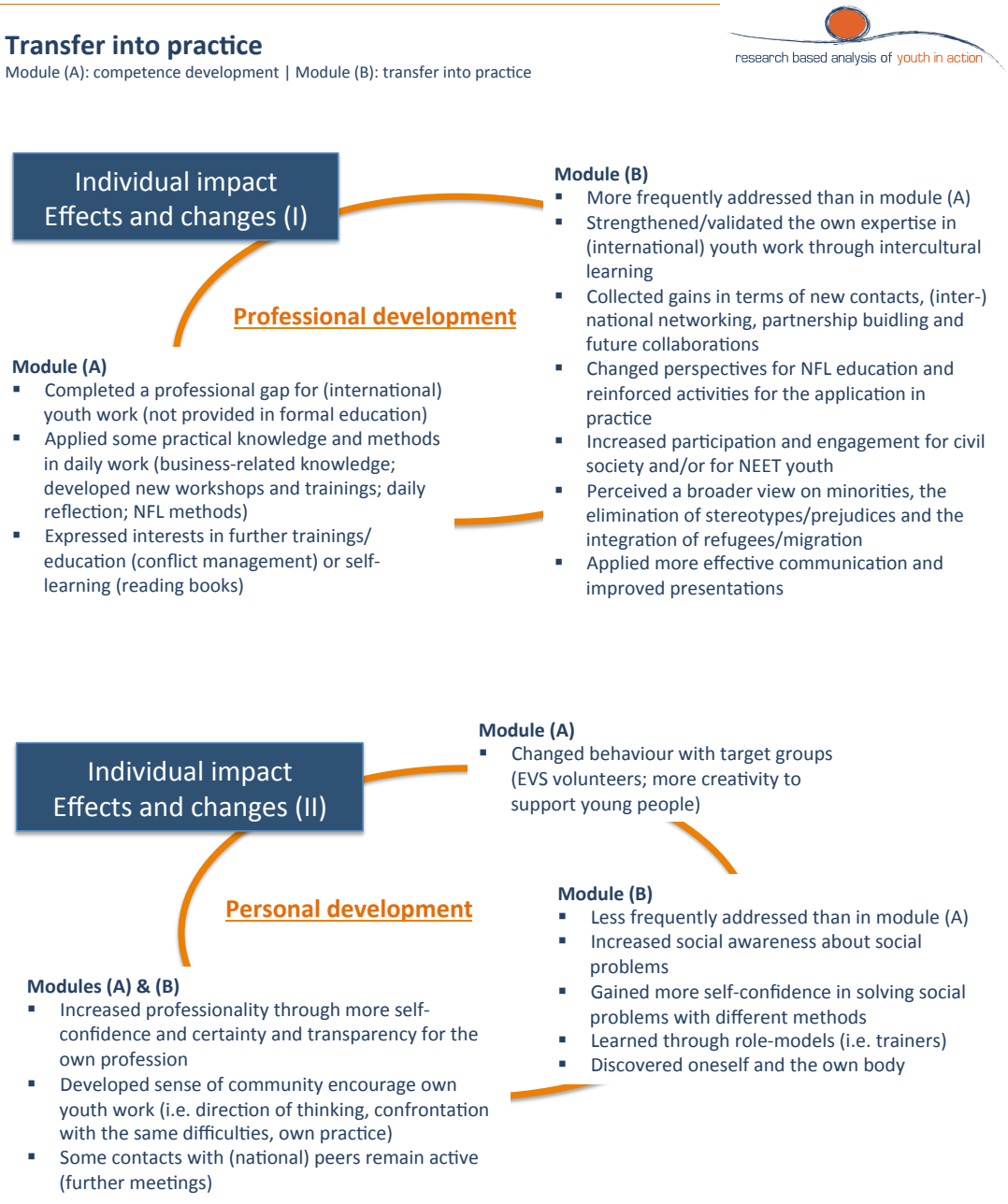
Ensure sustainability

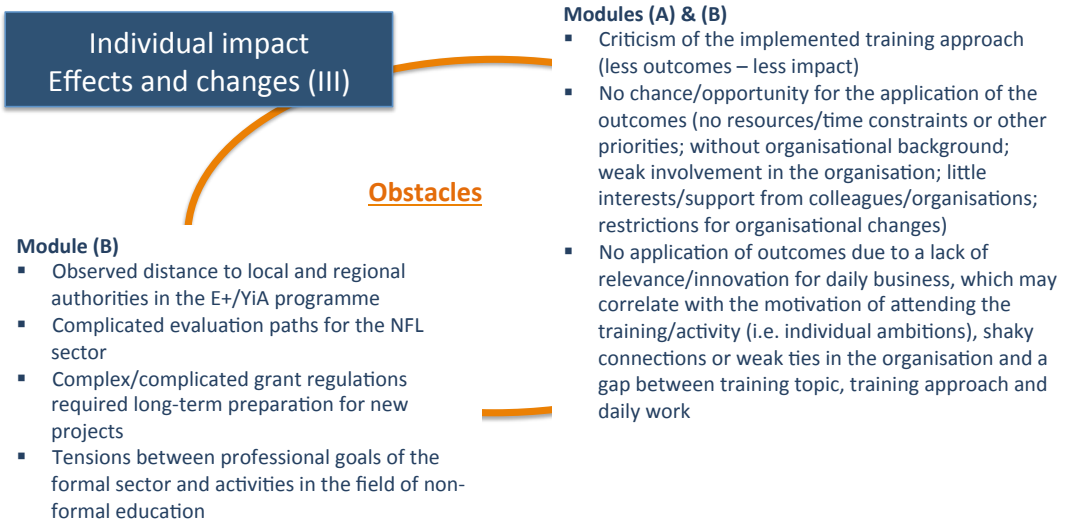
Modules (A) & (B)

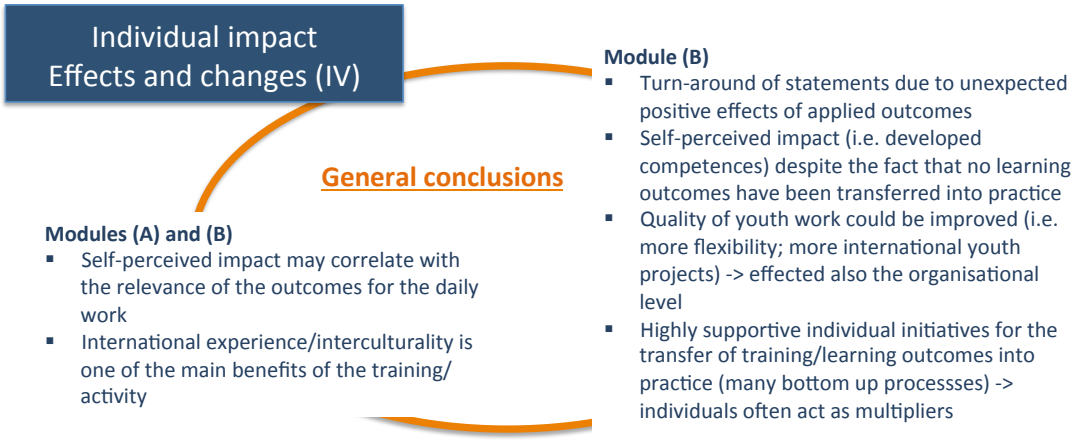
- Provide follow-up activities for deepening learning outcomes and peer learning
- Provide follow-up activities for reinforcing networks and partnerships
- Ensure respective circumstances for active networks such as concrete purposes, a common ground for collaboration or organisational strategies/plans for implementing projects/activities

1.7 Transfer of learning/training outcomes into practice/effects on practice

INDIVIDUAL LEVEL




Individual impact
Effects and changes (III)
Obstacles
Module (B)
Observed distance to local and regional authorities in the E+/YiA programme
Complicated evaluation paths for the NFL sector
Complex/complicated grant regulations required long-term preparation for new projects
Tensions between professional goals of the formal sector and activities in the field of non-formal education
Modules (A) & (B)
Criticism of the implemented training approach (less outcomes – less impact)
No chance/opportunity for the application of the outcomes (no resources/time constraints or other priorities; without organisational background; weak involvement in the organisation; little interests/support from colleagues/organisations; restrictions for organisational changes)
No application of outcomes due to a lack of relevance/innovation for daily business, which may correlate with the motivation of attending the training/activity (i.e. individual ambitions), shaky connections or weak ties in the organisation and a gap between training topic, training approach and daily work


Individual impact
Effects and changes (IV)
General conclusions
Modules (A) and (B)
Self-perceived impact may correlate with the relevance of the outcomes for the daily work
International experience/interculturality is one of the main benefits of the training/ activity
Module (B)
Turn-around of statements due to unexpected positive effects of applied outcomes
Self-perceived impact (i.e. developed competences) despite the fact that no learning outcomes have been transferred into practice
Quality of youth work could be improved (i.e. more flexibility; more international youth projects) -> effected also the organisational level
Highly supportive individual initiatives for the transfer of training/learning outcomes into practice (many bottom up processses) -> individuals often act as multipliers

ORGANISATIONAL LEVEL

Transfer into practice

Module (A): competence development | Module (B): transfer into practice
Revisited and further analysed in module (C) systemic effects, focused on capacity building

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Organisational impact Effects and changes (I)

Professionalism in (international) youth work

Module (A)
- Benefit from the participants' professionalisation (doing their job better; managing limited resources better)
- Enlarge the working areas/fields

Module (B)
- Clear evolution for European/international youth work (i.e. new target groups, new professional networks and/or collaborations) -> not only directly related to the attended training/activity (different influences) and sometimes unexpected
- Intensified youth work beyond the youth field (i.e. at schools)
- Specialisation of staff members (i.e. in youth; NEET youth) but in most cases participation in the training/activity was not related to the job or to a long-term strategy of the organisation
- Expressed intentions to revise implemented methods and approaches in terms of the acquired new ones
- Despite of missing effects on daily activities, positive effects are considered on the image of the organisation (i.e. verification of the quality of work through the exchange of experience and practice)

Organisational impact Effects and changes (II)

Unexpected effects

Module (B)
- Defined priority of international/ European youth work within organisations (i.e. board/management set up a European strategy; create a place of coordinator)
- Spreading and attraction of local initiatives through decentralisation of activities as a network

Network & partnership

Module (A)
- Specific purpose and interests foster collaborations

Module (B)
- Collaborations sometimes refer to existing funding procedures in organisations, more often on short-term projects and concrete activities
- Seldomly, a lack of suitable partners for future collaborations is stressed
- Better/improved network
- Maintaining professional dialogue and/or professional/personal contact via Facebook

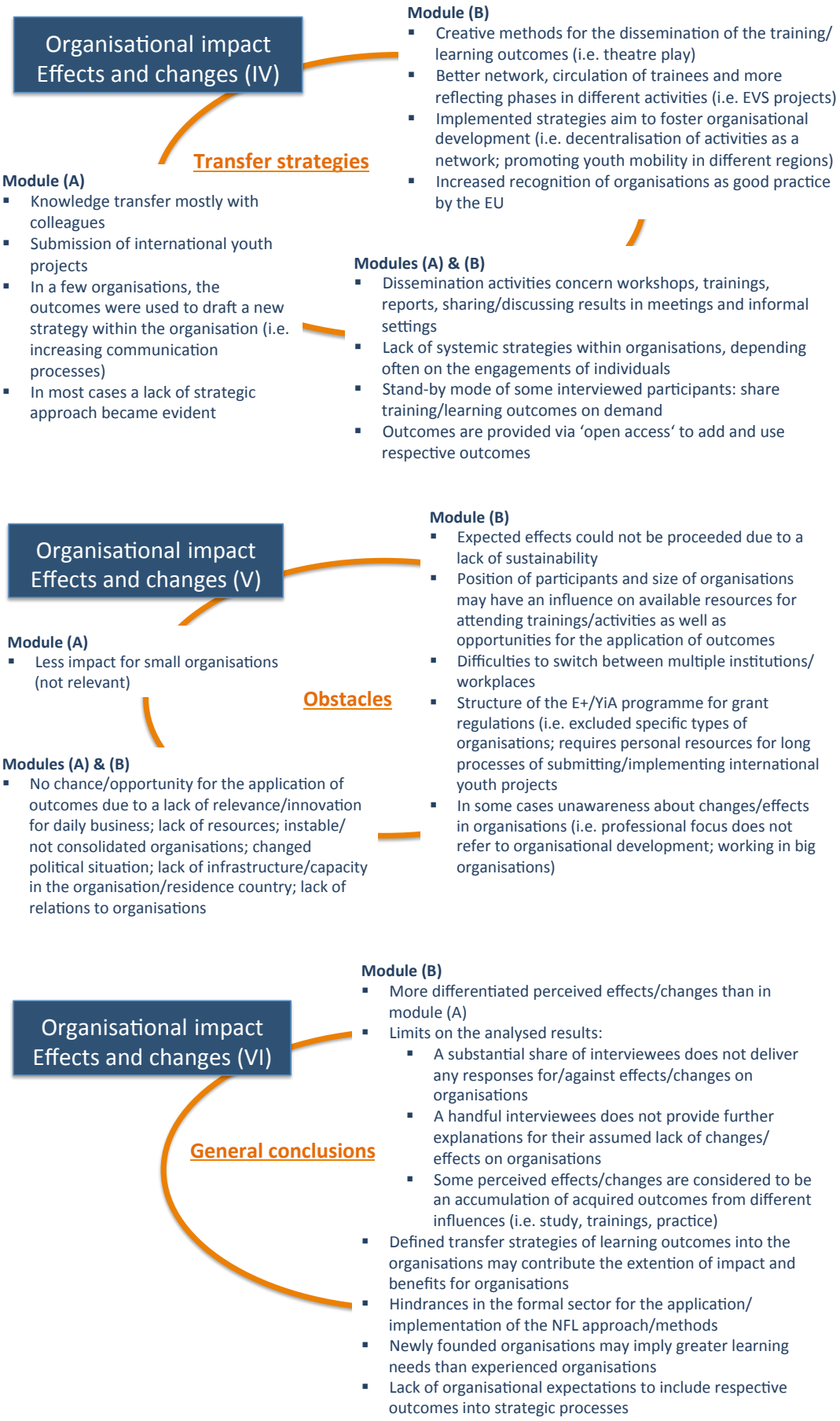
Modules (A) and (B)
- Mostly collaborations/networks for project activities; less at political or inter-institutional level

Organisational impact Effects and changes (III)

Organisational support

Module (A)
- Seems to be not very distinctive but available (i.e. appreciating, motivating and/or helping participants in administrative application matters; treating the participation like a business trip)

Module (B)
- Seems to be more extended for the transfer into practice than in module (A) (i.e. provision of infrastructure/equipment, resources like possibilities for the application of outcomes)
- Limited support in small organisations (i.e. one wo/men organisation; interviewee is leader of the organisation) and in case of different priorities of the organisation to the outcomes
- Absence of expected/required support of organisations for the transfer of the learning outcomes into practice may cause frustration/ tiredness among some interviewed participants; others initiated their own dissemination activities or did not expect any support (i.e. private/ individual initiative)


Organisational impact
Effects and changes (IV)
Transfer strategies
Module (A)
Knowledge transfer mostly with colleagues
Submission of international youth projects
In a few organisations, the outcomes were used to draft a new strategy within the organisation (i.e. increasing communication processes)
In most cases a lack of strategic approach became evident
Module (B)
Creative methods for the dissemination of the training/ learning outcomes (i.e. theatre play)
Better network, circulation of trainees and more reflecting phases in different activities (i.e. EVS projects)
Implemented strategies aim to foster organisational development (i.e. decentralisation of activities as a network; promoting youth mobility in different regions)
Increased recognition of organisations as good practice by the EU
Modules (A) & (B)
Dissemination activities concern workshops, trainings, reports, sharing/discussing results in meetings and informal settings
Lack of systemic strategies within organisations, depending often on the engagements of individuals
Stand-by mode of some interviewed participants: share training/learning outcomes on demand
Outcomes are provided via 'open access' to add and use respective outcomes
Organisational impact
Effects and changes (V)
Obstacles
Module (A)
Less impact for small organisations (not relevant)
Modules (A) & (B)
No chance/opportunity for the application of outcomes due to a lack of relevance/innovation for daily business; lack of resources; instable/ not consolidated organisations; changed political situation; lack of infrastructure/capacity in the organisation/residence country; lack of relations to organisations
Module (B)
Expected effects could not be proceeded due to a lack of sustainability
Position of participants and size of organisations may have an influence on available resources for attending trainings/activities as well as opportunities for the application of outcomes
Difficulties to switch between multiple institutions/ workplaces
Structure of the E+/YiA programme for grant regulations (i.e. excluded specific types of organisations; requires personal resources for long processes of submitting/implementing international youth projects
In some cases unawareness about changes/effects in organisations (i.e. professional focus does not refer to organisational development; working in big organisations)
Organisational impact
Effects and changes (VI)
General conclusions
Module (B)
More differentiated perceived effects/changes than in module (A)
Limits on the analysed results:
A substantial share of interviewees does not deliver any responses for/against effects/changes on organisations
A handful interviewees does not provide further explanations for their assumed lack of changes/ effects on organisations
Some perceived effects/changes are considered to be an accumulation of acquired outcomes from different influences (i.e. study, trainings, practice)
Defined transfer strategies of learning outcomes into the organisations may contribute the extention of impact and benefits for organisations
Hindrances in the formal sector for the application/ implementation of the NFL approach/methods
Newly founded organisations may imply greater learning needs than experienced organisations
Lack of organisational expectations to include respective outcomes into strategic processes

ENVIRONMENT

Transfer into practice

Module (A): competence development | Module (B): transfer into practice
Revisited and further analysed in module (C) systemic effects, focused on capacity building

research based analysis of youth in action

Effects and changes on the environment

Actors of the environment
Modules (A) & (B)
- Social environment (friends; acquaintances)
- Professional environment (i.e. inter-/ national (specific) networks; colleagues outside the organisation who are involved in similar topics)
- Cooperations with the national, local and regional environment (i.e. local community partners/professionals; relevant national actors; rural organisations)

Dissemination activities
Modules (A) & (B)
- Knowledge/materials from the attended training/ activity
- Sharing international experience and practice with other organisations
- Implementing work clubs and workshops with practical activities
- Organising visits to potential employers
- Organising similar trainings
- Attract a wider and external public by defining an outdoor campaign

YOUTHPASS

Transfer into practice

Module (A): competence development | Module (B): transfer into practice

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Youthpass

Application
Modules (A) & (B)
- Benefit especially for unexperienced people with lower formal degree level
- Positive effects for personal recruitment or for the labour market (but this is controversially discussed)

Summing up
Modules (A) & (B)
- Judgment of Youthpass is controversial
  - Unexpected and impressive experience
  - Valuable learning instrument/reflection tool for validating acquired knowledge, skills and attitudes
  - Certificates are not conformable within the NFL approach
  - Limited visibility at the national labour market -> more useful in combination with volunteer work and working experiences abroad (international level)

Critical remarks
Modules (A) & (B)
- Certificates in the NFL sector
- Doubts about the value of a certificate without quality criteria
- Weak importance at the labour market/potential employers, despite the fact that the recognition of Youthpass may have been increased over time
- Implementation may cause time constraints (complicated; strange wording)

UNINTENDED SIDE EFFECTS

Transfer into practice

Module (A): competence development | Module (B): transfer into practice

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Unintended side effects (I)

Training approach

Modules (A) & (B)

- Lack of concepts (i.e. ICL; NFL; youth policy)
- Lack of discussions/definitions of European norms and values
- Lack of innovative methods: 'package method' and solid set of toolbox
- Mismatched participants (experienced/repeaters versus newcomers)
- Lack of follow-up activities
- Tensions between formal and non-formal approaches despite (international) youth work implicates an innovative, inspiring and important role within society and across sectors
- Marginalisation of digitalisation and digital skills

Module (B)

- Lack of in-depth/specialised knowledge (i.e. prison system; closed institutions) and specialised vocational training settings

Network & partnership

Modules (A) & (B)

- Loss of potentials: remain passive; loose interests; lack of resources
- 'Closed' networks/partnerships
- Established often in self-organised/informal settings
- Lack of appropriate partnership buidling

Roles of trainers

Module (A)

- Influence the 'success' and quality of the training/activity
- Not always well-qualified

Unintended side effects (II)

Module (B)

- Challenges to recall the respective training outcomes several months after the activity
- Long-term effect of perceived training/learning effects: decreasing after the training/activity
- Variations in terms of appropriate duration of trainings/activities, depending on working circumstances, motivation/interests and experiences

Module (A)

- Personality may have an influence on the outcomes, like being shy and reactive/passive

Obstacles

Modules (A) & (B)

- Time constraints
- Lack of language/English capabilities
- Impact often remains on the individual level
- Shaky connections between organisations/ individuals and training/activity topics
- Potential dissatisfaction about the outcomes in case of concrete expectations and from 'experts'
- Cross-sectorial interests require further financial resources

Recommendations | ideas to reconsider

Module (A): competence development | Module (B): transfer into practice
Partly revisited and further analysed in module (C) systemic effects, focused on capacity building

research based analysis of youth in action

Transfer into practice

Effects and changes on the individual level

Modules (A) & (B)

- Foster the transfer of training/learning outcomes from individual to the organisational and environmental level
- Provide appropriate resources for dissemination activities by the organisation
- Provide applicable and relevant learning outcomes for daily work and overcome perceived obstacles such as lack of new/innovative knowledge/methods, time constraints and political changes
- Support individuals without an organisational background to share their learning outcomes with an interesting youth work community

Module (B)

- Continue and foster opportunities for intercultural learning/international experiences, which may contribute to valuable experiences for future (international) collaborations
- Foster communication processes to improve the quality level in international youth work

Effects and changes on the organisational level

Module (A)

- Provide concrete and relevant learning outcomes ('products') to change daily business and to promote the transfer into the organisational practice
- Support organisations to disseminate the outcomes to their environment/community at local and regional level

Module (B)

- Include/invite the leadership for disseminating/implementing the training/learning outcomes
- Provide closer connections to local and regional authorities/communities within the E+/YiA programme through expanded networks

Modules (A) & (B)

- Support organisations and networks to develop strategic approaches to personal and professional development and to international youth work (i.e. further institutionalisation of organisations through division of roles/working tasks)

Youthpass

Modules (A) & (B)

- Reconsider the wording and usability to meet the needs of the target group of unexperienced people with lower formal degree level
- Foster a revision in relation to the NFL approach and the value for certificates without quality criteria
- Promote visibility at the labour market at national level

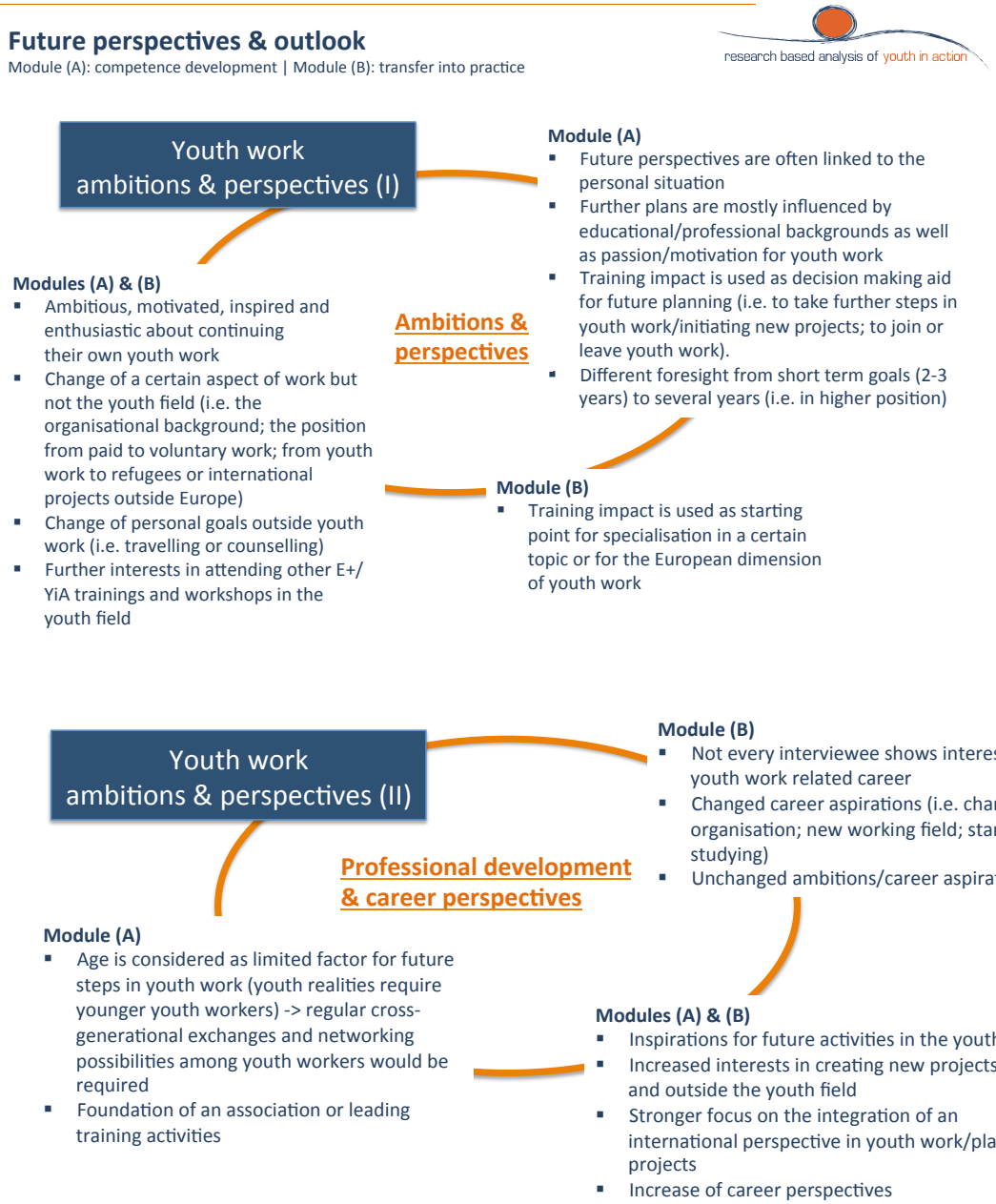
Unintended side effects

Modules (A) & (B)

- Provide more diversifications in trainings, such as duration of the training, in-depth/specialised vocational trainings or follow-ups for reactivating networks/partnerships and deepen the learning outcomes
- Include approved concepts and innovative methods targeting the youth and societal challenges in the training approach
- Focus on an appropriate/balanced matching of participants in terms of professional backgrounds, expertise, age and nationalities
- Provide further support for the preparation of the training/activity if needed (i.e. English language skills)
- Ensure well-qualified trainers
- Reconsider further financial resources in the youth sector to meet increased cross-sectorial interests in NFL

1.8 Future perspectives and outlook

YOUTH WORK AMBITIONS & PERSPECTIVES



Recommendations | ideas to reconsider

Module (A): competence development | Module (B): transfer into practice

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Future perspectives & outlook

Youth work ambitions & perspectives

Module (B)

- Provide access and resources for further trainings in E+/YiA and workshops in the youth field

Professional development & career perspectives

Module (A)

- 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 of 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[3] 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 33 countries (as of November 2018): Austria, Belgium, Bulgaria, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Iceland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Macedonia, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Turkey and the United Kingdom. The RAY Network is open for additional partners.

[3] National interview data of 15 partners of the RAY Network are included in this transnational analysis as well as in the transnational report of module (A) and (B).

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 focused 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 (for further information see appendix A – methodology).

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 as well as module (B) transfer of the developed competences into practice 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 and their transfer into practice 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;[4]
- 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 focused 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?

[4] 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; see figure 2: overview of the approach of module (B): transfer into practice);
- 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

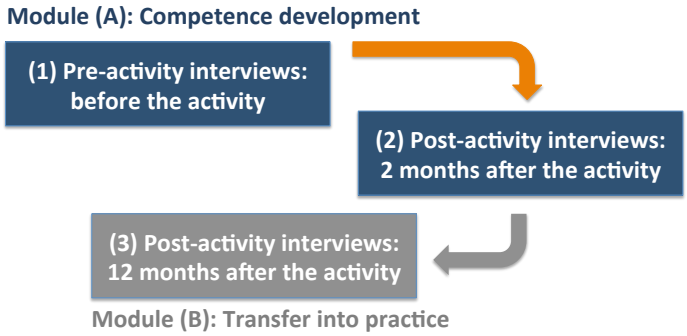
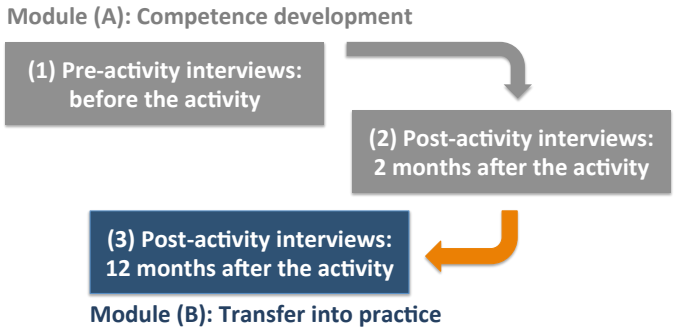


Figure 2: Overview of the approach of module (B): Transfer into practice



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 (see appendix F – RAY-CAP framework for competences in youth work within 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). The research approach of this third round of interviews is focused on the revision of the self-perceived developed competences two months after the training/activity (module (A)) as well as the transfer of these acquired competences into practice. Thus, questions about long-term effects and/or changes in the (youth work) practice through the attended training/activity in question will be addressed. 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.

The research design of the main study would include interviews (semi-structured) with beneficiaries of organisations involved in training/support activities and in other activities funded through E+/YiA. 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. The research focus concerns organisational development such as 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. Furthermore the "multiplication" of experiences gained in training/support activities or the sustainability of effects resulting from the involvement in training/support activities should be taken into account.

3 Main Findings of the transnational interview analysis modules (A) and (B)

3.1 General assumptions and conclusions for interviews (2) and (3)

3.1.1 Introduction

In this chapter, research relevant conclusions as well as assumptions are discussed based on the results of the transnational analysis focused on interviews (2) (two months after the activity) and interviews (3) (twelve months after the activity), contributing to further considerations with respect to the research approach of a longitudinal qualitative study.
On closer inspection, the analysed results of the two interview rounds (2) and (3) sometimes indicated/reinforced trends based on the frequence as well as quality of the interview statements. In addition to that, there are some remarkable attitudes of interviewees expressed in their interviews or described from national researchers, which are worth mentioning for further analyses, the methodological approach and/or the interpretation of the presented results.
As a result, the following chapter provides further critical insights and reflections on the transnational results at the meta level and therefore implicates important additional aspects for this evidence-based research on competence development and the transfer into practice.

3.1.2 Assumptions and conclusions

One methodological aspect with an impact on the interview results can be concluded for the defined time period between interviews (2) and interviews (3). One of the most remarkable and important key finding on the meta level refers to the consideration that the time period of twelve months after the activity sometimes seems challenging for several interviewees (3) to recall concrete outcomes of the attended training/activity in question. Despite being unable to report concrete outcomes, a few interviewees claim that the training had an influence. In most cases perceived effects refer to highlighted/applied 'aspects' of learning outcomes into practice, like acquired knowledge, methods and contacts.

Moreover, the time period of around twelve months between the end of the activity and the conducted interviews (3) implies additional influences on the perceived effects as reported from different interviewees, such as previous/further attended trainings/activities, study, life, youth work practice and/or other experiences. Overall, it is worth stressing that the indicated multiple influences on the reported effects may cause methodological problems for creating any causalities between the attended training/activity and the perceived outcomes. In other words: no causalities can be derived from the analysed interview results due to the fact that multiple influences have an impact on the outcomes, such as 'satisfaction' in the current job (i.e. tasks, time resources, career aspirations), change of the organisation or busy professional environment in combination with time constraints as well as a routine in daily work with regard to 'other priorities than the training topic'.

> *"At the moment when I came, it was very fascinating, but the rhythm of life is so fast (…) 3 months after the event very positively, then basically get blurry a little due to the fact that one is focused on other things" (Efs_TCA1ii3).*

Additionally, the occupational status (i.e. function and responsibilities) within the organisation may have a further influence on the knowledge about changes and effects on the individual/organisational level. Thus, in some interview cases (3) no information could be provided for the impact on the organisational level.
Due to the perceived multiple influences, some interviewees (3) consider their developed competences as well as further outcomes as an accumulation of a learning package during the whole lifespan (life long learning). In interviews (2), such statements have not become evident. As a result, the assumptions can be drawn that the daily work (workplace learning) and previous experiences may influence the self-perceived learning outcomes.

Moreover, it becomes evident that the conducted interviews enforced further reflection processes for the interviewees through the initiated retrospective by looking back the last months after the attended training/activity. This kind of reflection processes may have also an impact on the perceived effects and outcomes from the interviewees through the semi-structured interview setting (i.e. interview questions and/or independently researchers' subquestions).

Referring to the longitudinal study it has to be added that some long-term effects occur across different cases with respect to the transferred/applied outcomes in interviews (3), implying a turn-around of statements (this may not the case for competence development, see next paragraph). Thus, negative statements turned around to more positive ones through the unexpected inclusion of acquired exercises in the activities of the organisation or awareness raising on benefits many months after the activity, although expectations were not met. It is seldom that positive statements turned around to negative ones in interviews (3). Statements in other cases remain the same or were reinforced in its indicated tendencies from interviews (2).

In the context of the analysed progress of competence development between interviews (2) and (3) it seems noteworthy that some outcomes of the transnational analysis of interviews (3) may verify the indicated trends in the interviews (2): negative or positive reported statements for competence development in interviews (2) remain predominantly negative or positive in interviews (3).

Another methodological key aspect for the self-perceived competence development refers to the feedback from different national researchers as well as some interview statements. The division of knowledge, skills and attitudes/values in the interview questions seems challenging for the self-assessment of developed competences. As a result, it can be assumed that this kind of division is more an analytical than an empirical approach.
In other cases, interviewees describe their competence development in the context of being 'fit' for the job in the meaning of having the needed competences, including all three aspects (knowing, doing, being). Thus, they avoid differentiations and provide a 'holistic' approach of competences by the used term 'fit for the job'.

A further remarkable impact on the results concerns the attitude of interviewees with high-qualified competence profiles. Some of them perceive questions about acquired competences to be not appropriate in the interview and therefore did not respond these questions.
In addition to that, other interviewees described their acquired competences most frequently with professional as well as personal development, emphasising an observed trend from interviews (2), despite one difference. At this point it is worth stressing that professional development seems more frequently addressed than personal development in interviews (3), implicating the following assumptions. First, the daily business and coming back to routine may foster the focus of professional development and therefore professional competences are much more present in the interview statements than personal development twelve months after the activity. Second, the

asssessment of the training/learning outcomes may correlate with the results for professional development and thus outcomes for professional development are assumed to a greater extent.

With reference to specific competences it becomes evident, for example, that concrete outcomes for intercultural competences are reported in a reduced quality in interviews (3) in comparison to the statements in interviews (2). In interviews (3), interculturality is often addressed in the context of effects of the international training experiences on the individual as well as organisational level. One assumption for this observed gap between interviews (2) and (3) can be attributed to the changed reserach focus from competence development in interviews (2) to the transfer of the training/learning outcomes into practice in interviews (3). Thus, the whole research approach in interviews (3) emphasises the impact on individuals/organisations after the attended training/activity in question and is not focused on concrete developed competences. As a result, addressed statements rely quite often on the individual/organisational impact with respect to new contacts, networking, partnership buidling or peer learning/exchange of experiences and do not address explicitly acquired knowledge, skills and attitudes/values.
Moreover, another assumption can be drawn referring to the observed trend of a reduced number of interview statements (3) in terms of intercultural learning/competences. In chapter training and support activities a substantial share of interviewees criticise a lack of presented and discussed theoretical concepts for intercultural learning and/or discourses. Due to this missing theoretical approach, the personal impact of acquired intercultural competences may be limited, representing in the reduced acknowledgements of the third round of interviews twelve months after the activity, on the one side. On the other side, the impact is focused on the impression of relationships with international peers during the training/activity, which may weaken the level of impression by the majority of interviewees over time, especially when they do not apply any effects from these relationships in their daily business (i.e. missing follow-up meetings). Overall, it can be assumed that the present intercultural approach in the international trainings/activities may imply limited long lasting effects with respect to intercultural competences or even interculturality.

Another highly interesting pattern can be stressed in terms of self-perceived changes of attitudes/values, which are indicated more frequently in interviews (3) than in interviews (2) and seems to play an important role in interviews (3).
Due to this evidence-based difference between the both interview rounds, the assumption could be reinforced from interviews (2) that the development of attitudes/values takes time and reflection processes because of the usually unconsciousness effects. Changes are hard to point out right after the training/activity and may indicate a difference to the acquisition of knowledge or skills, for example. The outcomes for the acquired knowledge and/or skills are normally more and immediately visible and that is why interviewees address these outcomes easily. However, through the analysis of competence development it can be assumed that time seems an essential factor: competences are slowly growing through experiences and practice.

A further assumption due to perceived changes of attitudes/values in the interviews (2) 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. Contrastingly, the awareness on changes of attitues/values do not seem so obvious and transparent when this issue is not addressed in the training/activity.
Unfortunately, no evidence based data is available in the interviews (3) to draw further conclusions on this assumption.

The last assumption from interviews (2) for rare changes in terms of attitudes refers to the participation in similar activities/training in the past. To draw further conclusions on this assumption, additional evidence-based data would be required, which was not the case in the interviews (3).

3.2 Expectations/motivation to attend the training/activity

The chapter 3.2 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)) as well as if applicable, a few statements twelve months after the activity (interview 3), which are indicated in the text with 'after the training/activity' to underline specific changes per case/interviewee. Referring to the structured protocol[5], 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.

3.2.1 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_TCA6uh1).

"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_TCA5uh1).

"My reasons are purely personal development. I sometimes think that I don't have as much experience of youth work as other people who work in the organisation, so I think that it is maybe more to do with my insecurities (...)" (Efs_YWM3ei1).

"I learned more than I expected. (…) Everything was new" (Gfs_TCA3ta3).

[5] See Appendix A for an overview of the structured protocol

"The main thing" (Emh_TCA2ta3): He would not have considered the option of taking part in the EVS if he would not have been there. He learned about that option from another participant who was there and thought this could perfectly combine with – and add value to – the activities of his association– this was *"the strongest impulse, I mean, this is not little for a seminar lasting three days" (Emh_TCA2ta3).*

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 (see chapter personal and professional expectations).
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.

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 ooutcomes 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.

"I didn't know what to expect or what we would be doing so it was completely new for me, but it was brilliant" (Dfh_YWM2ei2).

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.

3.2.1.1 | 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.
Similar statements can be indicated for interviews (3). Specific topics are not always articulated for further trainings/activities but more a wait-and-see attitude: waiting for a training activity that seems interesting/relevant for daily work ('supplementary training') as well as providing appropriate time resources for participation. Thus, it is stated several times that the daily hustle and bustle within/outside organisations (i.e. combine (project) work at the organisation, volunteer work, studying and family obligations) made it impossible to follow other training activities. It has to be added at this point, that some interviewees became aware that people who are employed by the organisation have more resources available to go to such trainings/activities.
Additionally, the importance of more trainings and knowledge gain are pointed out beyond the working field as well as work in the field of education:

"I want to participate as much as possible. I want to work in my field, that is, in the field of education, I want to naturally expand my knowledge and deepen it [also] beyond [my field], but this is the main focus" (Ifh_KA11is3).

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 in interviews (1) concern, 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" (Ifs_TCA9xe1)* 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).

In interviews (3), indicated specific topics for further trainings/activities are pointed out as follows:

- to contribute the development of youth policies;

- to explore drama and theatrical methods in non-formal education;
- to apply IT tools in youth work;
- to learn more about (intercultural) communication;
- to deepen professional and personal skills for implementing youth activities/projects.

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, experienced participants report more often after the training/activity that they were satisfied with the training/activity because of the enriched views from participants from other countries and seldomly in terms of knowledge acquisition (see chapter training and support activity).

A further 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.

3.2.1.2 | 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_TCA5uh1).

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 duty 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_KA1rf1)

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 *("we had a chance to experience Turkey outdoors as well" (Bfs_KA1zc2))* (see chapter (international) youth work competences). 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_KA1zc2), *"learning how to think differently"* (Bfs_KA1zc2), 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.

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_TCA8uh1).*

b) New experiences/experience-based learning

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 concern 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 after the training/activity, 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_YWM3rt2).*

Learning from others' experiences and sharing good/bad practices in an international learning environment to increase professional development is often addressed to be one of the motivations for attending the training (see chapter applied training approaches and methods).

"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_TCA5xe1)

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. Nevertheless, such positive impact on professional development may occur also by experienced participants, which is addressed by one interviewee in terms of youth work/project management.[6]

c) '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 or creativity) across Europe, creating a sense of community.

"I have expectations to meet creative people who are willing to share their knowledge" (Bmh_YWM1ei1).

[6] 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.

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.

3.2.1.3 | Knowledge acquisition

a) Practical knowledge

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 *"we are not in training to study a book" (Dmh_TCArf1).*

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 (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 (after the training/activity: 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;

- 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.

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 (after the training/activity: Expectations are satisfied because good practice (satisfied models) from innovative topics was learned through exchange experience);
- to gain a European mobility experience and be informed about European unemployment; to discuss employment realities;
- to speak English and learn from/with others as much as possible about efficient communication from others' experience (after the training/activity: expectations were met through the exchange of best practices with other professionals in the field of communications and through networking);
- to learn everything useful or necessary to do international youth work (after the training/activity: Expectations were fulfiled and interviewee is satisfied but one interviewee must leave the organisation and 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/activity.

One expectation dominates the mentioned issues in terms of frequency: To obtain knowledge about E+programme/offers and international youth work. After the training/activity 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" (I_fh_YWM1ro2).

Inclusion and active participation/citizenship

- 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 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 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 understand the issues of people with hearing deficiencies and how they can be helped;
- 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);
- to acquire theoretical and methodological tools in the context of European citizenship (see further explanation below).

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.
Unfortunately, this expectation is not delivered after the training/activity 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). 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.

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 (see chapter (international) youth work competences).

3.2.1.4 | Building networks & partnerships

"I went there to get some new information and to get acquaintanceships from all over the Europe" (Bfs_TCA5xe2).

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. Thus, not only professional but also private networks were formed based on interests for a few interviewed participants.
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).

3.2.1.5 | 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. In addition, being a volunteer in a European/international learning situation is appreciated and provides learning opportunities for personal competence development.

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. According to improved communication skills, most of time it is reported in the interviews that this expectation is met with the activity (i.e. learnt techniques of communication), causing positive impressions. Sometimes the activity was chosen directly according to the theme 'communication'.
Further expectations for personal development refer, 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 own quality of work. In some cases, the training is assessed positively because of personal development (see chapter personal development).

b) 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.

Furthermore, expectations for 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). Moreover, the

interviewees perceive the implementation and receiving information of E+-programme as beneficial to their professional development. 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. After the training/activity one interviewee reports that this expectation is partly fulfilled because of good personal relations with some participants who gave useful information.

Summing up, 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.

It is worth mentioning that in interviews (3) it becomes evident that expectation/motivation from participants for the attended training/activity are often focused on professional development. In this case, this expectation could not be fulfilled, the training/activity is assessed more negatively because of dissatisifactions in terms of the learning/training outcomes (see chapter training and support activities).

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. These expectations are fulfiled after the training/activity, 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 work[7]; 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_TCA1xe1).*

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 and similar creative activities are perceived to be an excellent non-formal education method and needs to be strengthened.

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.

[7] 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.

3.2.2 Organisational expectations[8]

"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_TCA5xe1).

"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_TCArf1).

"It is in our strategic objectives to develop more European partnerships" (Afs_TCA1ei1).

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.

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 (see chapter effects and changes on the organisational level).

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

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;

[8] 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.

- 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.

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.

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;
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.

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 after the training/activity. 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).

Finally, country-specific cultural differences towards the expectation of the attended training/activity were addressed in a few interviews. One intervewiee concluded that 'less developed countries expect less from trainings' (see Gfs_TCA7xe2).

3.2.2.1 | 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_TCA1uh1).

3.2.3 Summary expectations and motivation

3.2.3.1 | 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.

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.

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).

3.2.3.2 | 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.

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).

3.3 Involvement in the youth field: professional and organisational background

This chapter summarises the involvement of interviewees in the youth field. It provides an overview about the professional positions and organisational contexts of interviewees, and suggests typologies for both the professional and organisational background of participants of training and support activities.

3.3.1 Organisational background

The vast majority of interviewees were actively involved in a youth organisation, institution or network at the time of the training/support activity they attended. A small number of interviewees attended their training/support activity with support from an organisation they were relatively loosely associated with, generally either due to a lack of possibilities to join non-formal education activities otherwise (e.g. teachers) or due to the transitionary nature of their engagement in the youth sector (e.g. students).

The organisational background of interviewees reflects the diversity of youth work in Europe and implies country-specific differences of organisations. In case of clustering the interviewees' backgrounds broadly into the following types of sectors, the implied country-specific differences of organisations in the youth field should be beared in mind:

1) Organisations in the public sector
2) Organisations in the third sector
3) Individuals in the third sector

(1) Organisations in the public sector
The interview sample contains a wide variety of public sector organisations at municipal/local level, provincial/regional level, and federal/national level:

Directly 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)

Related to the youth field

- Body close to Federal Ministry of Education
- Schools (Primary School, High School)
- Education Centre and Evening Art School
- University
- Psychology and Development Centre
- Prison

- Chamber of labour/commerce
- Company
- National Institute for Culture
- Municipal culture house

(2) Organisations in the third sector
The interview sample contains a smaller total number of civil society organisations, which also showcase a smaller variety of organisational typologies.
Since the interview sample was not designed to be representative as well as the implied high variety of country-specific differences of organisations in the youth field, no immediate conclusions can be drawn from this distribution, but the question whether public sector organisations in the youth field (can) pay more attention to the professional development of their staff, compared to civil society organisations, is an interesting aspect that should be explored through monitoring data as well as other qualitative research projects in the RAY network.

In the interview sample of RAY-CAP, the following third sector organisations can be identified:

- Associations
- Foundations/umbrella organisations
- Cooperatives
- Mutual benefit organisations

(3) Individuals in the third sector
The interview sample contains a small number of individuals who, while active in the youth field, have little or no active connection to an organisation, and sought organisational support specifically to attend the training/support activity they were interested in.

These are mostly either individuals who have a connection to the youth field, but no organisation covering their specific interest (e.g. teachers who were involved in a youth project, had their curiosity peaked, but have no organisation to join (yet)), or individuals whose engagement in the youth field is transitionary. The latter group is often more generally in a transitional state, such as students who have left their home town for their studies, but remain loose ties with an organisation they previously were active in, or unemployed young people who have become active in an organisation to bridge the time between the end of their education and the anticipated beginning of their initial employment. These are, however, merely two examples to illustrate that the transitional character of a life stage tends to reflect on the character of an individual's engagement: the interview sample is too small to draw universal conclusions.

3.3.2 Professional background

BEFORE THE TRAINING/ACTIVITY

The interview sample contains persons who are directly involved in youth work and are either employed (full-time; part-time) or working as freelancers for a youth sector organisation.
Furthermore, there are persons who are 'indirectly' involved in youth work and are either employed (full-time; part-time) or as freelancers in a youth sector organisation. They are usually responsible for support structures and the administrative work in their 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.
Interviewees who did not fall into any of these three typologies were defined as 'others.'

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 by this group of interviewees.

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 by this group of interviewees.

AFTER THE TRAINING/ACTIVITY

We notice after the third round of interviews that the occupational status has not much changed and can still state that the following typologies can be identified:

(1) Directly involved in the youth field; (2) Indirectly involved in the youth field; (3) Engaged in the youth field as volunteers next to a regular job or to high school/university and (4) others (i.e. unemployed)

Total changes of their jobs are rare when people have worked steadily in the youth field before the training, that applies especially for people mentioned in the groups (1) and (2). Sometimes they get the opportunity to be promoted within the same organisation or in another one and take the opportunity but remain mostly within the working field of youth work. For the groups (4) and especially (3) it is different. Often the latter group consists of people in their twenties looking for something that gives them satisfaction next to their regular school or university training. Not always the wish to continue working in the youth field persists and therefore they move on either to their field of studies or to a new field of interest which might suit their career path more.

The changes in work life after the training are as follows in the third round of interviews: A certain number of participants have not been working in the youth field either because they have been students or in a "finding phase" exploring new things that might suit them. Additionally, it turned out that students don't always intend to work in the youth field once they are finished.

On the other side there are people who took over more responsibilities either in their former organisation or after having changed to a new one. Some gained more self-confidence, motivation or knowledge to work in the youth field. Some decided to shift from youth work to research and evaluation of youth projects. Other interviewees also report they had to stop working because their contract expired or they have been unhappy with the set-up of youth work (e.g. too much documentation). Finally, some had a personal need/wish for a professional change or wanted to establish an own (youth) organisation.

3.4 Present (international) youth work practice and changes/effects in the youth field

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 that are perceived to be most important in (international) youth work. The focus is based on the practice in (international) youth work and therefore interviewed participants were asked about their approach to (international) youth work before and their self-perceived changes/effects after the activity.
In addition to that, statements of the image of the European Union and discovered European issues are surveyed in the interviews two months after the activity (interviews (2)) and revised 12 months after the activity (interviews (3)). The aim was to analyse effects and changes (if any) on the interviewees through their involvement in international youth work as well as international training/activity.

Topics being taken into account in this chapter refer to changes in international youth work, planning/preparing as well as implementing youth projects/activities, the inclusion of young people (with fewer opportunities/special needs), networking and partnership building as well as European issues and image of the European Union.

3.4.1 (International) 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" (Cfs_TCA4xe1).

"International youth work is more important than ever before, must continue and must be extended" (Ems_TCA5ed3).

BEFORE/AFTER THE TRAINING/ACTIVITY

In interviews (1), youth work is frequently 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 seems to be open-minded and flexible to the needs of young people and new challenges that might 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]" (Ams_TCA3xe1).

Moreover, 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.

"I find very important that the dialogue, the critical thinking should be characteristic for my job whatever I work" (Hfs_TCA8uh3).

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 (1) 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.
However, in one interview (3) an interesting observation/change is addressed in terms of the perception of youth workers' professional profile. There would be so-called Erasmus+ youth workers, among them many young people calling themselves youth workers but they are described as having a lack of requested competences:

„They don't have these soft skills, they don't have the experience and the idea and they believe they can also run these trainings (…) I think this is irresponsible" (Mfh_TCA10ed3).

Generally speaking, in the revision of interviews (3) a radical change of the perspective or professional environment for working internationally in the youth field are rare in interviews (3) and is often one factor among many (even though extensive changes were reported in a few cases, see chapter training and support activities; changes and effects on the individual level).
More specifically, a change in the youth work practice is reported by one interviewee with respect to the activity format "work-camps", which is not directly related to the attended training but is a result from experiences in the daily work. Referring to a refused project application from the NA, this interviewee analysed the general work-camps practice and became aware that many elements did not take into account the particular demands of non-formal and informal learning. As a consequence, a new training module was developed, combining elements of youth exchanges with elements of work-camps and combining theory and practice.

However, self-perceived changes for international youth work could be indicated in several interviews (3) for more experience, for example in terms of active participation of young people and non-directive educational approaches, as well as for an increased focus on the needs of young people. In addition to that, further changes refer to more openness for the submission of projects or a confirmation of own approaches to work internationally. Moreover, a changed focus/a clearer view of youth work across Europe and beyond as well as of planning/implementing youth projects (with EU funding) could be perceived by other interviewees (3).
On closer inspection, one interviewee, for example, has now a clear vision of the need to focus on the political dimension of European youth work due to the fact that more disadvantaged young people must be involved in the E+/YiA programme. Other interviewees became more aware, engaged and interested in international youth work or felt inspired through the peers or good practices of institutions. However, there are still interviewees (3), who do not perceive any

change in their values or attitudes (see chapter (international) youth work competences and development/changes; changes and effects on the individual level).

"I don´t know. For that matter, I have otherwise travelled a lot just the same and this kind of openness towards foreign cultures is anyway due. At the same, in my opinion the people in Europe are not that much different. So I cannot say that somehow now (…) I am suddenly more tolerant or not" (Dfs_TCA6xe3).

"My vision has, of course, changed. As I said, I am now working, I am 28 years old, I can of course participate in projects but I try to make people, young people, my siblings, my friends and their siblings to participate [in the activities]. That is why I tried hard for EVS. It was very tough, we could even get accredited in one year, we missed the application, the documents were missing etc. but we struggled, and without giving up we tried to be accredited and we did it. Thus, you say "I saw how [the activities] widen the vision, so they should also see" (Cfs_TCA3rt3).

Finally, it is expressed that the activity widens horizons and leads to both new projects, new research about the topic, establishment of new youth associations as well as acknowledgements of other (international/sectorial) environments, such as participants not only from Central Europe but also from Northern Africa and the Balkans.

"Yes, in the sense that I met and realized even more deeply that it is necessary to participate internationally, that it is necessary to educate [yourself]. I am primarily interested in the field of schooling, in the field of education, I am very interested in this, and it seems to me important to meet people from other environments" (Ifh_KA11ii3).

Overall, it seems confirmed in the third round of interviews that self-perceived changes with respect to international youth work might be stronger for interviewees/institutions with little experience (gain more knowledge/insights of international youth work) as well as changes occurred rather through interaction with others (see chapter training and support activities; effects and changes on the individual level):

- Personal contact/exchange with people/organisations (new ideas/methods);
- Networking with possible partners (important for initiation of projects);
- Surrounded by people with different professions/cultural backgrounds (inspiring; widening horizons).

It seems noteworthy that one interviewee (3) adds that competence development for international youth work is an element of progress, which is increasing through experiences:

"I think that this is a skill that is built slowly, not in just one such international cooperation, but in more of them, so slowly the experience is growing … we are slowly becoming more and more independent in our interpersonal contacts. It was one of my first projects in which I participated, I might have been more reserved, or I tried the field more carefully than I would have most likely now, when I have participated already in several such activities" (Ifh_KA11ii3).

Another experienced interviewee (3) in implementing international youth projects declares that the acquisition of knowledge about classical youth work or youth in general does not automatically refer to changes of perspectives on international youth work.

In case no changes could be reported, the training was judged to provide good networking possibility as well as professional development not only in the youth field (i.e. improved career perspectives in other fields). Moreover, further interests in participating in more (international) trainings are stated (see chapter training and support activities).

In other cases, a handful of interviewees (3) are not interested in international youth work due to their present youth work on the local level or they would like to start international collaboration beyond the youth field (i.e. in the context of rural development). Thus, one interviewee reports her will to develop her skills further to be able to prepare her own projects to point out deeper social problems in her locality (see chapter transfer of the learning outcomes into practice).

3.4.1.1 | Preparation and planning of (international) youth projects/activities

BEFORE/AFTER THE TRAINING/ACTIVITY

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. This circumstance is still an issue in the third round of interviews, therefore some interviewees (3) could not report any changes for planning youth projects because they are not involved in organising projects/activities.

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.
According to that, some interviewees (3) have been acknowledging the level of competences from youth workers as specifically important when it comes to planning a project. This is for example the case for the management of temporality and flexibility (i.e. needs of the public) and the importance of informal time, active listening/communication skills (i.e. paid attention to the linguistics and the diversity of the participants), digital skills and a variety of NFL methods (i.e. open space and energizers) as well as the consolidation of solid and trustful partnerships (clarification of expectations, resources, expertise). It is pointed out several times that the planning of projects requires the active involvement of partners from the beginning on: to develop projects actually in collaboration with the partners instead of writing them up by one partner only (see chapter (international) youth work competences and development/changes).

> *"I approach every participant with a special kindness, because in this training we learned that the major aspect of fund-raising is communication, and by this means, I try to keep strong communication with everybody in our events" (Gfh_YWM1rt3).*

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 collaboration 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, although in Ireland several respondents made explicit mention of the National Quality Standards Framework and the child protection standards for all those working with children and young people. 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 stated that ensuring gender equality and paying attention to the age category are key elements for planning/preparing youth projects/activities.
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).
In interviews (3) it is reported that the attended trainings have been like an inspiration to get a better understanding and also to learn how to include the needs and interests of the target group in the planning process. One interviewee describes, for example, that she is more pro-active when planning a project. She approaches (possible) participants openly and provides whatever is possible for their active participation before and during the program. Another interviewee considers that he learned the importance of group preparation activities for the processes for knowledge and self-knowledge, as for teamwork, accepting differences, respecting each other's opinions and exceeding one's comfort area.

Further interviewees before the activity 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 during the attended training/activity): 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_TCA6uh1)

" 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_TCA6uh1).

Furthermore, the training is a good option of peer-to-peer learning of new skills, methods and knowledge and especially for unexperienced youth workers a valuable source to learn and gain courage to initiate activities/projects, as indicated in a few interviews (3). As a result, some interviewees (3) are highly engaged in organising (international) youth activities/projects in the future (see chapter effects and changes on the individual level).

"Well there would be no exchanges without this training! I wouldn't have had the courage to do this on my own" (Ifs_TCA7if3).

In addition to that, the training/activity may not affect the way of planning, preparing or implementing activities/projects so much for the most interviewees (3). In some cases, it is more that the training activity has triggered a change (un-)consciously with respect to new approaches (i.e. visit place before actual exchange takes place; in-depth attitude towards young people) or a new understanding that situations can be experienced differently by participants and therefore multiple options in the design of projects are recommended.

Others improved the way projects are planned, such as an increased awareness of the importance of budget management, the target group or to facilitate the expression of young people, and started to use new methods (i.e. online survey tools).

"In principle, nothing has changed drastically now. Maybe something plus, that I added something directly from this training, some activity I learned there" (Cfs_TCA2ii3).

"Certainly, now I can say that planning and preparation, and implementation, monitoring is on a bit higher level of quality" (Bfs_TCA1ii3).

There are also cases reported in interviews (3) where nothing has changed because some continue to use the methods they have been always using or the working environment does not provide any possibilities for planning activities/projects (i.e. concerning the specificity, organisational structure and/or people´s attitudes in the organisation) (see chapter effects and changes on the individual level; effects and changes on the organisational level).

3.4.1.2 | Implementation of (international) youth projects/activities

BEFORE/AFTER THE TRAINING/ACTIVITY

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.
Collaboration with partner organisations may play a vital role for the implementation of successful projects. In addition, collaboration with local authorities is possible and refers to a kind of exchange of knowledge in most cases. Thus, 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 in the interviews before the activity. Finally, networking is assumed to be necessary to implement international projects successfully (see the next subchapter networks and partnerships). Another factor of success refers to needs-analyses and the early involvement of the participants/partners/target group, as indicated in some interviews (3).

"Most of all, during the training we have looked at how to organize a youth program from your partner. It was aimed at youth exchanges, but it could also be used for other programs. What we didn't practice before the training was the needs-analysis and the early involvement of the participants. In that case, they are not the passive subjects of the project anymore, and the participants can shape the project from the beginning. So, from the perspective of a year, this is what I remember the most, that is, that was the most useful and, of course, understanding the whole process and follow-up process of youth exchange" (Jms_TCA6uh3).

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. In different interviews, there are several stages of communication identified: 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. The communication after the activity is described, for example, 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. In addition, the latter is often also starting point for future projects. Thus, it helps to evaluate the former project and to draw lessons for future collaboration.
With respect to DEOR (dissemination and exploitation of results) as part of the communication process after the activity, one participant assumes critically that 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.
In interviews (3) it is requested that the Erasmus+ programme must be more widely communicated in order to offer all young people the opportunity to have intercultural experiences. It is stressed to be relevant that more disadvantaged young people must be involved in the E+/YiA programme.

Further it is added in interviews (3) that innovative approaches and methods have been learned on how to implement a project. Some noticed a clearer division of roles in terms of outsourcing such as delegating tasks and becoming more efficient when it comes to the implementation of projects/activities (i.e. division between mentoring and hosting volunteers; division between application and implementation of projects; inclusion of web designers).

"Yes, well, there is a difference in that I realise that I need to give up some things which I'm doing (...). I need trainers doing these things (...) and I started to bring in some young trainers (...). I took two of them out of training of trainers I'm running so that they can train their skills" (Lmh_TCA10ed3).

Personal as well as professional development are assessed to be beneficial for the successful implementation of projects through the consciousness that the special character of a project, its objectives and the concrete conditions and needs of the involved or targeted young people must be focused upon (see chapter (international) youth work competences and development/changes).

„I got another perspective on how to address intercultural issues" (Jfs_TCA5ta3).

It is important to mention that digital youth work is perceived as the future by several interviewees. 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.

3.4.1.3 | Inclusion and participation of young people/young people with fewer opportunities and/or special needs

BEFORE THE TRAINING/ACTIVITY

When it comes to inclusion and the participation of young people, there are different approaches to assure a good outcome of youth activities, as perceived from different interviewees (1).
It can be indicated 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 criticise 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.
Further critical statements are raised in interviews (3) and refer to the factor of existing international experiences, indicating a barrier for disadvantaged young people with non-international-experiences, an unrealistic approach of equal opportunities for all or the influence of will and money with respect to the inclusion of YPFO/YPSN (see *Dmh_KA1-YWM2ta3)*:

"That's how it usually goes that those with a lot of international experience are those for whom it is a smaller step to go, and they are also the ones that automatically apply there (…)" (Bms_TCA2if3).

"This debate will always remain open, because equal opportunities for all (…) it may be unfair to talk about equal opportunities for everyone because this is not realistic. In some ways, youth work breaks this, that is, it gives equal opportunities to young people at the time of projects, when they actually [work] together, when they meet, they actually have all about equal opportunities, including learning opportunities" (Afs_TCA1ii3).

AFTER THE TRAINING/ACTIVITY

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 reported in different statements of the second round of interviews. As a result, effective ways of working with YPFO/YPSN and the inclusion in E+ projects could be 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, which is reconsidered in some statements of interviews (3).

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. In interviews (3) it is emphasised that participation/involvement of young people from the beginning of the activity/project is one of the key factors for applied inclusion.
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. Especially for YPFO/YPSN, it seems relevant to develop specific opportunities (meet the needs) in terms of adapting the language, providing financial contribution, showing empathy and openness as well as implementing appropriate/new methods and examples (i.e. theatre and drama, simulation games), as reflected in different interviews (3).

Generally speaking, there is a strong focus on young people and their needs and interests should be considered. A variety of different methods are stressed 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.
More often it is stressed in the interviews of all rounds (1, 2 and 3) that engaging, activating and motivating young people are estimated to be one of the challenging points, especially for long-term commitment.

"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_TCA5uh1).

New techniques and games are learnt during the attended training/activity in getting young people's attention (i.e. internet, games, apps) and the importance of traditional culture and its relation to handcraft is stressed, as reported in several interviews (2) and (3). Furthermore, simple techniques are learnt to unlock young people's creativity and potential for creating active

participation among young people (see chapter (international) youth work competences and development/changes; training and support activities).
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), being confirmed several times in interviews (3). 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_KA2uh2).

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 (2) 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.

Nevertheless, the inclusion of young people may require enormous engagement and motivation by the youth workers, as indicated by some interviewees (3). One of these interviewees shared the experience, for example, that it is not easy to activate young people after the training/activity, but she tries harder and harder to come up with ideas that could attract young people. Other interviewees (3) realize that it is important to take young people abroad (even though it is not easy) and the attended training/activity stimulated them to encourage young people more to go abroad because it is enriching, interesting and it brings benefits.

"If I could make them realise that they don't have to be super smart or anything like that. A lot of them still think that you have to be somehow super smart to be able to go on these international trips" (Ffs_TCA2if3).

"We must also be realists to know that, in essence, we will not, make an impact with one act, but only with our [continuous] actions. (…) I see even more that [potential], working work with young people to sensitize them, I see it as a process" (Ffs_TCA1ii3).

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 as well as develop power-sharing.

However, an experienced participant of interviews (2) 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. Another interviewee (2) 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.

"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_TCA8uh2).

'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. Furthermore, critical thinking in social and political systems, and organisational strategies for youth involvement is another competence related to empowerment. One interviewee of the third round of interviews demonstrates perfectly these developed competences because this interviewee feels now to be more sensitive regarding the socio-political environment that has negatively changed. Thus, youth would have to enlighten and to inform, in particular to build up a solid understanding of democracy. This interviewee is more radically thinking and acting against any form of manipulation and therefore favours a very (self)-critical approach for her youth work: to preserve and to convey maximum objectiveness without ignoring the principle that all men and women are equal.

In any case, developing professional skills and knowledge about youth participation did not always happen because some relevant topics were dropped or changed during the training, and other topics were expected (see chapter training and support activities).

Generally speaking, in the revision of interviews (3) it may become apparent that issues of YPFO/YPSN do not seem to play a central role. Only half of the interviewees responded to questions for YPFO/YPSN (with different quality of outcomes) in the interviews (3). Moreover, just a quarter report that issues in the context of inclusion of YPFO/YPSN were actively addressed and discussed in the attended training/activity and a handful interviewees could not remember, if this topic was raised in the training/activity. Notably, a few interviewees (3) state that they could raise their awareness on YPFO/YPSN despite the fact that these topics were not actively addressed within the training/activity.

However, addressed topics in the attended training/activity often referred to refugees/migrants with future perspectives on challenges (i.e. bureaucratic obstacles) or to recommendations when working with disabled youth (i.e. application for more money because of the required wheelchair or personal assistant).

"When you're taking immigrant youth from one country to another, then all these passport and visa things become a big issue, and if some of them also have special needs like big trauma, then it's a whole new world. There were good instructions for such situations as well" (Ifs_TCA7if3).

Some of these interviewees perceive their learning outcomes with respect to awareness raising on YPFO/YPSN as well as acquisition of respective methods and language through experiential learning (i.e. field trips, simulation exercise or peer learning about the own initiatives/practical experiences). One interviewee points out, for example, that she wishes to continue her work with migrants, regarding acquired competences that has developed herself *"through better understanding and awareness" (Gfh_KA11ii3).* Another one perceives that the course contributed to reinforcing the importance and necessity of working with socially, culturally and economically disadvantaged young people, and gave this interviewee further motivation to try to give youth a real chance for active participation in the community.

Moreover, as a result of the training/activity one interviewee gained a comprehensive picture on the subject of the NEET youth based on the presentations and discussions of empirical and theoretical studies. The training/activity gave her inspiration and encouragement to initiate discussions and action in relation to NEET youth in her organisation with her colleagues and environment. They have organised work clubs several times, and workshops with practical activities, visits to potential employers. Another interviewee understands NEET youth as a societal as well as personal problem for the youth as well as how important her work actually is, requiring personal contribution.

> *"Well, it (attending in the training) asserted for me how important our work is. Really. When I go to the schools and give lectures to the youth, then how important is the message that I deliver. It is not that I just do there something for the 45 minutes, but it has to be efficacious" (Cfs_TCA4xe3).*

In contrast, almost half of the interviewees (3) perceived explicitly that they did not consider any competence development with respect to YPFO/YPSN but a quarter of them add that they were aware that inclusion of YPFO/YPSN is a relevant/important issue which has to or has already taken into account in their daily work. A marginal number of interviewees point out that they do not work with YPFO/YPSN.

Finally, it seems that for the majority of the interviewees (3) inclusion of YPFO/YPSN is a kind of business, an important issue for their (daily) work and therefore very common to implement it. Some of the interviewees perceive themselves as highly qualified professionals/experts for the inclusion of YPFO/YPSN and that is why they could not improve any competences or nothing was mentioned. It could be interesting to revise this key finding in the conducted interviews with beneficiaries of module C.

3.4.2 Networks and partnerships

3.4.2.1 | 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_YWM1or2).

"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_TCA3xe2).

"There were a lot of more experienced youth workers there, so I got more perspective on how in the end easy things are to organise over here" (Emh_TCA4if3).

AFTER THE TRAINING/ACTIVITY

In several interviews (2), 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. The analysed interviews (3) made visible that networks and partnerships are seen as essential when it comes to establishing new projects. Therefore, for some the training/activity has the function to facilitate the building of networks and partnerships, even though outside the formal training programme/informal setting and not only professional networks for the daily business (see chapter training and support activities):

"Well, the people and contacts are the most important, because with some of them we still communicate. It is not work related, but just so.(...)" (Dfs_TCA6xe3).

However, it is stated in the second round of interviews and confirmed in many interviews (3), for example, that projects are already under preparation (i.e. youth exchange on immigration; KA2 strategic partnerships with rural youth; EVS), applications were submitted, study visits were carried out among potential partners, collaboration with youth centres 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 of interviews (2) as well as interviews (3), it is explained that collaboration with NGOs outside of the EU are planned, or generally speaking that partnerships with 'new' countries are intended because participants met during the attended training/activity. One interviewee (2), 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 almost all cases of the second round of interviews the potential of established networks/partnerships for (further) collaboration are pointed out for an impact on the individual level as well as on the present (international) youth work. This result could be reconfirmed to be most significant in terms of perceived new, huge connections and collaboration or project partnerships as well as established international/local professional networks in many interviews (3), in combination of the opportunity to be utilised in the future and facilitate collaboration beyond the framework of Erasmus+.

"The structure of strategic partnerships, above all, I recall, [that they said that] each partner should contribute to the project [in the field they are specialised in]" (Afs_TCA1ii3).

One interviewee of the third round of interviews still remembers the people and that there were several ideas for further collaboration with participants from different countries. As also stated in the second interview, another interviewee had started planning exchanges with the people she met at the training.

In contrast, many networks/partnerships could not report any concrete outcomes, while the respective interviewees (2) 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, in the revision based on the interviews (3) the trend of passive networks/ partnerships due to a lack of concrete outcomes is reinforced. Notably, most of time this situation is still not assessed negatively and is seen as important resource for future cooperation, which could be re-activated any time (see chapter transfer into practice).
It is noteworthy that this estimated opinion of re-activated networks/ partnerships in the future should be treated with caution. In a handful interviews (3) it becomes evident that not all anticipated projects can/could be continued because after the training sometimes the potential networks/partnerships did not last. Furthermore, in some cases the contact person of the project partner changed the organisation and the planned collaboration disappeared together with the contact from the attended training/activity. It seems that projects initiatives are strongly connected with individuals who are engaged and motivated to implement (international) projects. With their departure from the organisation, relevant ambitions, interests, know-how and potential are getting lost for future collaboration/ partnerships. Further evidence-based research would be highly recommended in this matter, which could be provided and further analysed in module C (see chapter effects and changes on the individual level; chapter effects and changes on the organisational level; chapter unintended side effects).

For some interviewees (2), 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 collaboration successful, and to stop cooperation with partners, which does not work well, which is confirmed in a few interviews (3). Basically, collaboration is intended among 'similar' partners in terms of working methods, values, and financial resources.

"(…) and as a result of that training I also understood it myself, that strategical cooperation should take place between partners whom you know very well. And that you (the partners) should have very concrete shared expectations. Not that one organisation is the ringleader and applies, while it only asks others the mandate letters, instead there should be very broad mutual will for collaboration" (Gfs_TCA7xe3).

Thus, a few interviewees (2) 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_TCA10xe2)

"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_TCA3xe2).*

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

AFTER THE TRAINING/ACTIVITY

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 (2) and confirmed in some interviews (3) 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 national, local or regional level, but seldomly at European level. Nevertheless, a handful organisations could realise their intention to establish a collaboration with another European organisation. One interviewee expresses explicitly the wish to re-inforce the establishment of a European network to bring political discussions decisively forward.

The engagements refer to promoting local youth and inclusion policies, or being active at university level to promote political dialogue. One interviewee (2) mentions being frustrated because of the limitation accessing the existing inner circles.
Referring to the results of interviews (3), it should be pointed out that activities/projects at political level concern very often to dissemination operations with local/regional politicians, local youth centres and/or ministries. Seldomly, it is reported that projects could be initiated (see chapter impact on the environment).

"They (my professional environment) changed a lot. I was considering the opportunities, and thinking that out ministry is prejudiced about them. However, I saw that our ministry is open to these projects. Now we will write a project" (Bms_TCA2rt3).

It is pointed out in the second round of interviews 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, as indicated also in interviews (3) (see chapter impact on the environment).
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 collaboration 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.

3.4.3 Indicated European context from interviewees' perspective

"to learn more about the EU, which is extremely important, to see the positive aspects also, that there are extremely many positive things and that is what I became more aware of, also because there were so many (…) young people from a number of diverse countries, [allowing for] sharing experiences, getting different impressions, this is what motivates me to do something [like that] again, because it is not only momentarily inspiring thematically, but one can also find new friends, meet people, and form e this – connecting – is the main gain – and to be in another country" (Ifs_TCA5ta3).

"Today, it makes sense to say no, we have to continue to meet people, and to work on issues (...) finally to work, in any case to open the debate on issues that we concern all because we are humans with the same rights, with common desires. That's nice" (FfsAK1rf3).

AFTER THE TRAINING/ACTIVITY

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 (2) and (3). 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 (2) as well as in some interviews (3) (see chapter (international) youth work competences and development/changes).

"We just do things because it's automatically good (…)" (Bms_TCA2if3).
"In the sense that even outside Europe we often struggle with very similar issues" (Bms_TCA2if3).

Similar country-specific differences may exist in the field of working with children in terms of provided services, infrastructure and approach, and in some cases may reflect the historical influence of different political regimes, and different assumptions and traditions concerning the relationship between the state and civil society.

Other interviewees express differences among countries and cultures (i.e. east/western perspectives or north/south division, attitudes and values) as well as experiences with the training subject can be very different in some countries (i.e. definitions and activities related to street work). These differences may become apparent through sharing experiences and discussions about internationality, history of international volunteer work and how it's connected to politics and values as well as how different countries can have different customs, as indicated in a few interview statements (3).
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 (2) as well as (3) (see chapter (international) youth work competences and development/changes).
As a result, cultural differences are perceived to be more important for international youth work and projects 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. Thus, intercultural learning (ICL) becomes an important 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 (2). Finally, ICL is interrelated with political, religious, socio-political and economic discourses in international youth work and collaboration (see chapter (international) youth work competences and development/changes).

Some interviewees (2) perceive an increased openness as well as enthusiasm towards European youth collaboration and/or international youth work, despite the image or perception of the European Union have not changed. The funds of the European Union are seen as an excellent opportunity for young people, especially in the rural areas.
In addition to that, one interviewee considers increased interests in the work of the European Union, focussing on political happenings.

Nevertheless, there were also critical statements in terms of European projects such as observed changes in the selection processes of applicants, which are assumed to be intransparent by one interviewee (3). Another interviewee criticises a lack of European issues in the projects. This interviewee refuses to work on differences and is convinced that working on strengths and similarities should be reinforced in the projects; her engagement is focused on universal values. Even with regard to culture specific differences this interviewee criticises that too much would go wrong.

3.4.3.1 | The image of the European Union (EU)

AFTER THE TRAINING/ACTIVITY

Overall a few interviewees (3) indicate high political engagement, the importance of humanistic values and awareness on positive effects of the European Union (EU) on young people (i.e. through Youth Exchanges) and on the civil society. Often those aspects have not been directly related to the attended training/activity but it may indicate the new emerging impact of the EU on more and more youth worker.

„As a consequence, this raises the interest on the work of the EU, on the political happenings" (Jfs_TCA5ta3).

More specifically, 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_TCA5rt2).

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 or the response to the situation of refugees. 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_TCA4uh2).

3.4.3.2 | Discovery of European issues

AFTER THE TRAINING/ACTIVITY

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.

"The purpose of this training was that we have found ourselves in the situation with these migrants and let's look for solutions. We were motivated for some concrete solutions (…) let's do something from this, that's why I say action, integration and engagement – this [the latter]is a good key word" (Hmh_KA11ii3)

The topics migration/solution against radicalisation were addressed several times and still seemed important topics for some participants in the third round of interviews based on the confrontation with current societal challenges.

"Perhaps the sensitivity that we did not know each other before, and everyone had a vague idea of the other country, about what was happening there, but it was very good to talk personally to a French about the French situation.... so real people... and how ordinary everyday racism can be experienced, either on your own body or on your environment (...)" (Hfs_TCA8uh3).

Moreover, the refugee crisis has become more concrete in case the training/activity was taken place in countries as well as peers came from regions, where the refugee crisis is part of their

everyday life (i.e. Mediterranean countries). Through these experiences, one interviewee became aware how little she really knows about international youth work possibilities. Another interviewee (3) stresses that the training/activity has made clear how important the political approach is towards finding a solution to radicalization. In his opinion, this insight cannot be fully attributed to the training, but the training was certainly the starting point for developing these values. It has contributed to more openness for a certain view he did not share enough in the beginning. This approach has resulted in a broader view towards the subject.

It is noteworthy to add in this regard, that European values, European issues or the image of the European Union were seldomly addressed directly in the training/activity but mostly indirectly in different conversations about (young) refugees, migration and integration as well as populism and violent radicalisation with the perspective of prevention. It seems for one interviewee that it is a question of participants' profile and interest whether European topics are on the agenda or not.

Youth work itself is indicated with different meanings in different countries, as mentioned in the previous chapter. 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. Thus, the opportunities in the countries of the European Union are different.
As a result, 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, as indicated by some interviewees (2).
Different effects on participants who are involved in European/international youth work are also considered in several statements of interviews (3). One indicated aspect refers to identity and the question of being a European citizen. Some interviewees (3) perceived changes in the meaning and consciousness in this regard after the attended training/activity or since they have been involved in E+/YiA programme, not always without criticism.

"Being a European. When I was out, that was the beginning of a refugee crisis. And then these things suddenly had got a very different meaning. Until then, this was an obvious thing, but it was the first serious crisis when the Union was not united. There were people from Hungary, Germany, Austria, but our government didn't act the same way. We talked a lot about it, not in the training itself, but in coffee breaks, free times" (Afs_TCA1uh3).

„It has the effect that one is feeling more like a European citizen, not only as a citizen of Salzburg, for instance" (Afh_TCA1ta3).

"(…) there is an ongoing dotting with phrases like European dimension and Europe, but I never found a definition what is Europe, what is the meaning of European norms and values…it is really difficult for me to get it…in which way defining Europe, is it the EU or what else (…)" (Ifh_YWM1ed3). Notably, already in interview before the activity, this interviewee explained to have difficulties to identify herself as a European. Due to her living and working conditions, she would always have a broader perspective and she feels to live a global citizenship.

For others, European identity and the tools used to reflect on the identity dimension within the attended training/activity does not seem to be challenging and raise awareness on the diversity of understandings in terms of Europe and European identity.

"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_TCA3ti2).

This 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.

Another effect from international experience is reported for new developed ideas on Europe and more interests in European topics, 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_TCA3ta2).

Referring to the quoted case, it is noteworthy that 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.

3.4.4 Summary the present (international) youth work: changes and effects

BEFORE THE TRAINING/ACTIVITY

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: Collaboration with partners and the financial aspect.

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.

AFTER THE TRAINING/ACTIVITY

In the revision of interviews (3) it may become evident that a total change of the perspective or professional environment for implementing international youth activities/projects are rare and the attended training/activity is one factor among others. It seems that a majority part of interviewed participants already implicates a positive attitude towards and/or experience in international youth work. In such cases it was pointed out that their applied approach in daily business could be confirmed through the attended training/activity.
In addition to that, a handful of interviewees (3) report explicitly that they are still not interested in international youth activities/projects due to their professional focus (i.e. working on the local level; beyond the youth field). In such cases, no change of the perspective/professional environment is perceived.
However, self-perceived changes predominantly refer to personal and/or professional development in terms of more openness, engagements and interests for working internationally, a clearer view of youth work across Europe as well as of planning/implementing youth projects such as the inclusion of the needs of the target group (see chapter international youth work competences and development/changes; transfer into practice).

3.4.4.1 | Planning/preparing of (international) youth activities/projects

BEFORE THE TRAINING/ACTIVITY

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 and (3) no possibility of including young people in the planning process because participants are recruited once the grant is approved
Furthermore, not all interviewed participants are able to provide information about planning, either because they have to 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

AFTER THE TRAINING/ACTIVITY

Referring to the revised statements of the third round of interviews, the attended training/activity has triggered (un-)consciously changes in several cases. Thus, new approaches and/or methods have been taken on board for the planning/preparing process like embedding multiple options in the project design to include different needs and interests of participants or raising self-awareness on in-depth attitude towards young people.
Nevertheless, there are still some interviewees (3) who consider no changes because nothing has been planned/prepared so far or the way of project planning/preparing remain the same (i.e. used methods have been already known) (see chapter transfer into practice).

Furthermore, different levels of competences are acknowledged for planning/preparing/implementing youth projects/activities successfully such as dealing with temporality and flexibility (i.e. to respond to the needs/interests of the target group or new situations), communication skills (i.e. active listening), digital skills as well as building solid and trustful partnerships (i.e. involvement of partners from the beginning of the planning/preparation process) (see chapter international youth work competences and development/changes).

3.4.4.2 | Implementation of (international) youth projects/activities

BEFORE THE TRAINING/ACTIVITY

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

As mentioned above the organisation and implementation of local and European projects seem very similar but more finances and a stable and trustworthy collaboration 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.

AFTER THE TRAINING/ACTIVITY

In some interviews (3), changes in terms of quality improvements for the implementation of (international) youth projects/activities are considered such as:

- New approaches/methods how to implement a project
- Need analysis: Involvement of the target group
- Solid and trustful partnerships/collaboration
- Clearer division of roles when implementing a project (more efficient)
- Personal development (i.e. new skills/ person reflects more/more critical)

With respect to communication procedures it is pointed out that more disadvantaged young people should be involved in international activities/projects within the E+/YiA programme. Thus, more appropriate communication seems to be required to reach a wider circle of young people, including online tools, internet, social media and apps. As a result, digital youth work is stressed to be very crucial in this regard.

3.4.4.3 | Inclusion of young people/young people with fewer opportunities and special needs

BEFORE THE TRAINING/ACTIVITY

In several interviews it is reported that different approaches for the inclusion and participation of young people can be indicated. Empowerment, for example, aims to involve young people in the planning and/or application process and encourage young participants to take over responsibilities.
Furthermore, Facebook and other internet platforms are used to reach young people at the early stages of the project/activity phase. Listening to the wishes of young people and treat them as partners, build trust and promote initiatives are further addressed approaches for the inclusion and participation of young people.
It is worth mentioning that some interviewees add critically that not each youth worker is focused on the inclusion/participation of young people. Moreover, the selection of participants is carried out sometimes after grant approval. Thus, no inclusion/participation of participants is possible during the preparation phase of the activity/project.

AFTER THE TRAINING/ACTIVITY

With respect to the revisited professional development, it can be assumed that raising awareness could be developed on the importance of the inclusion of young people as well as of YPFO/YPSN in activities/projects. In the majority of cases, it can be indicated that the inclusion of YPFO/YPSN is already state of the art in the daily work and therefore this issue does not play a central role in the interviews (3). In contrast, others perceive a lack of professional development about youth participation although it was expected based on the training/activity topic, but interesting topics were unexpectedly dropped or changed during the training/activity.

Overall, it is reported that appropriate methods such as new techniques and games for the inclusion of young people (with fewer opportunities/special needs) could be transferred into practice and specific needs should be included (i.e. financial and/or language contribution). However, enormous personal engagement and motivation from youth workers seems to be required to encourage and activate young people to go abroad.

Empowerment and critical thinking for the youth involvement are reconsidered in several interviews (3) to be highly relevant in social and political systems as well as for organisational strategies. According to this, it is stressed that wrong approaches may become apparent in the youth field: a lack of understanding and knowledge about the world of young people (with fewer opportunities and/or with special needs).
Further critics in the third round of interviews refer to an unrealistic approach in terms of equal opportunities for all, the influence of will and money for the inclusion of YPFO/YPSN as well as advantages for people who have already made international experience (the more international experience you have, the easier the participation becomes in international youth projects/activities).

3.4.4.4 | Networks and partnerships

BEFORE THE TRAINING/ACTIVITY

Issues of networking, building partnerships and/or initiating (international) project collaboration 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 collaboration, 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.

AFTER/DURING THE TRAINING/ACTIVITY

Networks and partnerships are estimated to be essential for implementing international youth projects and are indicated to be one of the most important outcomes from the attended training/activity on the individual level. Thus, it is repeated in interviews (3) that potential projects have been under preparations or could be already be implemented like Youth Exchanges, EVS or KA2 strategic partnerships projects and study visits.
Furthermore, building partnerships are intended not only within but also outside the European Union and professional and/or social networks could be established based on the contacts from the attended training/activity. As already stressed in interviews (2), in interviews (3) it is estimated again that different established networks imply the opportunity to be utilised in the future and/or facilitate collaboration beyond the framework of Erasmus+.
As a result, the trend of passive networks/partnerships seems to be reinforced in the third round of interviews. The most important difference in some statements of interviews (3) compared to interviews (2) is that the estimated re-activation of passive networks does not seem so easily feasible anymore because of (see chapter transfer into practice):

- no lasting effects of anticipated projects (i.e. a lack of interests/capacity from individuals and/or organisations after coming back to routine; a lack of power relations from the peer),
- the contact person changed the organisation,
- unexpected funding obstacles (i.e. a lack of capacity in small organisations).

Thus, the considered passive networks and partnerships of interviews (2) remain inactive in a few cases of interviews (3). Nevertheless, in these cases it is stressed again that they could be reactivated any time if necessary. Notably, the question is if this implicitly 'easy' reactivation of passive networks and/or partnerships are the reality in practice, especially after a long time period has elapsed.
However, active networks could be reinforced in terms of project applications or implementing (inter-)national youth projects (i.e. follow-up meetings with peers from the same residence country), as reported in interviews (3)

Networking/partnerships at a political level and inter-institutional level still seem to play a marginal role in interviews (2) and (3), surprisingly few statements with no remarkable competence development (see chapter (international) youth work competences).
A relevant factor for implementing projects/activities at the political level can be assumed to be reassured: in case organisations/individuals have already been active in this regard, they will

continue their engagements and initiate further projects/activities at a political level. In other cases, new projects with actors at the political level have been instigated seldomly. Most of time the engagements refer to (dissemination) activities on the national, local and regional level (infrequently on the European level) to involve community members and/or different actors in the youth field (see chapter impact on the environment). Finally, one conclusion can be drawn in the end: the national level seems the starting point and pass over to international level.

3.4.4.5 | Indicated European context

AFTER THE TRAINING/ACTIVITY

The majority of interviewees in the second as well as third round stress a positive image of the European Union (most not changed), especially international youth projects/activities within E+/YiA are highly appreciated and most of time more enthusiasm and openness could be perceived also towards European youth collaboration.
The current problematic political situation within and beyond Europe is mentioned critically and with worry in both rounds of interviews after the activity.

In general, the image of the EU turns out be positive in interviews (2) and is confirmed in different statements of interviews (3). First, interviewed participants assess the financial help from the EU as beneficial, especially for young people as well as for the civil society. EVS, for example, is valued at a high level to provide opportunities for (disadvantaged) young people. Second, the youth workers get the possibility to exchange and network with youth workers from other countries on a European level. As a result, some of them perceive an increased awareness on positive effects from these activities, such as new developed ideas on Europe, more interests in European topics, new (inter-)national projects and/or clearer impressions for the importance of non-formal-learning for the national/international youth work. Finally, expansions of views for European issues and the role of the EU can be indicated based on the analysed statements of the third round of interviews.

According to the discovery of European issues, one aspect dominates this matter in many interviews (2) and partially in interviews (3): country-specific differences in the youth field across various topics, such as values, unemployment and youth, political issues, infrastructure, or conditions/responsibilities in youth work/youth work approach (see chapter (international) youth work competences and development/changes).
In interviews (3) most of time it is reported that current societal challenges like the refugee crisis, migration or solutions against radicalisation seems to have a strong effect on the self-perceived impact from the attended training/activity. Among some interviewees (3), this impact causes a turn-around of knowledge from abstract to experienced concrete challenges (i.e. refugee crisis) and/or a raises awareness on the importance of political approaches within the EU like humanistic values.
Another discovered European issue concerns European identity, which is addressed controversially in interviews (3): for some interviewees it has the connotation of identification and consciousness; others criticise a lack of discussion and precise definition. Further critics refer to perceived intransparent selection processes of applicants for EU projects or a lack of European issues in projects, including a wrong approach: strengths and similarities should be focused on instead of cultural differences (see chapter (international) youth work competences and development/changes).

3.5 (International) youth work competences and development/changes

The chapter 3.5 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) with revisited outcomes of module (B).

The following section predominantly refers to acquired knowledge, skills and attitudes/values (including learning strategies) before, during and after the training/activity across all cases in the interviews (1), (2) and (3) (surveyed before the activity, two months and twelve 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 and digitalisation. 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, non-formal education/learning or personal development, which were addressed most frequently in the interviews.

3.5.1 Indicated (international) youth work competences in practice

BEFORE THE TRAINING/ACTIVITY

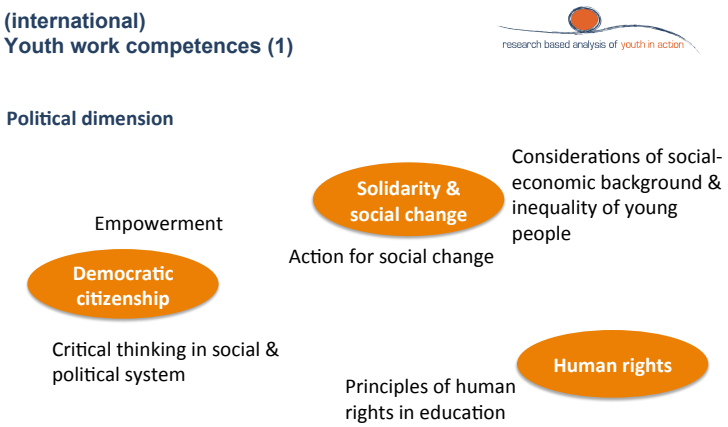
"People who work with youth need to be happy and satisfied with their own life in the first place. They need to be such sparkle-eyed persons (…). You cannot hate your job. You need to love your work; you need to have high motivation. You need to have a clear world-view. Before you can help someone" (Cfs_TCA4xe1).

Many interviewees perceive competences for their youth work as important and the emphasis is illustrated on the following 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).

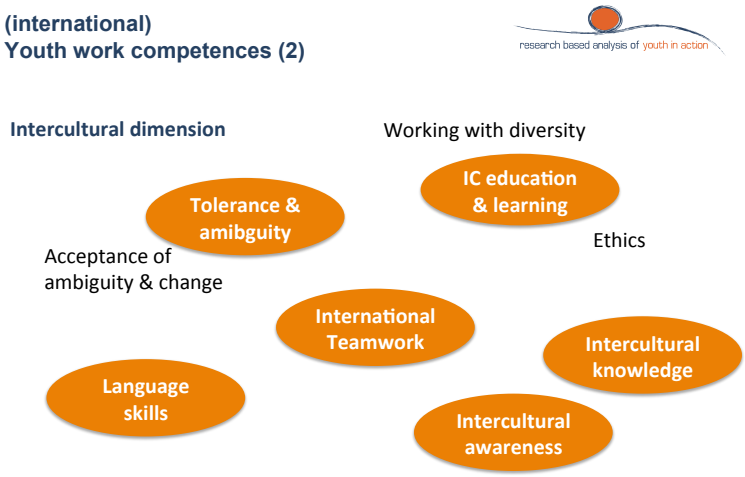
It is noteworthy that many overlaps between the perceived youth work competences in the interviews (1) and the developed RAY-CAP conceptual framework for youth work competences within E+/YiA become evident, indicating coherent assumptions and requirements for competences in the (international) youth field.
However, one remarkable difference can be pointed out in terms of the level of detail: the concept is developed more sophisticatedly than the reported competences in the interviews (1). Thus, the question can be raised critically, if a reduced number of competences in the (international) youth work practice are sufficient or if some competences are less developed or underrepresented, such as competences within the framework of the political dimension? Furthermore, it seems relevant for the transnational analysis, if further competences could be developed during or after the attended training/activity, which were not addressed in the interviews before the training/activity. This seems especially interesting in terms of the addressed challenges in (international) youth work in the previous chapter. It is stated that the youth sector

is influenced from societal, political and economic changes, which require reviews of requested competences on a permanent base.
According to that, perceived developed competences (knowledge, skills and attitudes) from interviewees through and after the attended training/activity are further analysed, discussed and presented in this chapter about acquired competences below.

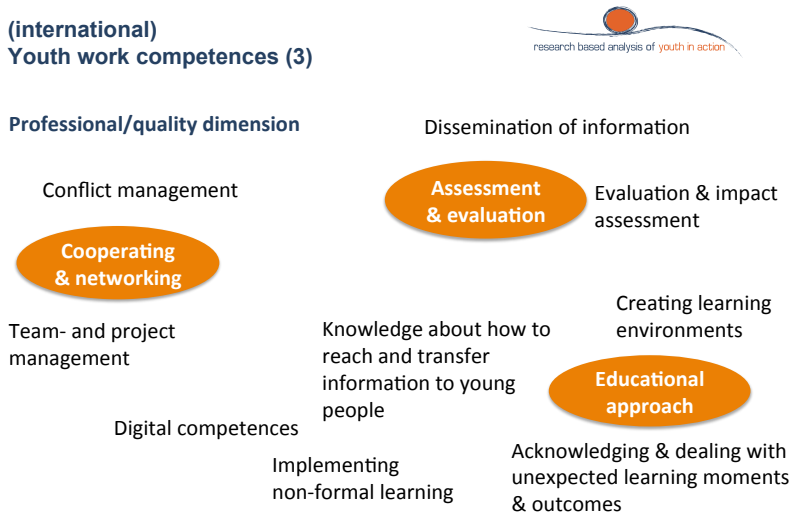
a) Political dimension



b) Intercultural dimension



c) Professional/quality dimension



3.5.2 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_YWMuh1)

"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_TCArf2).

"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_TCA1or2).

"I think it is more important that competencies and values can be easily passed by these trainings. It provides a basis for knowledge that can be deepened. But as these trainings work by learning by doing, knowledge is not the most important thing, because all you need is a google, and you can find anything factual. But it is more difficult to develop the competencies at home alone. As far as values are concerned, due to the internationalization of trainings, it is very cool that so many people come together and come across so many different points of view, but still everybody is somewhat similar to each other, share the same attitudes, values" (Jms_TCA6uh3).

3.5.2.1 | Knowledge acquisition

BEFORE THE TRAINING/ACTIVITY

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.

"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_TCA5uh1).

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 grassroot 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.

AFTER THE TRAINING/ACTIVITY

"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. (...) The interculturalism also finally how people perceive the culture of the other, how to combat stereotypes , prejudices" (Bfs_TCArf2).

"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" (Lfh_YWM1or2).

According to the analysis of the interviews (2), tensions between formal (i.e. theoretical input) and non-formal approaches (i.e. exchange of experiences) among some participants can be assumed in interviews (2). In interviews (2) as well as in interviews (3) 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.

"This training was at the level of training the trainers for me. We learned very well not only the practical, but also theoretical knowledge" (Gfh_YWM1rt3).

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 in interviews (2):

- 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

Referring to the revisited learning outcomes for the acquisition of knowledge within the interviews (3), it is noteworthy that a few interviewees are confronted with difficulties to remember concrete knowledge outcomes from the attended training/activity. Some of them perceive the development of knowledge as an accumulation of acquired knowledge over time based on previous trainings and experiences in practice. Other interviews' responses imply contradictions because they could not remember anything concrete in the first time of the interview but later on they came aware on their knowledge gains from the training/activity, indicating an important and interesting process during the interview.
However, most frequently acquired knowledge of the interviews (3) refers to the E+/YiA programme and the context of project application, preparation and implementation such as:

- project management (fundraising, submission of projects);
- opportunities for young people within the EU;
- knowledge on the NEET of youth and
- inclusion of young people in the project (see also chapter (international) youth work).

"I gained more knowledge, more grounding, more experience in youth work at a European level. It is not something that a lot of [our organisation's] staff would have experience of or grounding in. I gained a lot of that and am more confident at looking at European opportunities" (Afs_TCA1ei3).

A handful interviewees (3) report that they gained a comprehensive knowledge on the subject of the NEET youth based on the presentations and discussions as well as through personal stories of representatives of NEET youth:

"I went there with knowing that I have heard something about it, but I had no information, I had no idea what the concept actually represents, how it actually works. Who are the youth, what it (the category) precisely is about, what is their background, why they run into it and how we could proceed with them" (Cfs_TCA4xe3).

"I think (it gave me) knowledge about the NEET youth and working with them concretely. Not that much about youth work in general" (Dfs_TCA6xe3).

In addition to that, an improved specialised knowledge could be perceived within the interview statements (3) for the recognition of different roles and tasks in the own youth work; dog therapy; handicraft techniques; pedagogical methods for the work with YPSN; body work; coping with stress; global environment; social entrepreneurship; media literacy and online tools/games. Nevertheless, one interviewee adds that acquired knowledge needs to be deepen for the application in daily work:

"Two work methodologies for young people, which were very interesting to me, but basically I should deepen my knowledge [so] that I could implement them" (Ffs_TCA1ii3).

It is noteworthy that knowledge acquisition about entrepreneurship/organisational issues were defined for expectations in some interviews (1) (see chapter personal expectations) but seem to play a marginal role within the learning outcomes based on the raised issues in the interview statements of interviews (2). Acquired entrepreneurship knowledge refers, for example, to 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.
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.
Lastly, it is reinforced in some cases (3) that during the training/activity, new acquired knowledge was limited because the presented content was rather like reacquainting the previous knowledge (see chapter effectiveness of the training/activity).

a) Knowledge about the E+/YiA programme

Acquired knowledge about opportunities in the E+/YiA programme refers to 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).
Many trainings/activities were focused on sharing information and knowledge amongst the participants, which is stated again in the interviews (3). The knowledge came from other participants who had previous experience with project applications for a submitted youth exchange, for example. *"You got information starting from how to handle the funding, how to apply for places, where to live etc." (Dfs_TCA3if3).* This was due the nature of the whole event, as it was a forum. *"The whole nature was to make connections, sharing and receiving ideas" (Bms_TCA2if3*).

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 (see chapter Youthpass). One interviewee resumes in interview (3) that the reflection about the own role of being a mentor versus tutor within the youth work leads to an important change of attitude towards Youthpass.

"Definitively the new way to split the roles of the mentor and the tutor: I would miss that input and probably I would not stay behind the Youthpass that way, I would rather have neglected it. Those were the main foci [or: focal points], I guess" (Afh_TCA1ta3).

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 with respect to project life cycle (application, preparation, implementation), crisis management and improvisation/dealing with ambiguity, needs analysis, evaluation and presentation of results. Many interviewees of the second round of interviews 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, which is also approved in interviews (3) (see chapter effects and changes on the organisational level).
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 (see chapter effectiveness of the training/support activity).

Project application

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.

Some interviewed participants of the third round interviews reconfirm the importance of acquired knowledge with respect to project applications, especially for fundraising.

"Fundraising entered into my life after this training, [otherwise] I would not have such a potential" (Gfh_YWM1rt3).

„Yes, 360 degrees, because the trainers there have taught us how EU-funding works and how they are writing project applications and how to write up projects in the best possible way, in order for them to be accepted. […]" (Gfs_TCA3ta3).

Discussed/integrated topics for project applications (as mentioned in the interviews (2)):

- 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.

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.

Project implementation

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 training/activity, some of the interviewees in both rounds of interviews 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, one interviewee learned how to plan any involvement in organisational projects. He understood the importance of the preparation period of an activity/ project for the successful implementation.

In some interview statements (3), a bit more professional development is considered in terms of planning realistic time resources and being more consequent with the objective of empowerment (participatory methods) or managing the team rather than the implementation (but the principles remain the same) as well as using new technologies.

"(…) So I need more effort to use these methods, tools, I do not know how to name them, comprehend it or at least follow it, whatever ... Of course, with these new technologies, the project management is a lot easier, I start to realise, if I want to create a group of 12 people, skype is the simplest way..." (Efs_TCA3uh3).

It is worth mentioning that one interviewee (3) states changes in project management because of her practice/experiences since the last interview:

- small project team;
- effective communications;
- flexibility (i.e. risk management; needs of the target group);
- reserve a buffer with respect to time resources.

Others indicate that they did not learn much about the implementation phase. 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.
Nevertheless, some interviewees report that the presentation of a concept for project implementation was missing during the training/activity.

c) Knowledge about youth work

In different interviews (2), it is expressed that a lot about youth work and NGOs inside as well as outside of the EU was learned. This kind of knowledge acquisition is also affirmed from many interviewees (3) (see chapter present (international) youth work practice and changes/effects in the youth field).

"Well, I certainly got to know more (about international youth work), because actually I had no experiences beforehand … no direct contact with international youth work or... /…/ So sure, I learned through the workshops and contacts´ experiences a lot about it… a broader picture" (Ifs_TCA10xe3).

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 concern 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.

3.5.2.2 | 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_TCA5xe2).

„Lobbying skills maybe, but that was theory to action, we're going to say that like that. So that was very very good. It will influence people. I think people are incompatible, because I find that afterwards it's very easy to start a discussion and to be convincing. I find that in this training and having the MIR, it is much easier to convince, to influence others, and based on the international" (ImsTCArf3).

"We had workshops there [in the activity], we had simulation [exercise] and for example we ask for money from the municipality. I use the knowledge I learned there in all my interviews. There I learned how to approach people. I try to be careful about some key aspects and I use such innovative techniques [workshop techniques and simulation] in my own trainings" (Gfh_YWM1rt3).

In several interviews (3) the revision of the self-perceived developed skills is addressed in terms of professional, organisational and methodological skills:

- acquired methods/exercises/activities for the youth work such as giving feedback, recruiting process of volunteers, adaptation of activities including needs of young people, time and pedagogic objectives;
- skills and tools to design training initiatives;
- methods of elaboration and development of ideas;
- new working methods – games that can be used in the work;
- more collaboration skills;
- skills in using social media;
- techniques in art/artistic education;
- skills for learning to learn (learning goals and self-evaluation of learning);
- lobbying skills.

On closer inspection, different acquired skills could be improved for project development and implementation, which are reconfirmed in the interviews (3).

Well, from there (the training) (I) got the … how to say … the writing skills. [laughing] What to put into it (the application), how to compose the action plan, what to write there, how to write it and so on" (Ams_TCA3xe3).

- skills in understanding the project logic and writing/submitting successful applications (were granted; searching for relevant information/calls);
- skills for team management;
- skills for time management;
- skills in organising events;
- skills in administration;
- skills in implementing youth projects such as negotiation, teamwork, contacting collaborators and putting forward own ideas and plans, being convincing if relevant or include young people into the early stage of project preparation, adapting time and pedagogic objectives with respect to the beneficiary and the needs of the target group.

"In fact, it taught me if you want to adapt this type of device and work and project to the reality of the network. And that is I think indispensable in my job. (…) And that's also what it taught me, that is, to be really attentive to needs and to work in a bottom-up, collective way" (Hms_KA1rf3).

Learning by doing of new methods/exercises seems essential for acquiring new skills, which is articulated many times in interviews (3). The training inspired one interviewee together with another peer, for example, to think about methods for NEET youth in combination of youth mobility (to convince them, provide them opportunities for youth mobility). Another interviewee *"was able to organise an event, (…) because the trainers there have worked with us" (Gfs_TCA3ta3).* Another interviewed participant who was already experienced in group work found that he learned a lot about the uses of "group contracts" in non-formal settings.

"I learned the value of introducing a group contract at the start, especially if you are talking about human rights issues or gender equality, that it is a safe environment, that you are creating a space where people can openly talk and in a non-judgemental way that people should be listened to" (Bmh_YWM1ei3).

In addition to the perceived acquisition of skills, it is frequently reported from different interviewees in the third round of interviews that nothing could be improved or could be recalled

based on the attended training/activity. Some of the interviewees recap that they applied already respective skills before the attended training/activity (acquired and applied a long time before or perceived themselves to be experts). In other interview cases it is stated that acquiring skills was not the focus in the training.

"I knew beforehand how to go and communicate with youth and things like that. So (…) I did not gain any, so to say, concrete skills from there" (Bfs_TCA5xe3).

a) Language and communication skills / Presentation and dissemination skills

According to the analysed interviews (2), a main emphasis was given to issues of language and communication issues, including presentation and dissemination skills.

Language 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 of the second round of interviews 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_TCA5rt2).

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, which is also perceived from a couple of interviewees of the third round of interviews (3).

"I went a little from my comfort zone because it was basically everything in English, I also did not have any colleagues of Slovenes" (Cfs_TCA2ii3).

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.

The learning outcomes seem remarkably high after the training/activity as indicated in both rounds of interviews (2) and (3) because of using the language almost daily, indicating benefits in

language development: to implement a workshop in English; 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 especially related to digital youth work; to feel more confident and comfortable to speak in English in a professional environment/in front of a public audience; 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_KA1zc2).

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.

Acquired language skills predominantly refers to improved/developed English communication competences, which is reemphasised several times in the interviews (3). Other languages than English are rarely addressed, such as German and Russian. Finally, there are some intentions to pursue the English language further, mostly through informal learning (English subtitles, English movies, etc.).

Communication skills

Communication is an essential aspect in daily and professional life and thus there are some expectations to increase the professionality 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 several statements in the third round of interviews it is reaffirmed that skills for self-presentation and for self-confidence in presenting oneself could be acquired.

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. In interview (3), one interviewee declares that she has learned to communicate so that *"what you want to send to reach the others as you wish" (Dfs_TCA1or3).* Another interviewee of the second round of interviews 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 concept of "communicating meaningfully" has changed the perspective of one interviewee and indicates another example for acquired communication skills. The skill but also 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. This interviewee seeks to integrate what she has learned into the work of the organisation (see chapter effects and changes on the individual level; effects and changes on the organisational level).

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. (...)" (EfhTCArf2).*

The reviewed statements in interviews (3) may verify that active listening could be fostered through intercultural and professional situations. Furthermore, awareness raising on how difficult

it is to communicate the variety of institutional goals to the public or dealing with ambiguity are assessed positively for the acquistion of linguistic competences by several interviewees (3).

Presentation and dissemination skills

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. 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_TCA1rt2).

In interview (3) it is reinforced that presentation skills could be improved through intercultural and professsional situations during/after the training/activity through:

- using every opportunity to exercise the presentation skills at the workshop and applied them in the studies;
- learning particular digital presentation techniques;
- getting the attention from the audience during the presentation.

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, which is confirmed in several interviews (3) (see chapter transfer of learning/training outcomes into practice).

"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_TCArf2).

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 (2) 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.

Even participants whose first language was English found in interviews (3) that there was valuable learning about making presentations:

"Looking back, it certainly helped to improve my presentation skills, in terms of presenting to an international audience of youth workers from around Europe, with different levels of fluency in English" (Afs_TCA1ei3).

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_YWMlp2).

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" (Imh_KA1lp2).

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_YWMlp2).* Nevertheless, it is assumed that personal contact with international people is more emotionally effective for networks/friendships, collaboration 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.

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_TCA3uh2)

Professional development in digitalisation in (international) youth work can be assumed as one of the issues that should be reconsidered. This may be reinforced due to the fact that digital skills still have been rarely addressed in the responses of interviews (3). There is only one interview statement which refers explicitly to developed competences for social media. This interviewee does not only use social media in her youth work, but also analyses what kind of approaches work with young people. Therefore, she has become an attentive social media youth worker, willing to share her experiences (which she did not have prior to the project). Further statements with respect to digital competences could be analysed in the next chapter about changes of attitudes and values.

3.5.2.3 | Changes of attitudes/values

Original view of values linked with EU: "Interculturality, diversity, involvement, solidarity (...) and education because most of the time it's related to education" (Bfs_TCArf1).

BEFORE THE TRAINING/ACTIVITY

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 extend 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).

AFTER THE TRAINING/ACTIVITY

"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_TCA1or2).

"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_YWM1or2).

"I met people who the Erasmus+ programme has changed their life and I think that impressed me the most" (Dfs_TCA1or2).

"It [mobility experience] allowed me to discover new things, to talk to people I did not know, and suddenly, it allowed me to return to France to be a little more open I think of certain situations and everything. No, it was not bad. After that it was nice in the sense that it was new too, I had never gone abroad " (Gms_KA1rf3).

Changes of attitudes are predominantly expressed through awareness raising on different issues and discourses. The attitude and the general approach towards youth work, for example, 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 (2) 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).
A further example refers to another interviewee who 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 that 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_TCA4ed2).*

Other examples in the interviews (2) for change of attitudes concern:

- 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);

Overall, in the reviewed statements of interviews (3) it becomes evident that long lasting effects of international experience can be observed in the context of developed attitudes and values such as decisions to work in the youth field and being a social/youth worker or improved motivation for the own work and for changes (i.e. own business, in the work with YPSN/YPFO, Neet youth, getting enthusiastic for European/international youth projects).
On closer inspection, the understanding of the NEET youth as a societal as well as personal problem for the youth, asserted to one interviewee how important the work actually is and made her think about how she personally can contribute to it.

"Well, it [attending in the training] asserted for me how important our work is. Really. When I go to the schools and give lectures to the youth, then how important is the message that I deliver. It is not that I just do there something for the 45 minutes, but it has to be efficacious" (Cfs_TCA4xe3).

Another example for the change of the own work refers to a new acquired approach of gamification (the online games) for one interviewee of the third round of interviews (they don't use it in their youth work, she and her friends don't play with it, her children are younger). Thus, she (and some other participants) had to overcome her own doubts first. In comparison to that another interviewee already believes in the power of simulation games.

"Well, here's the attitude that's more important. We have been more doubtful about these new methods. I see the benefits and a lot of disadvantages. For me, it was a very important feedback that it can be used in a good, positive way, but the question is what it is used for, what kind of values.... For example, the sustainability game I encountered (...)" (Efs_TCA3uh3).

"These are technically barriers, but we are the main obstacle. I believe that while young people have unlimited access to these tools, we, people at my age, must learn this kind of operation, these methods and these tools. We ought to understand that it is increasingly the only effective way to reach out to these young people. And anyone who works with these young people is confronted with this. We should adopt to this situation and evolve" (Efs_TCA3uh3).

In order to reach young people, youth workers need to speak their language and use their communication tools, such as social media, as addressed from another interviewee in the third round of interviews. That was the main idea for creating the project in question. Moreover, the interviewee thinks that there's still a lot to be done as far as the connection between youth work

and social media is concerned. Youth workers have it very difficult sometimes to keep up with young people, especially on the internet. The interviewee wished also to see some good practice examples of how to use social media in youth work from other countries and possibly to meet some partners for future projects.

According to the collected international experiences, several interviewees points out that they improved their awareness on different value backgrounds and/or getting a more comprehensive view on youth work through getting in contact with peers from different countries (related to intercultural competences) (see chapter (international) youth work). Thus, one interviewee indicates that he is more open minded since this first experience of mobility, which could be useful for his future job. Moreover, another interviewee considers that his attitudes and values have not changed because the training augmented his knowledge of the youth sector, his idea of the sector has changed. After the training, he has not done anything with it. The training made him aware that he does not know the youth sector very well.
Finally, the international experience with peers of the E+/YiA programme seems impressive for some interviewed participants to raise their awareness on the importance of taking the opportunities and initiative within the E+/YiA programme, although one interviewee assumes negative change in European projects in terms of recruiting selection of participants.

„Indeed to question critically, i.e. to investigate and to ask back, meaning that there are so many opportunities and initially I was not aware of this and when we were on the spot, when I talked with all other participants, when they introduced all those programmes to us, I became aware of the fact that one has to take the initiative, that one has to say: Buh, I ask for information, I look up, which opportunities exist, that I just take the initiative to check and ask and check back, what exists additionally. Because there is quite a lot and frequently one doesn't even find out if s/he is not taking the initiative him/herself. And this is what increased, I would say" (Ifs_TCA5ta3).

Further positive effects with respect to developed attitudes/values could be partly reaffirmed in the interviews (3) for improved openness, solidarity, tolerance, active listening, expressing onself, cooperation, commitment, engagement to democratic dialogue, critical thinking or finally improved attitude towards NFL and awareness raising on subjectivity, diversity and YPFO (i.e. open attitude towards young people, trying to understand and accept the differences more easily). Openness and tolerance is considered as the foundation of an exchange relationship as well as open-minded to diversity and to different ideas/thought by many interviewees, such as *"this posture of welcoming and non-judgement" (Ffs_KA1rf3).*

"Yes, solidarity, acceptance, friendship and the like. (…) Those are very high positioned in my value system" (Ifh_KA11ii3).

In addition to that, awareness raising towards prejudices and stereoptypes is also another key aspect for developed attitudes/values. One interviewee (3) breaks down stereotypes and personal prejudices against transgender people. He now considers people from a new perspective, as they are different from each other and with non-standardizable biographies. Further interviewees learned, for example, how to leave aside the own prejudices and approach people in a more transparent and reconciliatory attitude or do not judge people but instead respecting them and their diversity. *"Yes, we can live altogether" (Cfs_TCA3rt3)* regardless of cultural differences.

"[In the activity] You should have found a common denominator with people who did not share your view points, communicated with them and asked them to support you. And here, I learned to leave my own ideologies and prejudices aside and approach people with a transparent and reconciliatory attitude" (Gfh_YWM1rt3).

Moreover, another interviewee claims that for her some stereotypes about people from different parts of world came true (and many of them were debunked) and she tries to do not create the prejudices and stereotypes now. She learned a lot about migration – she did not form any opinion on it, but it helped her to understand both extreme opinions (that people want to be safe and that it is necessary to help them as well).

The process of changing attitudes/values could be initiated as mentioned in the interview statements (3) through:

- sharing attitudes and values with each other;
- reflecting the own life, the own job situation and/or the personal perspectives;
- experiential learning (i.e. experienced the pressure of a game situation as a 'player');
- learning through role models (i.e. impressive experts and/or trainers of the attended training/activity).

Nevertheless, aspects of no changes of attitudes/values are raised in the interviews (2), indicating the importance to revisit these statements within the third round of interviews twelve months after the activity. In the transnational analysis of interviews (3), it becomes evident that a lack of changes remains an issue for several interviewees. Attitudes and values are *"confirmed, let's put it this way" (Bfh_YWM1ta3)* rather than changed (see chapter general assumptions and conclusions for interviews (2) and (3)).

> *"Mm …See, I am not sure whether it changed actually anything. Anyway attitudes, changing the attitudes is complicated, isn't it? By one meeting. But it did indeed broaden the overall picture, that I see how others do their work, but I cannot tell whether it changed anything first-hand" (Dfs_TCA6xe3).*

Despite the fact that no change of attitudes/values are perceived by the majority of the interviewed participants, existing humanistic values could be reinforced correlating with European values or creating a (differentiated) perspective on European identity by some interviewees (see chapter present (international) youth work).
In other interview cases nothing concrete is mentioned with respect to developed values/attitudes because the time of the attended training/activity was too short for any changes or the question was not addressed/raised during the interview. Moreover, it is reported that some discussions of attitudes and values may occur, especially about European values, but there is the impression that it is just discussion rather than something applicable for daily work.

a) European values

European values seem to be difficult to understand and talk about in particular interviews of the second round. 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, which was confirmed in a handful interviews (3)). In interviews (3) it is stated from different interviewees that European values were not a topic or subject in the training

but in some cases informal discussions about refugees and EU policy happened. One interview raised critically a lack of concrete discussions and definitions about European norms and values, although the term European values is used quite often in the society. Thus, no European identity but a global citizenship is possible for this interviewee because he is acting in a global context.

'Europe' is perceived as something very central but also constricting. In some interviews (2) the acknowledgement is 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).
One interviewee (2) comments that the increasingly proactive role of the state in youth work in her own country (Ireland) was viewed with unease by participants from other countries, for historical and cultural reasons:

"...in some countries there is a fear around government influence and a real resistance to it, and that really came across at the seminar" (Afs_TCA1ei2).

With respect to the announced different definitions and perceptions, some examples are summarised from the interview statements (2) in the following (see chapter participation and active citizenship):

- 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). On the contrary, in case of a lack of the involvement in international youth work, a level of ignorance surrounding the existence of European values could be observed in one interview case of the third round of interviews. This could refer to one assumption that the personal impact of European values may correlate with the level of experience and awarenss raising.

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. *"How- and why-questions – [the reasons] why the EU is fighting for those values" (Gfs_TCA3ta3)* were clearly addressed at the training.
However, a substantial share of interviewees of the second round of interviews 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. In a handful statements of the interviews (3) it seems that this trend is strengthened in terms of raising commitment towards European values and importance of political approach for issues of migration and/or radicalisation. For one interviewee an increased commitment to European values may be

indicated, for example. This interviewee lays more emphasis on strengthening democracy and action against any racism.

"Today, it makes sense to say no, we have to continue to meet people, and to work on issues (...) finally to work, in any case to open the debate on issues that we concern all because we are humans with the same rights, with common desires. That's nice" (Ffs_KA1rf3).

Furthermore, another interviewee is doing many projects within the European Citizenship Program. In these projects European aspects are always "at heart" despite many critics concerning some EU policy. They are very committed to European youth work in the broadest sense and implement European issues in all projects. Actually they are planning an arts project on European themes.
Moreover, a further interviewee pays more attention now to European values as mentioned in the Paris Declaration, he emphasises them in his daily work in line with more focusing on political aspects because the benefits from the last 50 years of freedom and democracy in Europe are challenged. This view would be shared in all networks he is part of.

3.5.2.4 | 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_YWM1or2).

"Now I know some things only look difficult but in reality are not" (Dfh_KA1zc2).

"The things I heard there, had impact on the ways of how I look at certain things. (…) It [the training] was one milestone in my process of growing up and shaping my personality. I started to apply for other projects, I started thinking a bit differently, I became more active in the organisation EPEKA in the field of youth work" (Hmh_KA11ii3).

"I think that this is a skill that is built slowly, not in just one such international cooperation, but in more of them, so slowly the experience is growing (…) we are slowly becoming more and more independent in our interpersonal contacts. It was one of my first projects in which I participated, I might have been more reserved, or I tried the field more carefully than I would have most likely now, when I have participated already in several such activities" (Ifh_KA11ii3).

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 (interviews (2));
- the world-view is broadened (interviews (2)); openness for other cultures (interviews (3));
- team work and taking initiative (interviews (2)); acting more self-confident and lively in English and encouraged and self-confident to teach and communicate (interviews (3));
- relating to people and building trust ('convincing them'), and figuring out their strengths (interviews (2)); being present in contact with people (interviews (3))
- develop ability to express your own culture (interviews (2));
- gain self-confidence through group work (interviews (2));
- continue to be positive and to take the best of this experience even if the own expectations are not achieved (interviews (2));
- follow group dynamic and objectives (interviews (2)); position oneself in a group (interviews (3));
- be more enthusiastic and motivated in continuing the youth work (interviews (2));

- act in a foreign country without the personal network (interviews (3)).

Moreover, one participant of interviews (3) perceives more self-confidence for a wider range of action, for example a stronger consideration of her own wishes and goals. Considering all three dimensions (knowledge, skills, attitudes/values), this interviewee realises her development:

„Yes, definitely, I hope the last year was not for nothing but then I have to reflect precisely (…). I realise this personal development, I wanted to know everything, I wanted to ask everything (...). Today I'm able to react on some things and also to give comments" (Kfs_TCA9ed3).

Seldomly it is reported in the interviews (3) that no personal development could be perceived (i.e. one interviewee was already aware about personal strengths and weaknesses), although the frequency and quality of the statements were reduced in the interviews (3) compared to the responses in the second round of interviews. However, some positive effects on the personal development may not be applied automatically in daily business, as explained in one interview:

"I am more open for other cultures: 10 days of working together, eating togehter, many things together, that gives us time to get to know each other" (Gfs_TCA3ta3).

Despite this positive experience of interculturality with peers, the interviewee did not transfer that methodological approach to the entrepreneurship event she organised (see chapter transfer of the training/learning outcomes into practice).

a) Confidence in youth work

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, 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 interviews (3), similar statements do confirm personal development in terms of improved self-confident in being present and expressing oneself as well as being more oneself, on the one hand. On the other hand, more confidence in doing the own job (i.e. international youth work; drama methods entrepreneurial activity) is also confirmed in several statements of interviews (3).
In the case of one interviewed participant, a volunteer, the difference in confidence and self-presentation between interview (1) and interview (3) was particularly striking, so much so that the interviewer commented on it to the interviewee and asked her if she agreed. She responded *"Oh yes, in the first one [interview before the training] I hadn't a clue but then when you come back and start using what you learned it makes a complete difference" (Dfh_YWM2ei3).*

In addition, the received information may contribute also to self-confidence (i.e. to start planning a youth exchange). There was some surprise among a few interviewees (2) that every experience was welcomed in the training/activity 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_YWM1or2).

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_TCA1uh2).

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.
Moreover, one interviewee in the third round of interview still feels that she has become more confident in what she does because she got good feedback on her work from others at the training. According to that, this interviewee got some perspective into their national youth work and how well things are here:

"for example we are paid for our work here and we have so many opportunities to develop ourselves and everything. It's not the same everywhere else (…)" (Dfs_TCA3if3).

b) Self-knowledge; self-discovery; identity

Applied methods 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. It seems that

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.
In addition to that, awareness raising on being an innovative person is pointed out in interviews (3).

Due to the training, one interviewee, for example, 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. One interviewee of the third round of interviews revisits: *I got some more confidence in "being myself" (Cfh_YWM1if3).*

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_TCA6rt2).

c) Emotions; empathy; dealing with emotions/conflicts

Generally speaking, empathy and dealing with emotions are assessed by several interviewees in the second round of interviews 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 in different interviews (2), 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.

"...we did a very interesting workshop where we took things from the local to the global and looked at human rights, equality, general respect and empathy. Empathy was a very strong thread throughout the whole piece...and how empathy can nurture awareness as well" (Bmh_YWM1ei2).

The ability of taking the perspective of others is constantly illustrated and emphasised in the interviews (2). 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. Thus, 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. 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. These methods are perceived to be helpful for developing respective competences by some interviewees.
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.

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 for some interviewees in the second round of interviews 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.

3.5.2.5| Non-formal learning / non-formal education

including knowledge, skills and attitudes/values

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 and is often confirmed in the third round of interviews.

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, which is also mentioned in some other interviews (3).

"It is good tool for raising awareness of competences and the importance of lifelong learning to formalize informal or non-formal learning, however, recognition of the informal and non-formal sometimes exaggerates somewhat, it also takes a lot of power to be implemented so that it is close to the young" (Dms_TCA1ii3).

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 activitiesOne interviewee in the second round of interviews 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_KA2uh2).

The experienced non-formal learning approach seems to have an impressive impact on the same interviewee twelve months after the activity, as stated in the following statement:

"I can only repeat myself, for me this has resulted in a great change, that I have tried this different kind of learning experience on myself. It is worth experiencing and then you can really understand it. Obviously, I was interested in these methods before and I was motivated to go deeper" (Gfs_KA2uh3).

The non-formal approach is seen as an alternative to traditional pedagogy and as a result of the training. Another 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, as reported in the interview (2).

But not all interviewed participants said in the second round of interviews 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.

In interview (3) two interviewees stress some learning effects by (negative) reactions of their students, because of this some changes of the own attitude and also reconsiderations of the implementation occured.

"I can accept that the non-formal learning has its limits. But I always encourage my students to speak, to signal if we are not in the right direction. So when they said it is not OK for them, I took it seriously and I thought through it again. I realised that first maybe we should learn to cooperate and work together. I stepped back and gave them more space. Now, I am deliberately trying to support this, I trust them better" (Gfs_KA2uh3).

"I think I'm trying to make you more aware of student I'm working with. I try to understand what he wants. It is not based on my own ideas, I try to find out what motivates the him [sic] that day. Sometimes it works sometimes it doesn't. But I do not want to get her into my working frame, but to create one with her, together. From day to day" (Hfs_TCA8uh3).

In addition to that, another interviewee perceives a transformation regarding the importance of non-formal activities to students. After attending the training, he organised many extra-curricular activities for students with respect to fairness, punctuality, reliability, transparency in communication and the ability to develop methodologies in the field of youth activities. A further interviewee widened her point of view towards new methods such as theatre and drama.

A substantial share of participants in the interviews (3) reconsider that the non-formal approach was part of the training/activity through the applied methods, games or exercises but it was not the main focus or not explicitly addressed. However, many of the applied pedadgogical methods, games or exercises may contribute to professional development in the youth field because of an increased confidence in the application of non-formal methods in daily business, as reported by a few interviewees. Moreover, one interviewee prefers and recommends a combination of formal, non-formal and informal methods. Another, whose main employment is in the formal education sector, stressed in interview (3) how much more use should be made of non-formal methods in formal settings:

"There is a great value in bringing the non-formal approach back into the formal education system...the Erasmus Plus experience has been a huge benefit" (BmhYWM1ei3).

3.5.2.6| Intercultural learning (ICL)/education and identities/discourses

including knowledge, skills and attitudes/values

"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" (Lfh_YWM1or2).

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" (Qfh_YWM3ed2). 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 (…)" (Dfh_YWM2ti2).

"How to be, it is always to know how to behave in intercultural situation, in group situation too, it is to learn to listen to others, to participate but not to take all the place, to take into account the cultural differences compared to the behavior of people" (Jfs_TCArf3).

Intercultural knowledge is mentioned most frequently in the interviews (2), 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 multiculturality 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 (see chapter present (international) youth work).
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 ICL (see chapter training and support activities). Repeaters of international trainings/activities indicate, for example, 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 (see chapter training and support activities).

Another relevant aspect for ICL concerns the own behaviour or personal attitude towards interculturality in the interviews (2), 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. 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 collaboration 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, which is stated again with respect to changes of attitudes and values many times in interviews (3) (see chapter changes of attitudes/values).

Referring to the interview statements (2), 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.

Nevertheless, 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.
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).

In the reviewed statements of interviews (3), it becomes obvious that directly related responses in terms of intercultural competences are not addressed in the same extent compared to the explorations in the interviews (2), as presented before. The learning outcomes predominantly refer to effects, influences and changes on the individual and/or organisational level but seldomly to the development of competences (see chapters effects and changes on the individual; on the organisational level). On closer inspection, in the interview statements (3) more frequently intercultural learning experiences are pointed out instead of concrete developed competences. Nevertheless, there are cases, implying acquired intercultural competences such as awareness raising on prejudices about other cultures and nationalities:

"I was another person three years ago and I am another person now. Now, nobody's language, religion, race, nationality is not important to me, but the important thing is their personality. These types of projects was [sic] influential in this because everybody comment [about the others] but all of these comments and judgements are invalid for me. Whenever somebody spends some time with the person from that nationality, associate with them then their thoughts becomes more realistic for me. What effects this is the EU projects. Did it influenced me, yes it did, and this was actually great" (Ams_TCA1rt3).

Another interviewee reports some that the presentations of mini-projects and the open way of interaction between the participants contributed to the personal change of attitude in regards to interculturality and sustainable development.
An interviewed participant found that in the year after the training event she became more aware of the potential for intercultural learning across the whole country of residence: *"I have suggested to my colleagues that we have some kind of cross-border learning programme, I think it would be very beneficial for the older youth club in particular" (Cfh_YWM2ei3).*
Two other interviewees emphasise the most valuable knowledge to understand how to combine different cultures and how national identity of different countries influences the way of thinking and the perception of different life issues. A further interviewee summarises that intercultural learning means the importance of shared values and seeing others' point of view. In addition to that, further interviewed participants point out the following intercultural learning experiences:

- how to act and behave in international settings with international peers;
- facilitate intercultural meetings;
- awareness raising on the complexity of historical and social background of youth workers;
- the concept of mobility across Europe and working with international people;
- sense of being appreciated.

Apart from these positive experienced intercultural learning outcomes, the current political situations in terms of an increasing constructed nationalism in some countries across and beyond Europe may cause further challenges for future international partnerships and therefore for intercultural learning experiences, identities and discourses. One interviewee reflects the observed problematic in a transparent and direct way, for example (see also chapter participation and active citizenship).

"Even if I had done some training on this it was always interesting, and especially from a point of view other than the French point of view, because we do not all have the same definition of what it is discriminations, prejudice, etc., and seeing things from an Anglo-Saxon point of view, but not only because there were also people who came from quite a lot of countries and they also had their own points of view, their own definitions of things. This is also why I did not want to go further with the two Hungarians because there may be also forms of reflection that are specific to their culture we will say, to their country, even if it does not excuse everything " (Cms_KA1rf3).

However, some positive effects with respect to the direct contact with international peers are pointed out, such as that the attitudes of other participants towards Turkey changed during the activity.

3.5.2.7 | Participation and active citizenship

including knowledge, skills and attitudes/values 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_TCA3rt2).*

According to the analysed interviews (2), the differences between democratic citizenship, human rights, and solidarity and social change[9] 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. 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.

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 (2) 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. In

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

interviews (3), topics in terms of migration/refugees are predominantly frequently adressed. Thus, it is stated that the integration of refugees and migration are perceived highly relevant for (international) youth work, including attitudes for becoming more tolerant towards refugees' matter or initiating a change: "*If you are not happy, create a change"* (Cfs_TCA3rt3). This attitude may require a broader view of minorities, wide perspectives against stereotypes or prejudices and a more effective communication. Furthermore, there seems strong motivation among a couple of interviewees to work on radicalization prevention.
Some of the interviewed participants (3) show strong sensitivity to human rights and consequently willingness to be involved in the fight against prejudices and discrimination beyond the topic of migration (i.e. solidarity with AIDS). Additionally, more awareness on issues of gender violence and the rights of the disabled could be gained from the attended training.

Other effects of interviews (2) 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. However, it is pointed out that there is a need for more solidarity on a global scale and not just European solidarity (see chapter present (international) youth work).

"We were all Europeans at the training course but the values we were discussing were global as well" (Bmh_YWM1ei2).

It is worth mentioning that sometimes role conflicts of interviewees (2) 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? In interviews (3), one interviewee emphasises effects of the attended training *"(…) that one is feeling more like a European citizen, not only as a citizen of Salzburg, for instance" (Afh_TCA1ta3).* Other cases of interviews (3) indicate improved participation and engagement for the civil society as well as regarding the NEET of youth in society.

With respect to humanistic values, some diverse effects become apparent in interviews (3). One interviewee (3) reviews that values has not changed due to the training, but have been reinforced. Among others, another interviewee perceive that his humanistic values have been reaffirmed. Humanistic values for him are among others respect, fraternity, shared humanity and taking up responsibility for the society in which you live.

Finally, required competences proposed for youth workers can be indicated with:

- 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.

Overall, the analysed effects of the training/activity for competence development in the context of participation and active citizenship seem on a lower level. One explanation for this result could be the high engagement/commitment and expertise 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."(Afh_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" (Afh_TCA1ta2) for her.

Another reason for self-perceived low effects on competence development in many interviews (2) could refer to a lack of presented and discussed political concepts and frameworks within the training/activity (see chapter training and support activities).

Nevertheless, a few interviewees (3) raise critical remarks towards European policies because of the indication of too many negative tendencies resulting from a lack of clear democratic manifestation. Thus, there is too much tolerated 'covert' racism, there are too many 'do-gooders' officially distancing themselves from racists but thinking and acting themselves as racists. One interviewee has the impression, based on her latest experiences, for example, that it is actually very difficult to tackle this issue. The situation with young refugees in her city is nowadays very problematic and people are no longer open for such a discussion about European values and welcome of refugees. A fear of terror attacks would also make it very difficult to convey these values. Another interviewed participant thinks that Europe as an affluent continent does not do enough in the current refugee crisis. He thinks that Europe is not accessible enough. Finally, one interview statement (3) makes the point, resulting of all implemented activities from the interviewed participant during the last two/three years:

"I think the central question in my work being important is the question: where is the limit of freedom of opinion and where starts contempt for human beings" (Fms_TCA6ed3)?

3.5.2.8 | Networking and partnerships

including knowledge, skills and attitudes/values

BEFORE THE TRAINING/ACTIVITY

In a few interviews (1), 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. Referring to their statements, relevant competences in networking and advocating can be summarised as follows:

- 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.

In addition to that, partnership competences are articulated such as:

- 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.

Finally, recommended organisational steps introduced in different activities of building partnerships can be pointed out with the first steps 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.

AFTER THE TRAINING/ACTIVITY

In interviews (2), issues of networking/partnerships at project level, inter-institutional level as well as political level were one of the main foci in the survey and respective emphasis was given to these topics. Interestingly, the analysed results of both rounds of interviews (2) and (3) indicate that acquired competences for networking/partnerships seems reduced at the inter-institutional level as well as political level. 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 collaboration with stakeholders and colleagues exists, but the focus is on sharing knowledge with colleagues (see chapter impact on the organisation/environment).

On the contrary, the cases for competence development at project level seems different because this topic is much more present among the interviewed participants. From several statements of the second round of interviews the following competences (triangulation of knowledge, skills, attitudes/values) are raised in terms of networking/partnerships:

- creating trustworthy and reliable partnerships with 'similar partners' in terms of working methods, values and financial resources;
- team building in intercultural settings;
- dealing with cultural diversity;
- communication and language skills.

The situation in the third round of interviews can be assumed to be quite similar to the described development of intercultural competences in the previous chapter. Developed competences for networking/partnerships are articulated more frequently on effects and/or impact on the individual and/or organisation level in the interviews (3) (see chapter present (international) youth work practice and changes/effects in the youth field). Thus, no further developed competences can be reported from the survey of the third round of interviews at this point.

3.5.3 Summary (international) youth work competences

3.5.3.1 | Summing up competence development

BEFORE THE TRAINING/ACTIVITY

Competences are seen as important by many interviewed participants and the interview statements before the activity can be divided into political, intercultural and professional/quality dimension, referring to the RAY-CAP conceptual framework for youth work within E+/YiA. Indicated (international) youth work competences on the political dimension refer to, for example, critical thinking in social and political system or consideration of social economic background and inequality of young people. At the intercultural dimension, working with diversity, ethics and acceptance of ambiguity and changes are addressed for (international) youth work competences. Finally, conflict management, dissemination of information or creating learning environments are reported for the professional/quality dimension.

AFTER THE TRAINING/ACTIVITY

In both interview rounds (2) and (3), 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 and reinforced in interviews (3) to 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 in interviews (2), and is especially related to communications skills, active listening, self-confidence and dealing with emotions/feelings, conflicts and needs.

Referring to the drafted RAY-CAP conceptual framework for competences in youth work within E+/YiA (see appendix F) it is worth mentioning that the results of the transnational analysis of module (B) indicate some new aspects for competence development. First, it seems essential for the international youth work focused on the submission and implementation of youth projects/activities that respective competences for networking, collaboration and partnerships are incoorperated and able to apply. In the RAY-CAP framework, the field of international networking, collaboration and partnerships may not considered with the necessary attention due to the statements of the interviewees, who emphasise many times the importance of collaboration for succesfully implemented (international) youth projects/activities.
Competences (knowledge, skills and attitudes/values) for networks and partnerships can be summarised based on some interview statements with creating reliable and trustworthy partnerships and teams in intercultural settings, dealing with conflicts and/or cultural diversity in cooperation/partnerships and networks, open and direct communication in foreign language(s) as well as identifying/transferring local youth work reality with European youth work.
Second, another relevant key aspect may be indicated for digital competences, which is addressed several times in the interviews before the activity but marginalised during and/or after the training/activity (see chapters expectations and motiviation to attend the training/activity; indicated (international) youth work competences in practice; training and support activities). Thus, it can be stated that digital issues may play a crucial role in the international youth work practice but are underrepresented in international trainings/activities. This gap seems recommended to be override in order to increase the presence, the importance and frequence of digital issues to acquire respective knowledge, skills and attitude in the provided international trainings/activities.

Overall, the training initiated settings that allow to collect self-knowledge, self-confidence and a kind of self-discovery/identity through emotional experience, intercultural exchange 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.
On closer inspection, some interviewed participants (2) 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 in interviews (2). Interestingly, this trend seems sligthly reduced in the revised interviews (3) with respect to the frequency and quality of statements. Moreover, it can be assumed that in interviews (3) the satisfaction of training/learning outcomes may interrelate to the perceived extent of professional development (see chapter personal expectations). Nevertheless, in almost all cases of the third round of interviews personal development are confirmed again, despite the fact that gains in terms of personal development are not automatically transferred into practice (see chapter transfer into practice).

Another beneficial aspect of the training settings for the development of competences are stressed 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. 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.

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_TCA4ti2).*

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). Furthermore, cross-generational learning with younger youth workers is perceived to be an enrichment for the own daily business.

3.5.3.2 | Knowledge acquisition

BEFORE THE TRAINING/ACTIVITY

In some interviews before the training/activity it seems that the acquisition of knowledge in practice have several facets. It can be achieved through direct interaction between the youth worker and young people as well as 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.

AFTER THE TRAINING/ACTIVITY

Knowledge acquisition is often addressed in the interviews (2). This may indicate that this issue could be easier/immediately realised in comparison to changed attitudes/values. On the contrary, changes of attitudes/avalues are addressed more frequently in the reviewed statements of interviews (3).

The combination of theoretical/conceptual knowledge and practical knowledge (experienced-based; exchange/share experiences) seems successful, and was highly appreciated by many interviewees (2), 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 in interviews (2) and is reinforced in different statements of interviews (3).

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, as emphasised in both rounds of interviews (2) and (3). 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.

Additionally, further addressed themes and its importance for the training/learning outcomes become evident in the revised interviews (3) such as acquired knowledge on NEET youth, youth work or Youthpass. Nevertheless, for some interviewees the acquired knowledge would require more in-depth-knowledge for the application in daily work due to reacquainted previous knowledge.
However, a few interviewees may have challenges in recalling concrete knowledge outcomes for the training/activity in question. Some of them perceive their outcomes as an accumulation of knowledge, implying different influences from life, study, practice and other trainings/activities.

3.5.3.3 | Skills development

AFTER THE TRAINING/ACTIVITY

With respect to further developed skills, it is explained in both rounds of interviews (2) and (3) that presentation and language skills, facilitating skills, project management skills and knowledge/skills for YPFO could be improved. Communication skills were even reported many times by the interviewed participants (2) and (3). On the first day English might be an obstacle for some participants of the second round of interviews, 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. avid stereotypes in an intercultural settings) was for some interviewees (2) as well as (3) 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. Nevertheless, in several interviews (3) it is self-perceived that professional, organisational and methodological skills could be developed. In addition to that, acquired skills for the development and implementation of youth projects/activities are reaffirmed from the results of the second round of interviews.

One fact may remain the same in the reviewed statements of interviews (3): digitalisation and digital skills still are 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.

3.5.3.4 | Changes of attitudes/values

BEFORE THE TRAINING/ACTIVITY

From the analysed statements before the training/activity for the change of attitudes/values in daily youth work it can be concluded that there is a positive change in terms of the image of the EU through the financial support for projects or for European youth work. Another relevant factor seems political topics in combination of values (i.e. discrimination against minorities and particularly against Muslims; religion; European territory). Finally, implemented youth projects/activities as well as international trainings/activities are considered to have an impact on the involved actors in terms of changes of attitudes/values through the shared and collected intercultural experiences.

AFTER THE TRAINING/ACTIVITY

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. In comparison to that, in interviews (3) different changes/effects due to the acquisition of attitudes/values are considered impressively.
First of all, long lasting effects of international experience on attitudes/values can be identified due to the decision to work in the youth field and/or being a social worker as well as an increased motivation for the own work (i.e. getting enthusiastic for European/internationel youth projects) and any changes for the own business (i.e. in the work with YPSN/YPFO or NEET youth). Nevertheless, there is one negative change pointed out for projects at the European level with respect to the selection/recruitment of participants. However, different interviewees (3) report that they raise their awareness on the importance of using the opportunities for E+/YiA programme by taking over the own initiative for that.

Another effect on attitudes/values refers to an increased sensitivity towards prejudices and stereoptypes as well as the awareness on diverse value backgrounds through the contact with

peers from different countries. As a result, a more comprehensive view on youth work could be observed.
Finally, many different developed attitudes/values are reported in interviews (3) such as improved openness, solidarity, tolerance, active listening, expressing oneself, collaboration, commitment, engagement to democratic dialogue, critical thinking or finally improved attitude towards NFL and awareness raising on subjectivity, diversity and YPFO.

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 (2) 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.
Overall, the observed diverse and/or contradictory statements of interviews (2) become not so obvious anymore in interviews (3). Moreover, the results of interviews (3) indicate more self-perceived attitudes/values in the context of active citizenship such as high political engagement, humanistic values and awareness on positive effects of the EU on the civil society as well as on young people, for example through Youth Exchanges. Furthermore, an awareness raising or a commitment towards European values and an importance of political approaches in terms of migration and/or radicalisation/deradicalisation are stressed many times within the interviews (3).

The observed missing change of values of the interviews (2) is repeated in interviews (3) but implies remarkable differences. The assumed lack of changed values can be identified on a lower extent than in interviews (2). Additionally, some interviewees (3) perceive reinforced existing humanistic values, correlating with European values or creating a European identity by themeselves. In other cases (3), nothing could be reported because the time period of the attended training/activity was estimated too short for any changes or the question was not addressed/raised during the interview (see chapter general assumptions and conclusions for interviews (2) and (3)).
Finally, some critical remarks are raised towards a lack of concrete discussions and definitions about European norms and values (although the term European values was used sometimes). Thus no European identity is possible for one interviewee but a global global citizenship (acting in a global context).

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

AFTER THE TRAINING/ACTIVITY

A non-formal learning/education approach seems impressive for some participants of interviews (2) through personal and emotional learning effects, especially through the gained knowledge/skills about the inclusion of YPFO/YPSN and active participation of young people. These impressive effects may remain the same twelve months after the activity.

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 in both rounds of interviews (2) and (3) reported that there is a lack of new and innovative methods in the training/activity (i.e. ICT).

ICL was reported several times in the interviews two months after the activity and seems an important and impressive issue among many interviewed participants. The international learning environment in combination with a high diversity of participants and cultural differences may contribute to different kinds of competence development. Nevertheless, such ICL competence development requires appropriate behaviour such as openness to look at culture, working with diversity or integrating socio-political and economic backgrounds. Further effects are perceived for an increased quality of activities with respect to avoiding stereotypes, broader view on intercultural dialogue and respective communication methods or dealing with inclusion, social integration and multiculturalism.
Nevertheless, not all interviewees (2) could acquire or improved their intercultural competences due to a lack of explicitly discussed or addressed concepts/issues or in case they already have been experts of intercultural discourses, which is emphasised in several interviews (3). In addition to that, in interviews (3) ICL is predominantly described with respect to the impact on the individual and/or organisational level and seldomly with concrete outcomes for competence development (see chapter general assumptions and conclusions for interviews (2) and (3); transfer into practice).

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, which seems unchanged between the two rounds of interviews (2) and (3). However, in the trainings (i.e. addressed topics; training topics) issues of participation and active citizenship seem to be marginalised/play a minor role. Additionally, in interviews (3) it is reported that there was no change but a reinforcement of values, for example humanistic values, became apparent through the attended training/activity. It is worth stressing that a few interviewees raised critically remarks towards a lack of clear democratic manifestation within European policies.
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 can be assumed 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.

3.6 Training and support activities

The chapter 3.6 training and support activities is focused on statements of interviews (2) and (3) with respect to the assessed attended training/activity. To address the different time dimensions during and after the training/activity appropriately, research results are divided respectively with headings.

The first part of this chapter deals with the perceived effectiveness of the training/activity in question by the interviewees (2) and (3), including aspects of ICL as well as critical statements to provide inputs for possible recommendations of improvements.
Applied training approaches and methods are presented in the next subchapter as reported in the interviews (2) and (3), if available. Finally, a package of method will be drawn to illustrate the most important and frequent mentioned training approaches and methods in the attended international trainings/activities.
The subchapter networks and partnerships address the outcomes for building networks and/or partnerships at the project level, the political level as well as inter-institutional level within the training settings.
Finally, the impact of further trainings/activities and the phenomenon of training hoppers are taken into account to evaluate effects of the attended training/activity more precisely.
The last subchapter combines a summary from the previous subchapters with further considerations for conclusions, if applicable.

3.6.1 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" (Afh_TCA1ta2).

"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" (Gfh_YWM1or2).

"This was the 5th project I have ever participated, and it was the best one. (...) People were really professional" (Cfs_TCA3rt2).

"Yes, I was more happy and satisfacted [sic]! No, about impact…So yes, for me it was about motivation, for me it was interesting because I feel more confortable to speak or to develop some projects and that's interesting and an impact for sure" (Jfs_TCArf3).

"At the moment when I came, it was very fascinating, but the rhythm of life is so fast (…) 3 months after the event very positively, then basically get blurry a little due to the fact that one is focused on other things." (Efs_TCA1ii3).

AFTER THE TRAINING/ACTIVITY

As already mentioned in some previous chapters, the effectiveness of international trainings/activities[10] seems high across the majority of interviewees in terms of perceived valuable

[10] 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.

outcomes and a lot of benefits (i.e. (foreign) language improvements; self-discovery and self-identity; intercultural learning) and their motivation to apply them in the daily business, which is underlined in a substantial share of interviewees in the third round of interviews.

„All entrepreneurship events were oriented to results and this [training] was process-oriented, and I liked that! (…) It was so interactive– group work – and there we learned a lot!" (Gfs_TCA3ta3).

„Well, SALTO and all these courses have been absolutely vital for my life" (Ifh_YWM1ed3).

This interviewee is indicated as an example to clearly demonstrate how important such European training and further training measures can be for personal development/self-identity and stability of self and thus offering fundamental preparation concerning transition to working life. The European context in which the interviewee is studying, working and living is significant for her personal and professional development.

Some interviewees of the second round of interviews 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 organisation 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).

As a result, 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 refer to a lot of information on practicalities. As a result, discrepancies and/or tensions between theoretical and practical approach can be observed, which was reconsidered in a handful interviews (3). One interviewee points out, for example, that the training involved both information and developing skills, such lectures, activities and everything. *"Some lectures were dryer than others" (Emh_TCA4if3)* but a big part is the sharing of experiences, as also indicated by another interviewed participants:

"Maybe one thing, that I now recall, and what was useful, was the planned session for some other organisations to come and talk about their experiences and what kind of strategical cooperation projects they have implemented. It was quite interesting" (Gfs_TCA7xe3).

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 in interviews (2) 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).

In a few interviews (3) it is reperceived that the gain of international trainings/activities is highest within experienced group settings:

„Seminars, in YiA, in this domain, life of the participants – sharing experiences, knowledge – and the more people, who know, there are, the more one can gain (…) and I guess that one can really gain a lot in an experienced group" (Dmh_YWM2ta3).

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.
As a result, enough time for being involved in the training, for creating trust and comfortable personal learning environment, the compatibility with daily work (content; date; venue) or the duration of the training/activity raise the possibilities to participate in a learning environment. 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. Moreover it is pointed out in several interviews (2) that the provided access to the training/activity through low costs for attending it, is very important.
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).

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. This trend becomes evident again in different interview statements (3).

"The keywords would be discovery, sharing, (coldweather), exchange, after a little also frustration in relation to the lack of time to deepen certain things, because it was fast enough over four days and it's complicated to really go to the bottom of the topics. There was very little follow-up" (Cms_KA1rf3).

Referring to sustainable effects of international trainings/activities, it can be assumed that high interests for attending next trainings/activities could be indicated. Undergone training, for example, inspired one interviewee to look for new courses to improve her working skills with young people. 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_YWMrf1).

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.

Finally, promising key factors based on the interview statements (2), 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.

In the reviewed outcomes of interviews (3) it is emphasised again that the relevance of the training/activity correlates with the daily business: The more the addressed topics of the training/activity is coherent with the daily work, the higher the transfer and added value of the outcomes. Nevertheless, it seems that the impact at the organisational level is limited and can be predominantly observed more indirectly because of the improved qualifications of their staff member(s), highlighting multiplier effects (see the chapter below; chapter transfer of learning/training outcomes intro practice/effects on practice).

In several interviews (3) the importance of the training is reaffirmed in terms of future collaboration and intercultural learning and in a few cases the outcomes concern more personal gains for the personality and job career, rather than any gains within the context of youth work (see chapter future perspectives and outlook). On closer inspection, it is stated that the training/activity created lasting sustainable effects such as (inter)national networking and/or partnership building with other organisations for (future) collaboration, building personal relationships and increased communication processes. In addition to that, the attended training/activity was one motivating factor for implementing international youth work as a profession or starting PhD/continuing studying. Moreover, it contributed to job opportunities/job decisions for implementing international youth projects or doing international youth work as a profession as well as to be engaged in education because of the way the tutors were teaching and approaching education of youth.

„When I finished my EVS, I was curious about everything, so far I was in my own little world, I was not really interested what happened in the world…Now I'm following news and what is around…It's a pity that I missed so much…Without my EVS I still would be living in my little social environment" (Kfs_TCA9ed3).

"That training helped me to understand that I really want to be engaged in teaching, as I saw who the young trainers taught there and they also talked about their experiences and about how they became teachers and stuff like that and it all gave me a lot of additional motivation" (Ams_TCA3xe3).

This quoted interviewee perceives the attended training of being the source for his knowledge and know-how needed for this task, but it also gave him the idea for this initiative and the courage to realise his ideas. Another interviewee points out that she learned from the attended training how to motivate youth, how to engage them through different methods (games).

"In this sense that, when we instruct youth, then it should be done in a way which is appealing. And he/she could do it appealingly. With us. And I think this is a very important aspect in that. If you cannot motivate youth to do something, then (…) they won't do it" (Efs_TCA1xe3).

Nevertheless, it is worth mentioning that in some interviews (3) the dimension of effects is perceived to be reduced several months after the activity because of the impact of further/previous attended trainings/activities, a lack of follow-up meetings or collaboration between participants or coming back to routine in daily work (see chapter critical statements below; impact of further trainings/activities; transfer of the learning/training outcomes into practice).

"An important event that certainly influenced my profile, but of course, as one of a few dozen such events, I cannot assign it as very very large, but it certainly creates new concepts, projects, partnerships, so that it (training) was certainly among the more fertile ones" (Dms_TCA1ii3).

"I'm not sure that the affects (from training) would carry on until today or that I would discover anything new now" (Afh_TCA1if3).

a) Intercultural learning

According to ICL during the training/activity setting, it is addressed that the selected venue and hosting country reinforcing a multicultural environment and cultural diversity. 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_TCA6uh2).

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. 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). 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. However, openness, open-mindedness, tolerance and multiculturality were supported through the training/activity, reinforcing views about *"every culture has something interesting" (Dfh_KA1zc1).* One of the main objectives in youth work is addressed to enhance positive attitudes about cultural diversity, and taking into account intercultural identities.

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. 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.

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).

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. Simply being in a culturally mixed group represented valuable learning for respondents who had little previous experience of diversity, as in the case of one volunteer who had rarely travelled outside her own rural region:

"I haven't mixed with any other cultures before and [the participants] were just so easy to talk to and if you were sitting on their own they would make it their business to come over and mix with you" (Dfh_YWM2ei2).

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.
Some interviewees consider that intercultural discourse and identities are not perceived to be relevant in the training/activity because participants are already experienced and aware of intercultural aspects. Thus, 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). The high degree of the diversity of the group is highlighted after the training/activity in different interviews (2).
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. Two interviewees, for example, from one organisation who participated in the same training event, one of them a senior staff member and the other a volunteer, found that they provided valuable support for each other, but they also appreciated the fact that the trainers set up a Facebook page so that participants could begin to get to know each other in advance *("...and then when you got there you knew them...and it was hugs and the whole lot" (Dfh_YWM2ie2)).*
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.

"So, in first to stand back and secondly to try another regard. To adopt other's perspectives and to be aware about her/ his own base. I think to adopt others regard permit to understand better the complexity of the world" (Efh_TCArf3).

b) Critical interview statements

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_TCA9xe2).

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/advanced 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.
As a result, some interviewees feel under-challenged based on 'slow-motion' training approach (too much free time – too many breaks; wasted time by doing nothing; too superficial because too short) and no sufficient consideration of individual learning expectations or information. Moreover, a lack of time to get to know people better and exchange experiences of their youth work practices in different countries are reassessed critically in several interviews (3). Further criticism refers to the format of the training which did not allow much discussion or exchange of experiences because it was mainly built up as formal lectures.

Nevertheless, almost all interviewees of interviews (2) sum up the training/activity positively at the end because of their established contacts (met interesting people) (see chapter networks and partnerships).
In addition to that one interviewee reported positively 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.
In some interviews (3), considerations in terms of specialised or follow-up training settings with sufficient time to go further on the thematic are even readdressed to deepen existing knowledge and/or provide new knowledge for experienced/advanced participants:

„It helped more to navigate [or: jump – literally: dive– into] the subject, but once someone jumped in s/he perhaps would need more" (Afh_TCA1ta3).

"I've always been international, I have a lot of friends all around the world, but I still went to get something more" (Dfs_TCA3if3).

Moreover, follow-up trainings/activities are insisted for further opportunities to meet all participants a second time for exchanging their new practices (i.e. radicalisation prevention) and study cases on E+ training.

Finally, needs for improvements are considered in interviews (2), 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).
Further improvements are indicated in terms of organisations with a small size, only one or two staff member(s) are employed, who decide/discuss everything (see chapter involvement in the youth field). The need for such international training/activity becomes obvious but 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.

Moreover, 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.
Overall, it can be assumed after the third round of interviews that any gains from the training/activity may be considered/valued especially in relation to professional development: If there is no professional benefit, no new learning outcomes were articulated (see chapter effects and changes at the individual level). Furthermore, training und support activities may not contribute very much to skills development because of an observed lack of concrete addressed/trained skills within the training settings.

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. In the third round of interviews a handful interviewees state again a dissatisfaction with the methodology of the attended training and request a proper training concept. The addressed approach (i.e. psyhcological focus) may respond only to a small portion of the problem and therefore the approach of the training activity was too limited and rarely applicable in daily practice. A preventive approach and/or historical/sociological inputs, what was not discussed in the training activity, seems (more) important. Furthermore, others criticise that the training was not related to the daily work (i.e. youth exchanges are not a priority for the young people she works with).
A few interviewees of the second round of interviews, for example, 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.
First and foremost, one interviewee of the third round of interviews remembers the discussions related to youth participation theme. It was a training on youth policies, but she did not gain a comprehensive overview of it, rather remembers that there was a lot of fragmented discussions,

and some of them were on youth participation. As she says, she remembers them most vividly because her job back then was about information on youth participation.

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.
Similar to the interviews of round two, some interviewees add critically within interviews (3) that the provided knowledge in the training was not new to them and they did not learn too much. One interviewee, for example, addresses that *"she could not take away any new insights" (Bfh_YWM1ta3)* but only acquired knowledge on people from and prevailing living conditions in Armenia. Another interviewee assumes that *"it was certainly nice to get to know a new country, (…) new people, (…) but in terms of content I did not learn too much" (Cmh_YWM1ta3).* Other respondents claim that they did not learn anything new during that training, it was rather like reacquainting the previous knowledge.

"Yes, all this that I went through there, I already knew actually. It was more like going more profoundly" (Bfs_TCA5xe3).

„If one has participated in many seminars, too much new doesn't come any more. Then it often is a repetition of knowledge" (Dmh_YWM2ta3).

The workshop offered "more a repetition" (Bfh_YWM1ta3) to her. It was good for young, rather unexperienced participants, but offered "not too many new insights" (Bfh_YWM1ta3) to her (…).

Nevertheless, repetitive knowledge is not always assessed negatively. Some of the (experienced) interviewees consider that repetition of knowledge provides further learning opportunities. To give an example, one case refers to a very experienced interviewee in the youth field who has implemented more than 15 international projects and she is not able to count the national ones. She claims that each training and project brings a value to her. Even if she does not learn anything new, she can always question if what she does is right. She also tries to question her methods and for her, any meeting with other professionals is a gain. This may be one example that an experienced and motivated youth worker can benefit from a training or project even if his/her initial expectations have not been met. The interviewee wishes to focus more on national youth projects, however this is not because of (or thanks to) participating in the attended training/activity. Another interviewee considers that *"learning also happens through repetitions" (Dmh_YWM2ta3).* So he would say he *"deepened" (ibid.)* his knowledge: The training *"expanded my understanding, which has gone full cyclet here" (ibid.).*
Such statements seem especially interesting in terms of the NFL approach. Within the NFL discourse repetition of knowledge may not be considered as a requested outcome and may refer more precisely to the FL approach. As a result, the assumption may be drawn that such statements imply requested social attitude from interviewees to modify negative assessed learning outcomes into more positive results.

Fifth, despite the training/activity being often (re)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.

3.6.2 Applied training approaches & methods

„I think that most of the things, I consider important and useful, have been very practical trainings (...)" (Gfs_TCA7xe1).

"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_TCA1or2).

"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" (Gfh_YWM1or2).

"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" (Ffs_TCA4uh2).

3.6.2.1 | Application oriented approach

DURING/AFTER THE TRAINING/ACTIVITY

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 concern collaboration 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 (2), 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.
In interviews (3), the indicated trend of the implemented application-oriented approach in international trainings/activities could be reassessed to be a gain for the interviewed participants in terms of:

- experiential learning & peer learning: exchange of experiences, practices and knowledge between peers;
- experienced NFL education;
- learning by doing methods (i.e. new handicraft methods).

One interviewee recalls that the training was largely focused on sharing information and knowledge amongst the participants. This was due the nature of the whole event, as it was a forum. *"The whole nature was to make connections, sharing and receiving ideas" (Bms_TCA2if3*).

a) Learning by doing/experience-based learning
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 of the second round of interviewees potentially expect more experience-based sharing of practices rather than particular technical guidelines (i.e. for writing projects). Experience-based learning occurs in intercultural learning settings through meeting interesting/international people or get to know other participants' working attitude during teamwork. 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). 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 (see previous chapter).
Another aspect of experience-based learning may concern experiential learning. One interviewee thinks in the interviews (3) that the training has changed little in his daily work because he was already persuaded of the value of experiential learning and the importance of feedback to a group after an experience. Because of the centrality of the pedagogical technique of feedback in the training, he has extra attention for feedback and he does this systematic and automatic so that he is no longer aware that he does it.

Experience-based learning may enable 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. In the revisited interviews, sometimes it is explained that nothing new could be acquired through the participation, apart from sharing experiences with others (see chapter (international) youth work competences).

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" (Hfh_TCAlp2).

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), depending on the needs of the group/peers and the learning/training focus ('learner-centred approach'). In interviews (3), one interviewee expresses this approach in terms of progressive learning that allows her to have a more active participant posture (free speech).

Nevertheless, some criticism is raised in the interviews (2) 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).

3.6.2.2 | Learning/training methods

DURING THE TRAINING/ACTIVITY

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 collaboration. 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.

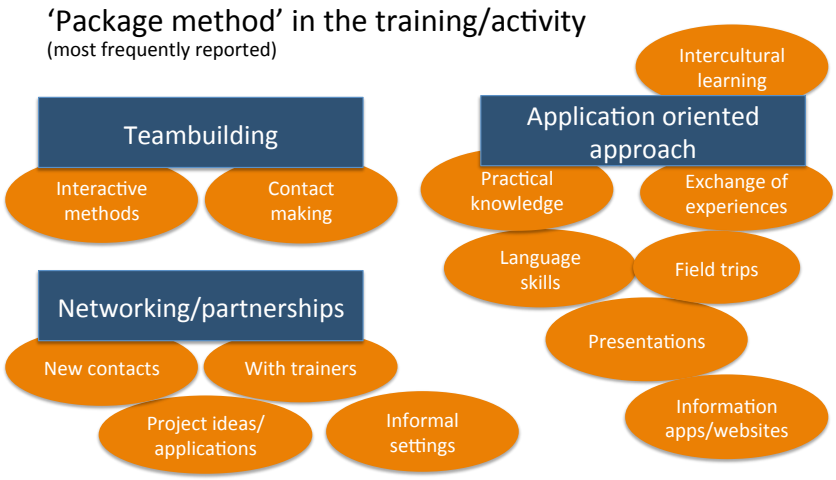
receiving feedback. One critical statement concerns the fact that organisations/trainers are not always open to receive feedback.

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; social occasions during the training events (breaks, mealtimes etc) are also explicitly highlighted as learning opportunities;
- 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 3: 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 3 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');

- 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.

b) The role of trainers

DURING THE TRAINING/ACTIVITY

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. The importance of trainers being skilled and experienced in managing diversity within groups also emerged from the findings.
In addition to that, in the third round of interviews one interviewee points out about the attended training, that the tutors were very efficient as they used method that were thought-provoking and made the participants actively take part in the training. Another interviewee perceives that there was an identification to the trainers and she learned from the observation of the trainers (positioning, facilitation) during the project.

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" (Mfh_TCA10de2).* But everything without any feedback from the trainers' side.

3.6.3 Networks & partnerships

"One of the best parts of the activity was that all participants were ready to prepare projects" (Bms_TCA2rt2).

"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" (Ffs_TCA4uh2).

"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_TCA8uh2).

„This is what I retrospectively gained, i.e. the contacts, more than anything else" (Jfs_TCA5ta3).

DURING/AFTER THE TRAINING/ACTIVITY

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 (re)assess contact making/new contacts/new partnerships and creating a network apart from international experience as most important and valuable 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 and motivation to attend the training/activity). It is seldomly reported in the interviews (2) and (3) that no relevant outcomes could be perceived in terms of networks and partnerships.

"No (special or unexpected outcomes), just that I still have such a positive memory of it. And the feeling, that maybe I would like to return to Portugal, but then to travel around so that …. nothing else … And I have some good acquaintances with whom I have so to say …. Whom I found from there and with whom I have had contact after that training, this is always the positive aspect of it" (Efs_TCA1xe3).

"The whole package, which included the information side but also the people" (Ifs_TCA7if3). A huge part was the people and the connections made.

Interviewee believes he did not gain much, except for *"few new project partnerships, one particularly comes to my mind" (Dms_TCA1ii3).*

On closer inspection, 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 collaboration opportunity and develop solid relationship. One interviewee, for example, reported that 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. However, in some interviews (3) the impact of established networks and/or partnerships could be reviewed positively.

"First of all, I've met quite a few wonderful people, with which I am still [in contact], they still invite me to their projects" (Afs_TCA1ii3).

"I'm hearing from different people [fellow participants] about further training, further courses and events that are coming up. It's a good network" (Bmh_YWM1ei3).

With regard to the quality of the networks/partnerships interviewees report different effects based on the outcomes of interviews (2). Some interviewees explain that (inter-)national networks could be expanded, deep relationships could be established through the attended training/activity and concrete projects/ideas with international partners could be presented (for future collaboration), which is mostly emphasised in interviews (3).

"Yes, in terms of spreading connections [networks], knowledge, consolidating some already created connections, deepening relationships" (Ifh_KA11ii3).

"The contact-making part, that's what's really positive for sure. Because it consisted of two parts, one was the gamification, the other was a networking part. Actually, I stay in contact with some participants, this is more than professional, official contact, we follow each other's projects, and if something arises, we send materials to each other, at least, I keep in mind that this is a good thing and can be good later for something. This is, I think, definitely a gain. And basically it had a methodological diversity which certainly gave a lot" (Efs_TCA3uh3).

On closer inspection, one interviewee of the third round of interviews considers that he has met interesting people and acquired plenty of knowledge of KA2, making a great experience to be intensively involved with. Another example refers to identified partners with whom her organisation designed and submitted projects for youth in disadvantaged areas:

"[To me it was] especially important that I have got [access to] some new network or contacts of people working on very similar projects. So that this personal experience of knowing organisations or people" (Bfs_TCA1ii3).

Others report in the secound round of interviews 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 collaboration e.g. music, theatre, project application (see chapter unintended side effect).

It is seldomly stated in the interviews (2) 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 collaboration.
Another motivation belongs to the purpose of building networks/partnerships as emerged from interviews (2). 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 collaboration; reinforce long-term partnerships (i.e. for three years)
- networks for potential international collaboration 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.

In interviews (3), some examples can be illustrated for the variety of networks and partnerships. One interviewee perceives that she gained *"many contacts" (Jfs_TCA5ta3)*, for example, with two national participants she is regularly meeting on a private basis in particular, but she could contact other participants as well if she needs something. Another interviewee initially wanted to establish contacts with foreigners working with youth on the countryside, but in the end, she ended up meeting national youth workers, which turned out to be a great experience as well. A further interviewee considers her established professional network, both local and international to be most significant. It facilitated collaboration beyond the framework of Erasmus+.
For one interviewee who was still in regular contact with two other participants a year after the training event, the main thing she had learned was how important personal contacts and relationships are in sustaining exchange:

"If you make good links with somebody and they are committed and competent, that's all you need, links between strongly committed and competent people" (Efs_YWM3ei3).

Further differences can be addressed in terms of motivations to build a network/partnership. A few interviewees (2) and (3) 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 collaboration;
- they are not involved in the youth field and therefore collaboration is not foreseen;
- they have already reliable partnerships;
- they are only interested in some people or in technical skills;
- for personal reasons (be an 'ephemera' youth worker).

"My primary goal was to learn new handicraft techniques. I don't think I will ever organise any international activities for young people, so I did not make any contacts" (Dfs_YWMlp3).

This interview case is an example of a very pragmatic approach to international youth work trainings: the interviewee wished to learn particular technical skills and ignored completely the potential of the international project. She did not make any contacts for future activities, because she was not interested in that and had never before implemented any international projects. For sure the fact that she took part in the project influenced positively her daily work and contributed to development of her professional skills as far as handicraft is concerned.

3.6.3.1 | Training setting for building networks and partnerships

DURING THE TRAINING/ACTIVITY

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 collaboration. 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" (Cmh_YWM1uh2).
"(…) It helps a lot when you can contact others personally" (Cmh_YWM1uh2).

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_TCA71if2).*

However, building networks and partnerships require appropriate time as addressed in the previous chapter, 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.
Furthermore, by leaving the familiar working environment and meet other people, participants 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), which did not happen in every training/activity).

"It was nice to see that people all over the world try to do similar things like you" (Afs_TCA1zc2).

"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_TCA6xe1)

3.6.4 Impact of further trainings/activities

"I want to learn, I want to develop. I want our work to develop and it has" (Hfs_TCA5if3).

"The feeling is that I develop from year to year; I steadily realise that I learn from the training courses (…) from all these trainings what is good for me and what I apply in my youth work" (Jfs_TCA8ed3)

"There's all sorts of interesting trainings out there (…) but I just don't have enough time!" (Hfs_TCA5if3).

AFTER THE TRAINING/ACTIVITY

Generally speaking, the impact of additional trainings as well as the motivation to attend more trainings varies among interviewees (3), ranging from strong interests in personal and professional development to travelling across Europe.
On closer inspection, from those, who attended further trainings/activities, it seems there are only a couple of interviewees who could not recognise any impact of previous attended trainings/activities until now. Most of them did not provide any further explanations for this self-perceived gap of impact but one interviewee stresses bad experiences with YiA trainings.
On the other side, several interviewed participants (3) indicate that further trainings had a positive influence, for example on handling youth projects (more knowledge/methods) or creating new interest in social enterprises (i.e. resulting from a special training of the Ministry).
As a result, their participations influenced their personal and professional development as well as career perspectives positively. On top, the training can be seen as an inspiration to initiate own projects and/or to take over more responsibility and/or use new methods.

"I always learn something, even if the project is weak or I know the subject very well, there's always someone you can meet" (Kfs_TCAlp3).

Nevertheless, further influences on the impact may be identified, such as the quality of the training and/or the link to the current occupation and exchange possibililties with other participants of the training (these results are quite similar to the discussed influences for the attended training/activity in question in previous chapters). Interestingly, it has been mentioned that the impact might differ depending whether training has been attended voluntary or unvolunatry (e.g. employer wanted interviewee to attend).

Referring to the interviewees, who attended more than the training/activity in question, some of these further trainings/activities do not only refer to international but also to national and/or local training opportunities, study visits, workshops, conferences and/or seminars and even beyond the E+/YiA programme (i.e. internships; internal further trainings with one organisational network partner).

"Well, me and Ivan, we are currently taking part in one training, or actually I am not sure what it is, meeting or training, once a month. Once a month. In Narva. In one mentorprogramme. … /…/…
So, this the only training. Or actually, I am not sure whether it is a training. It is more like coordinating and organising the whole thing" (Ffs_TCA2xe3)

With respect to national trainings, a couple of interviewees express that these trainings/activities are very useful. More specifically, one interviewee states that she attended an extra national training organised by the National Agency for Education for Youth Exchange application and several other national trainings in relation to her work outside international youth work. This interviewee understands the annual participations in several trainings as part of a youth worker's

job description. Another interviewee participated in a few local trainings but not in other Erasmus+ funded trainings but would be interested in going on another Erasmus+ training (i.e. about youth unemployment and employability in Spain).

"It would be nice to see what other European countries are doing, so that would be good, but I didn't have the guts to ask my manager" (Ffs_TCA2if3).

Moreover, further attended trainings show a big variety of topics. Nevertheless, as already discussed in previous chapters, specific and/or thematic trainings/activities would be highly appreciated. One interviewee points out, for example, that she would be interested in attending more thematic and specific trainings regarding international youth work, though she also expects to learn a lot through the exchanges themselves:

"Some more specific or thematic training in international youth work, as we have a lot of immigrant or refugee background young people here and would be great to expand on that knowledge. There is a clear need for us to learn how to support them and integrate them…" (Ifs_TCA7if3).

Nevertheless, she should not attend trainings for trainings sake, but rather needs to be about updating and increasing the own knowledge and what is useful for the work (i.e. globalisation and internationalism).

However, it is also noteworthy that the majority part of interviewees did not participate in further trainings/activities, despite some of them wishing to do so (i.e. time constraints; changed date of the training/activity; applications were refused). Others feel themselves too old or they assume that the training topic would not be interesting/attractive for them (i.e. nothing new; not relevant). Attending trainings often leads to wish to attend further training.

„Although I must say, if I would have been able as I wished, there would have been several, but this must then work out with private and professional obligations" (Ems_TCA5ed3).

"Well I'm not sure, maybe I am too old (laughs). I really feel that the others were so young and then they were handing out those youth passes, so I got the feeling that maybe I don't belong there" (Ffs_TCA2if3).

3.6.4.1 | Training hoppers

The term 'training hoppers' was defined with respect to the assumption that some of the interviewed participants may attend several trainings/activities within the E+/YiA programme during the survey period between interviews (2) two months after the activity and interviews (3) twelve months after the activity. It was assumed that such offered training opportunitities would be highly attractive for a few interviewees and therefore this issue should be taken into account in the third round of interviews for several reasons. First, the impact of further trainings should be discussed critically in the analysed interview results due to the methodological challenge to analyse effects from the attended training/activity in question on the interviewed participants (and not be mixed with other attended trainings/activities). Second, one assumption was drawn that the outcomes from interviewees who attended several trainings/activities in one year may be in a reduced quality, for example in case the motiviation is focused on travelling and not on competence development. Furthermore, it is considered that it seems rather difficult to remember concrete outcomes from different attended trainings/activities.
Finally, the definition 'training hoppers' was set for interviewees who have attended more than five trainings/support activities/youth worker mobilities during the last year (between interviews

(2) and (3)). For these 'training hoppers' a specific methodological approach was developed, including specific questions during the interview (3).

The fact is that after the third round of interviews, few interviewees participated in further trainings/activities apart from the training/activity in question. From these interviewees, between one and four additional trainings/activities have been attended but not all of these trainings/activities referred to the E+/YiA programme. Moreover, some of these interviewed participants could not remember anymore the exact dates or names but only the content of the additional trainings/activities (see previous chapter impact of further trainings/activities).
At the end, only one interviewee could be assumed to be a training hopper based on the developed definition for this study because this interviewee stresses that she has participated in several trainings per year, since 2004.
Additionally, a handful researchers argue that the term training hopper would not be applicable for a couple of their interviewed participants because trainings were chosen carefully, organised most of time by these interviewees themselves or the decision for participation in the trainings concern the motivation to improve the own competences as well as the own occupational status:

"I participated in a leadership training organised by AEGEE, in a youth conference about the European situation (populism, weakening of democracy), I participated in an E + training where motivation was concerned and one about the project management but from a different approach, I went to a training in Portugal as a teamleader (what does it mean to be a European) and I participated in the organisation's own programs. It was an intense year" (Jms_TCA6uh3).

3.6.5 Summary training and support activities

3.6.5.1 | Effectiveness of the training/activity

AFTER THE TRAINING/ACTIVITY

After the training, most of the interviewees of the second round of interviews report being enthusiastic, inspired and motivated for doing (international) youth work and/or submitting and implementing international youth projects/activities, being repeated in different interviews (3).
Furthermore, many potential contacts are made for future collaboration. Nevertheless, concrete collaboration with submitted international projects or implemented projects are hardly ever realised in the interviews (2), which seems differently in the interviews (3). Many interviewees report that they submitted and/or implemented international youth projects/activities. Moreover, most frequently reported effects of the attended training/activity refer to an individual impact in terms of personal and professional development, i.e. learning from peers how to promote activities, recharging own batteries, new ideas for the project, learning through role models (trainers did their job well); clarifying own role in business and career aspirations; new knowledge; new connections/ collaboration.

Another interesting key aspect with respect to networks and partnerships in interviews (2) concerns the statements that some networks/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. Thus, active networks/partnerships require a concrete purpose or a common ground for collaboration. 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. Follow-up meetings are pointed out as well as reconsidered from different interviewees (3).
However, some interviewees (2) claim passive networks are not necessarily negatively. When collaboration partners are needed at a later stage, respective contacts of potential partners can be reactivated. This perceived potential of reactivating contacts/partners is emphasised again in several statements of interviews (3) but some indications become obvious that the assumed reactivation is not feasible any time (see chapter present (international) youth work practice). However, further evidence-based research is recommended to prove its validation in this matter.[11]

Generally speaking, several interviewees (2) 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. This trend still becomes evident in the analysed interviews (3) and may underline the strong interests to repeat the training/activity.
ICL/intercultural knowledge seems one of the key results of the learning/training outcomes in interviews (2), which was not focused on in the same extent in interviews (3) . 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.

[11] This aspect could be further analysed from the perspectives of involved organisations in the E+/YiA programme within module C.

Seldom ICL issues are 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.

Unexpected effects in different statements of interviews (3) are reported in terms of changed perspectives positively regarding Youthpass, difficulties to recall the respective training/activity or learning, bad practice experienced in the training setting. Furthermore, little impact/less valuable outcomes are perceived by a few interviewed participants. They claim that no new knowledge and/or skills could be acquired, or expectations were not met (wrong topic; wrong participants (not motivated) but it took a lot of time and energy. Others are very satisfied with the training/activity setting because they could practice or improve some important aspects (i.e. language skills).

Most of the time critical interview statements do not differ between the two rounds of interviews (2) and (3). On closer inspection, a lack of diversification in terms of topics, duration, and thematic in-depth knowledge is critically addressed within interviews (2) as well as interviews (3). In particular, specialists and/or experienced participants in youth work potentially criticise a lack of new knowledge, skills or relevance for the daily business and frequently feel underchallenged. Thus, a lack of clarity on concepts(i.e. ICL; NFL; ethics and integrity) as well as specialised/thematic training/activity settings for experts may become apparent, 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.
Moreover, another criticism is raised predominantly in interviews (2) 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). In addition, 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. 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'.
In addition, 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. As a result, cancelled or changed training topics without pre-announcement are not valued, as this causes a lack of relevance for daily work. Furthermore, a need for follow-up trainings/activities are explored in both rounds of interviews and would be appreciated in terms of deepening the learning outcomes, reinforcing networks/partnerships, and providing in-depth trainings/activities on specific topics.
Finally, 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.

3.6.5.2 | Applied training approaches and methods

DURING THE TRAINING/ACTIVITY

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). 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.

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 professionality 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.

3.6.5.3 | Networks and partnerships

DURING THE TRAINING/ACTIVITY

The training/activity contributes to networking, making contacts and building potential partnerships for future collaboration. 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

collaboration are established. 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.
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.

According to the revision of building networks in the interviews (3), it can be summarised that concrete interests in further collaboration for youth projects/activities still exist and partnerships could be mostly built. For several interviewees (3), it remains a highlight of the training/activity to meet many interesting people with different international backgrounds. Finally, it is stated again that professional people and a well-organised activity have an impact on the success of the training/activity.

3.6.5.4 | Impact of further trainings/activities and training hoppers

AFTER THE TRAINING/ACTIVITY

Overall, the majority part of the interviees (3) did not attend further trainings/activities, despite some of them expressing their interests in/demand on doing it. The most important hindrances seem to be time constraints, changed date of the training/activity, refused applications, feeling too old or not relevant/interesting training topic.
Interviewees, who participated in additional trainings/activities, report quite similar effects/no effects on their individual impact like for the training/activity in question. Summing up, the quality of the training, the link to the current occupation and exchange possibililties with other participants of the training and/or voluntary/unvoluntary participation may be identified for essential influences on the impact.

The attended further trainings/activities did not only refer to international youth work but also to national, regional and local ones as well as beyond the E+/YiA programme. Generally speaking, there seems a high motivation among many interviewees (3) in attending further trainings/activities.

Referring to the predefined term 'training hoppers' (interviewees, who attended more than five additional trainings/activities during the last year), it is worth mentioning that in the interview sample no training hoppers could be identified explicitly. Only one interviewee can be assumed to be a training hopper regarding their attitude since 2004. Several others participated in more than one training/activity over the last year (between two and four trainings/activities). Additionally, it should be taken into account that a couple of potential training hoppers were not described as such persons because they chose, decided or organised the trainings carefully in order to improve the own competences as well as the occupational status.

3.6.5.5 | Final summarised considerations for further vocational trainings/activities

According to the requested specialised trainings/activities, these requests are deducted from several interviews (2) 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 but rarely find the respective learning circumstances to meet this expectation.
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).

In addition to the required specialised trainings, 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_TCA8uh2).

3.7 Transfer of learning/training outcomes into practice/ effects on practice

The chapter 3.7 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 self-perceived effects and changes, applied learning/training outcomes, support of interviewees as well as by organisations, experiences with Youthpass or perceived 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); module (A)) provide the database for the transnational analysis. In addition to that, the reviewed statements of the third round of interviews (3) (module (B) can be seen as another essential database for this chapter, providing further in-depth transnational analyses. Thus, it is possible to draw conclusions on long-term effects through the defined approach to interview participants again for the transfer of their developed competences twelve months after the activity.
As a result, the following chapter relates on the content level to module (A) as well as module (B). 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 module (C), and should therefore be read carefully and interpreted as temporary impressions at this current stage.

3.7.1 Effects and changes 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_TCA6uh2).

"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_YWM1or2).

"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" (Lfh_YWM1or2).

"On the one hand there was a confirmation that we did our job well, and we did a lot of things from ourselves, we had discovered how to do it, and it was great to see that this is the way (…) And now it sounds so stupid, but it was good to hear that everyone had difficulties. (...) But yes, yes, there is a bureaucracy everywhere, there are problems everywhere, but ultimately…we should do what the trainers have done: let's be flexible, let's start again, let's look elsewhere, and then go on and let's go further" (Afs_TCA1uh3).

"I'm fit today, I'm motivated, can live wherever, it doesn't matter (...). Today I have so many possibilities (...). Erasmus+ is the best I have come across" (Qfh_YWM3ed3).

AFTER THE TRAINING/ACTIVITY

At the individual 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 (2) 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.

"The course opened the doors to a new field of which I had no information" (Kmh_YWM1or2).

According to personal development, interviewees (2) 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 (see chapter expectations and motivation to attend the training/activity).

The impact on the individual level for personal as well as professional development could be reassessed in the analysed interviews (3) and may play an important role for many interviewees, although for a marginal group of interviewees the activity did not have much effect on the professional life. Thus, one interviewed participant critically reviews that the attended training/activity helped him less as a social entrepreneur (for social entrepreneurship he needed funds that he did not have) and more as a consultant for those who needed support for entrepreneurship and / or international mobility issues. Another interviewee will use the acquired knowledge not for international youth work but for writing the own thesis for the academic studies ,and a further one criticises the quality/extent of information:

"I feel like all of the information that I learned is something I could have just asked from my manager or from another youth worker who has experience in the matter" (Cfh_YWM1if3).

As a result, concrete effects or impact of the attended training/activity may not be able to be identified precisely. However, some effects can be also assumed for interviewees who reported limited effects/changes, for example, to initiate a longer process of reflecting and looking around of different commitments in and for civil society or experienced international trainings/activities (i.e. questions the own methods in youth work or meet other professionals).
Apart from critical statements, a majority part of interviewees could gain more transparency and certainty for the own profession and professional life as well as personal development in terms of:

- international youth work (i.e. exchange of practices and experiences in youth work between countries; new ideas for projects; working with volunteer/volunteer relations; donor relations; lobbying; emotional infrastructure; activity rather than project; support rather than money);
- application of (international) youth projects (KA2; EVS) and to know where all formal requirements are available;
- learning from peers how to promote activities and working with volunteers (i.e. potential problems that might arise);
- inclusion of different stakeholders/target groups in educational projects;
- entrepreneurial initiatives (i.e. foundation of own organisation);
- concrete interests in professional development with respect to specific methods (i.e. handicraft methods; drama methods; to elaborate the model of competences for

international youth worker) but not always interests in implementing international youth projects (no value, no time, no competences) -> loss of international potential;
- increased social awareness about social problems and gained self-confidence to solve social problems with different methods (i.e. theatre and drama methods to work with children with fewer opportunities);
- learning through role models (i.e. trainers did their job well);
- increased self-awareness about the own body (i.e. acknowledging the own body; self-awareness of the own body; body-work);
- discovering oneself (i.e. realising being an innovative person; methodology how to find an inner peace)
- recharging own batteries.

According to these mentioned effects, further examples can be selected for illustrating the professional impact among several interviewees (3): One interviewee developed his expertise in dog therapy from national to international level, another interviewee became an attentive social media youth worker, and a further interviewee was inspired to organise/implement a similar international training for another target group (farmers).

"My perception of internet and social media has changed completely – I considered it before as a threat, now I learn how to use it and how to use this space where almost all young people are present nowadays" (Cfh_YWMlp3).

As a result of the reconsidered personal and professional development, the quality of youth work/personal qualifications could be improved, which was indicated by
- new contacts, networks and/or partnerships;
- more international youth projects;
- applied specific acquired methods/techniques (i.e. new methods of critical thinking for analysing information in media; 'aircraft' method for establishing collaboration; professionalised dog therapy in street work);
- dissemination activities (i.e. cooperation with rural organisations, federal government, members of specific clubs or with young people);
- improved flexibility.

"Then I could mention the flexibility again. I'm coming from a fairly regular family and I love the clear framework. And in the meantime, things do not always work just as we imagined. Then the bad solution is that one is offended or grumbled, or then he does not do it, but then try to get the best out of that new situation. So this is not just about my EVS volunteer work, but my money-making job. Before that I was much more upset if something suddenly changed and I was blocked to find another way" (Afs_TCA1uh3).

The improved personal/professional development on the individual level also effected in some cases the organisational level because organisations could benefit in the context of validated quality in their youth work (i.e. validate the used methods in the organisation with the applied ones in the training/activity). Furthermore, the strategy for resource allocation has already changed by another interviewee in the second round of interview. In line with the objectives of the training, she tries to learn theory better, understand the practice, and make the strategy more realistic (see chapter effects and changes on the organisational level).

In addition to the personal and professional development, the experienced 'sense of community' is assumed to have a further motivating impact on the interviewed participants (2). 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 also in different statements of interviews (3), which still improves self-confidence in daily work, in the own practice, in the direction of thinking and in the awareness that different peers are confronted with the same difficulties (see chapter (international) youth work competences).
In the analysed interviews (3), two interviewees reconsider the impact of the experienced sense of community in an international setting as follows:

"I think it is more important that competencies and values can be easily passed by these trainings. It provides a basis for knowledge that can be deepened. But as these trainings work by learning by doing, knowledge is not the most important thing, because all you need is Google, and you can find anything factual. But it is more difficult to develop the competencies at home alone. As far as values are concerned, due to the internationalization of trainings, it is very cool that so many people come together and come across so many different points of view, but still everybody is somewhat similar to each other, share the same attitudes, values" (Jms_TCA6uh3).

"What left me the biggest impression, were the people. (…) I had no idea that (…) such people exist at all. (…) There was too much (theoretical) information and information on these subjects, and it all distracted me from making acquaintances with these people, and from sharing their experiences, their skills, their knowledge. There could have been at least one day for communicating freely with them" (Ffs_TCA2xe3).

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. Another interviewee of the third round of interviews may indicate one outcome in terms of improved self-confidence in performing in front of people. *"You can remember that it went pretty well there" (Cfh_YWM1if3).* As mentioned in the previous interviews, this interviewee herself did not choose the training but was put into it by her manager. Additonally, a few other interviewees perceive more self-confidence on a general level about what they are doing, or in using the English language at the workplace.

"I have become more self-confident to work in English, I think I will manage to organise and coordinate a small international activity" (Gfs_TCAlp3).

It is worth stressing here that the participation in this project did not come from the initiative of this interviewee. It was her supervisor that advised it and she followed his request. However, once the project is over, the interviewee looks by herself for the opportunities to engage in national and international projects.

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. Additionally,

in the interviews (3) further clarifications of the own role in business (i.e. improved self-confident for the own practice and/or function/role such as being a mentor vs. tutor in the organisation) and further career aspirations are stated in this context (see chapter future perspectives and outlook).

Further examples of the second round of interviews 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 impact on the individual level was addressed with respect to applied communication concepts such as conflict management or meaningful communication in the attended trainings/activities, indicating impressive learning outcomes for some participants of interviews (2) as well as interviews (3) (see chapter (international) youth work competences).
On closer inspection, one interviewee is concerned with the growth of training practices in youth work, and attending the course which took an integrated approach on the concept of "communicating meaningfully" which has changed her perspective on this, and she seeks to integrate what she has learned into the work of the organisation. Another interviewee points out his acquired new communication skills including respective theories of communication such as introducing himself and his ideas in two minutes. Now he is putting it into practice in terms of *"get out of your comfort zone" (Ams_TCA1_tr3).*

Finally, the experienced NFL approach in the training/activity may have produced impressive effects on daily business, which can be indicated, for examply, through awareness raising about NFL methods and the own attitude in formal education:

"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_KA2uh2).

In interviews (3), this experienced NFL/NFE approach is reconsidered by different interviewees. Some of them reconsider their changed perspectives for NFL education, for example, and applied/transferred respective methods into practice, sometimes beyond youth work in the formal sector.

"The major impact on me was how a supportive environment can promote shared learning among educators. I've learned so much about myself as an educator, and I would recommend it to other educators, not just in youth work" (Bmh_YWM1ei3).

"We did a number of exercises that can be applied, with a group – now also in social work" (Ifs_TCA5ta3).

"I was very enthusiastic, and the experience, that I heard personal stories was something that changed my approach. I became more aware of the complexity, gravity of some lives... I learned minority studies, but this training... I started to ask questions and I started to pay attention to the people around me. I'm not sure I can do this all the time, but at the beginning I was really impressed by the power of personal stories" (Hfs_TCA8uh3).

"That more than fun and games are happening within non-formal learning, that there are objectives which you don't see immediately" (Kfs_TCA9ed3).

This interviewee is now absolutely sure that European non-formal education will become her profession. When starting the interview, the interviewee explained that she prepared herself by looking back at the last year – what has happened and what she has done. This interviewee now works differently with the volunteers when it is about mid-term and final assessment; she tries to work in a way that young people can realise: it is about our life and our experiences.
Others greatly appreciated the broad and comprehensive (educational) approach offered by non-formal education, which could be remembered 12 months after the activity:

"It is the content, but it is also the context, the people you meet. So here I am, it's more this sharing that I remember what, all that is interculturality, the discussions we had, the exchanges around the cultural differences that can be within the European Union itself and Europe, all that is tolerance (...)" (Bfs_TCArf3).

"And … and … and … now I have got to know that as a result of this training the so-called competence model for international youth worker has been completed and I saw that my contribution has been put into that, this was also nice to see that my comments had been taken into account somewhere" (Hfs_TCA8xe3).

In interviews (2), the experienced international environment seems to have changed or broadened the working field by receiving a new stimulus to work at European level among several interviewees (see chapter training and support activity). Such acquired international perspective may also have an impact on the competences needed to work with young people. In one interview (2) 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 (see chapter present (international) youth work). In a handful of interviews (3), this result can be reconfirmed with respect to the acquired international pespective for the youth work from the experienced environment:

"For an unexperienced person like myself such training is an eye opener – you can do so much with young people, even in a small community like ours" (Hfh_TCAlp3).

"I didn't learn anything concrete, but I would say I gained some experiences. […] [what I experienced is] It doesn't count where you're from. The only important thing is, that you want to participate. No matter what it is about, but you want to be a part of the team. It really doesn't matter your nationality, or your background. The only important thing is that you wanted to be there. Everybody has something to share, to add." (Bfs_TCA7uh3)

As a result, in interviews (3) international experience/interculturality is readdressed to be one of the main benefits with respect to cultural exchange of other countries through international peers (interculturality) or acquired knowledge about country-specific differences in youth work (see chapter international youth work competences). The biggest benefits of E+ trainings were summarised by one interviewee as follows:

- the transmission of competences and values;
- the possibility to work in an international team during the training, and the possibility of learning by doing.

Further outcomes could be indicated, which may have an impact on the individual level, as reported in the interviews (2):

- 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 and in interview (3) for the own behaviour around EVS *"(…) that you really listen, and then I really started to" (Ffs_TCA2if3)* (understood that you have to tell the young person what is expected of them);
- 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.

One interviewee of interviews (3) sums up that the most important gains from the attended training are a broader view of minorities, the elimination of stereotypes, and a more effective communication.

3.7.1.1 | Application of acquired learning/training outcomes

With respect to the application of acquired learning/training outcomes into the practice, some of them could already be applied in the work with the target group or are intended to be applied as emerged from the interviews (2). 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_YWM1or2).*

Several interviewees of the second round of interviews report that they perceive the 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. 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');

Some further transnational analysis in this respect is highly appreciated based on the interviews (3). 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. As a result, in the revised statements of the interviews (3) it becomes obvious that different learning outcomes could be applied such as

- developed and submitted youth projects, including fundraising;
- improved presentation and communication skills (i.e. working with volunteers, refugees; English skills for writing letters, job applications, project applications and/or international publication in English, or giving presentations);
- improved selection process for volunteers;
- a selection of acquired methods and exercises (i.e. simulation/digital games, handicraft techniques, team or group building, group exercises, ice breakers to get to know each other, drama methods; methods to build trust; applying feedback for experiential learning);
- knowledge about NEET youth problem (i.e. which needs to be tackled also at national level);
- parts of the experienced NFL approach/NFE in the work with young people;
- aspects from the attended training/activity in the own training activities.

"I had the opportunity to put into practice, finally redo games and activities that we had done" (Bfs_TCArf3).

"I have certainly used some knowledge or methods that I have encountered for the first time, but somehow I incorporated them into my work.(…) There were a few moderator techniques, those that I have not met before or they reminded me of how effective they are" (Bfs_TCA1ii3).

"For me personally it makes a difference also for presentations, or also how I address people, also in the University of Applied Sciences" (Jfs_TCA5ta3).

"The Erasmus + has given me a toolkit of training techniques, a survival kit of working with groups, and I have used it for different purposes" (Bmh_YWM1ei3).

Another interviewee learned about gamification and its importance, but she only uses this part partially. However, she emphasised many times that she had much more aversion when it came to Internet and online games and, thanks to the training, she started to accept this new "approach". A further interviewee expresses that she is working more playfully in activities now, including the body and creativity. Another interviewee states that *"it's not tools that I reused, it's more this aspect of tolerance, communication, exchange sharing" (Bfs_TCArf3).* She implements values in her work with refugees.

Moreover, in a few cases of interviews (3) a turn-around of statement can be observed as a long-term effect: some training/learning outcomes were much more appreciated than in interviews (2) through the (unexpected) application of some exercises in activities of the organisation or raising awareness on the impact of the addressed issues in the training/activity (see chapter general assumptions and conclusions for interviews (2) and (3)).

"There were a lot of project methods in the training there, dialogue ... how to process events, how to talk about it, and try to get it down. However, I don't have a lot of opportunities to discuss these hard topics [discrimination, racism] only when I have time or personal time with the kids. But what I can do, maybe, is to show an attitude (…)" (Hfs_TCA8uh3).

In other interview cases (3) no change in daily practice is claimed, while certain aspects of the training/activity were applied in daily business, such as small scale projects or exchange projects, specific exercises and methods, new contacts or partnerships.

Despite these positive perceived applications of learning/training outcomes from the majority of interviewees (3), it is worth mentioning that others have not applied anything in their daily business (see chapter obstacles and recommendations to overcome the obstacles on the individual level).

3.7.1.2 | Support of the interviewee

Overall, many interviewees can be described to be motivated and engaged to transfer the learning/training outcomes into their practice. Moreover, in several interviewiews a kind of 'social approach for sharing the learning/training outcomes' within the organisation as well as in the environment can be indicated. There is a demand to distribute impressive effects among colleagues within and outside the organisations, friends or collaboration partners (see chapter effects and changes on the organisational level; impact on the environment). Naturally, the effort and motivation to apply some learning/training results in daily business may correlate with the dimension of the individual impact: in case, the output is not perceived to be relevant or new, the individual activities for transferring the outcomes into practice are limited.
The assumed trend of motivation and engagement from interviewees in interviews (2) may be reaffirmed in many statements of interviews (3) in terms of highly supportive individual initiatives. Such initiatives refer to implementing own ideas, activities or being engaged for transferring the learning outcomes into practice, implying many bottom up processes:

- acting quite often as multipliers such as presenting and implementing the outcomes inside as well as outside the employer organisation (i.e. donors; colleagues; young people);
- making changes in mobile youth work practice;
- taking initiatives to tackle the NEET youth problem both through her daily work in the organisation as well as via collaboration with other parties;
- supporting the organisation in mentoring the volunteer.

"Especially that I just shared the documentation, shared some methods (especially non-formally), presented examples of good practices" (Afs_TCA1ii3).

Further examples underline these comprehensive initiatives. Thus, one interviewee points out that the training gave him encouragement, socialisation, communication, negotiation and teamwork skills which all have contributed to more initiatives from his part. A further interviewee expresses impressively that his negative attitudes towards the business world and the perceived damage it gave to people through capital and money changed positively. Some other interviewees emphasise more the personal progress and/or better contribution to the Association's work:

"When I came back, I shared my experiences in a small circle, and we discussed them. I believe that everyone got something for his own work from what I've learned, but I can't give a concrete example of it (....)" (Afs_TCA1uh3).

"Yes, well, there is a difference in that I realise that I need to give up some things which I'm doing (...). I need trainers doing these things (...) and I started to bring in some young trainers (...) I took two of them out of training of trainers I'm running so that they can train their skills" (Lmh_TCA10ed3).

In the second round of interviews it is stressed that international youth projects were developed or submitted by several interviewed participants. This was reemphasised in the interviews (3) as well as the implementation of such projects. Furthermore, it is stressed that fundraising was focused on and respective infrastructure organised. Finally, sharing experiences, knowledge,

thoughts, contacts and ideas for further international collaboration to colleagues seem to be relevant activities from many interviewees.

Moreover, 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. In interviews (3) it is described that the accumulated knowledge and the skills were included in the own trainings, several workshops for young people were conducted including the learned skills and methods or trainings/workshops with colleagues were implemented within and outside the organisation.

"I would say in the sense of this non-formal gathering with my colleagues, with my partners, that I then transferred these ideas forward" (Ifh_KA11ii3).

Interestingly, in different interviews (2) it is reported that through the implemented activities, the benefits and effects on organisations and the environment could be increased. One interviewee points out for example: 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 (see chapter effects and changes on the organisational level; impact on the environment).

It can be assumed that support for the transfer into practice was an existing 'organisational culture' (i.e. strategy/rules for staff members after coming back from trainings/activities; suggestions of changes as a result of participating). In case that the transfer into practice was not successful, a kind of frustration or tiredness may appear among a few interviewees. On closer inspection, some of them report that nobody responded to their suggestions and ideas for change based on the learning/training outcomes. This rejection occurred despite of self-perceived openness to share the learning outcomes if requested or demanded or implemented efforts, in order to apply some acquired methods into practice (see chapter effects and changes at the organisational level).

"If anyone asks me question from my field, I help them. I also can offer help when preparing and submitting KA2 project" (Bfs_TCA1ii3).

"It was a great experience for me. I still think it was a super-organized, thought-out program, and the association was very sympathetic. I was very enthusiastic, and I was really disappointed, when I noticed that I wanted this more than my students" (Gfs_KA2uh3).

More specifically, one respondent says, that the specificity of her employer organisation (youth jail) does for example not allow the carrying out of youth projects, as the body of inmates changes quite quickly. Apart from that, there are a lot of other activities consuming the prisoners´ time, so that they do not have much free time left for such organised activities. Besides, there are very strict limits on their movements (spatial) and there are several defaults in the communication and management of this organisation, which means organising anything there takes a lot of time, so many different officials have to say their word, give their approval, and so on. That is why she has not initiated any projects there or applied anything new into her work practices.

"No, no, no … Has not influenced. Did not influence. Just that … I got a good impression that … there are such good people all over the Europe who work in that field and try to do something, but … I feel sorry that I

cannot do anything together with them. Because when such small things in my work, let's say, well in daily work are so difficult, then it is like, I don't know, like [climbing] the Everest. Far. Far away. To arrive there" (Ffs_TCA2xe3).

On the contrary, another interviewee did not expect any further support beyond the usual mutual support among colleagues because her employer organisation is a small institution with a flat hierarchy. Moreover, in other cases it becomes evident that no support was provided from the employer organisations in transferring the training/learning outcomes. All the attempts were the interviewees' own initiatives.

Furthermore, a handful of interviewees indicate the possibilty of being more supportive for the transfer of the outcomes into practice after finishing the running project. Another interviewee did not feel she was in a position to make any big decisions, so that she could just start doing something with the other participants. A further interviewee classified it as an "international experience" and only close colleagues were interested in the training/learning outcomes:

"I'm not a trainer, but a lot of trainers worked at my workplace, and as I was a training coordinator, I thought that my experiences could be useful as they came from an international training. It is a different approach, a different mechanism, different attitudes, anything. (…) So once I made a workshop to explain what I saw there and about my EVS. No one was interested in, only my close colleagues, who came for me (…)" (Bfs_TCA7uh3).

Nevertheless, in some statements of the third round of interviews the question of the support of the interviewee was not applicable with respect to no organisational background; left the organisation; flat hierachy in the organisation; the only staff member; shaky connections to both organisations; sub-unit of big institutions or it is the main job to develop international youth work and take care that all branches are actively and qualified involved.

"I was the only participant, so basically there was no need to support the organisation in this" (Dms_TCA1ii3).

Additionally, one interviewee states that his attitudes changed in theory but not in practice. He had difficulties transferring outcomes into attitudes. Another interviewee did a lot of initiation of activities but he could not re-use it because there were not enough resources for the implementation process.

3.7.1.3 | Obstacles and suggestions to overcome the obstacles on the individual level

a) Obstacles

Despite the fact that many positive effects are reported from the attended training/activity in the interviews (2), not every interviewee perceives impressive learning/training outcomes. As a result, 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/activity; unintended side effects).

Analysed interview 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. 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 developed strength, when attending the training/activity. This might be interpreted as a learning effect, despite the fact that it was not consciously perceived.
In the reviewed statements of the interviews (3), such (long-term) effects become evident: in a few cases, the appreciation of the outcomes turned around to be much more positive than in interviews (2) or turned around positively during the interviews (see chapter general assumptions and conclusions for interviews (2) and (3)).

However, a substantial share of interviewees declare that they are confronted with obstacles, focused on the transfer of their acquired learning/training outcomes into practice. The most frequently addressed obstacle refers to time constraints in daily work. Most of time, there are no further resources available to implement (international) youth projects.

> *"Training was useful, I think, but I had not yet the opportunity to apply what I have learnt, too much to do with KA1" (Lmh_TCA10ed3).*

Another quite often considered hindrance is related to the regulations in the E+/YiA programme such as an observed distance to local and regional authorities, to complicated evaluation paths for the NFL sector, generally observed misunderstandings in terms of the options of the programme or complex/complicated grant regulations and its implication of required long-term preparations for new projects.

> *"YiA becomes less and less flexible and more and more complex and complicated – big institutions are joining in – [which] makes it difficult for a small organisation to exist in this programme" (Dmh_YWM2ta3).*
> *„One has to finance a lot in advance" (Dmh_YWM2ta3),* that also implies *"a lot of voluntary work in small organisation" (Dmh_YWM2ta3),* particularly when writing the application (which was not the case in his former institution).
> *"The regulations concerning accommodation expenses are not adequate for [some] regions" (Dmh_YWM2ta3),* which is particularly the case for the interviewee.

A similar proportion of interviewees criticise the organisational level in case of a lack of organisational support and/or stability or overall destructive reactions within the organisation (i.e. lack of motivation/restrictions for changes). Furthermore a change in the organisational background often cause problems in transferring the acquired outcomes into the new workplace

(see chapter involvement in the youth field) as well as general little/no impact from the attended training/activity or limited English skills reduce the opportunities for application.
Single statements with respect to obstacles concern challenges to use new/unorthodox methods, further expanding networking activities/opportunities (requested but not possible), lack of stability at the national level and the training setting. Another claimed obstacle refers to tensions between professional goals within the formal sector based on an involved university project and activities of the field of NFE.

b) Suggestions to overcome the obstacles on the individual level
In the interviews (3), some interviewees articulate suggestions to overcome the perceived obstacles. One proposed recommendation refers to fostering the opportunity to take part in cultural exchanges and get to know new people, countries and organisations from another point of view (i.e. get to know their legislative and financing system). The comparisons of the national and foreign non-profit environments are indicated to be very useful for future collaboration.
Another recommended outcome is addressed for communication processes, which is perceived to have a new, higher level of quality.

3.7.2 Effects and changes 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 organisatio" (Dfs_TCA1or2).

"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_TCA1rt2).

"It is [important] to point out this support, which Erasmus + really gives – to youth, youth organisations and the youth field in general. There is still too little talk, there are still too little funds to strengthen organisations" (Afs_TCA1ii3).

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 (C): focused on capacity building.
The reported statements of interviews (2) can be mostly confirmed in many cases of interviews (3). However, for the reviewed statements of the third round of interviews a special approach is implemented: to analyse qualitative dimensions for the reported (no) effects/changes on the organisational level.

AFTER THE TRAINING/ACTIVITY

Professionalism in (international) youth work from interviewed participants of the second round of interviews is perceived to be one of the most important positive effects on organisations.
Referring to the analysed statements of interviews (3), professional development is also perceived quite often on the organisational level such as personal changes, specialisation of staff members (i.e. in youth or NEET youth), intensified youth work or now more reflecting phases in many activities (i.e. all EVS projects) as well as revision of used methods (i.e. to organise trainings better, to review and improve communication practice within/outside the organisation as well as with volunteers). Different individual statements are articulated for further professional development like another colleague attended as well as will attend a similar YiA activity than the interviewees before, establishment of the own organisation focused on community art or an estimated solidification.

"Maybe it's solidified certain motivations, when we realised that these are important in a wider context as well." (Bms_TCA2if3).

"It also motivates some of my colleagues to leave as well, to do intercultural training on topics that correspond to them or that may interest them, that they will be able to retranscribe after in their daily work with young people" (Jfs_TCArf3).

In several interviews (2), 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.
In addition to that, this evidence-based result can be confirmed by the interviews (3). A handful of interviewees state that some organisational effects resulting from impact on the individual level such as to work more efficiently now, adapted methods for entiring employees or the training/activity has nothing to do with the essence of the organisation but was very enriching at the personal level. On closer inspection, one interviewee trains youth workers in dog therapy,

both from his organisation and from outside as well as from the employer organisation he has become an expert in using dog therapy in street work. They changed their methods slightly and started to introduce the permanent care elements to their dog therapy to show that animals are not toys and they need to be taken care of 24/7. Another interviewee explains how important it is what he learnt as theory and european perspectives of radicalisation, to be more confident, to discuss and teach to his colleague and to develop their training. Since they did the training for a municipal agent, the employer organisation has also become more popular and well known for radicalisation topic. The final case illustrates that as a result of the trainings she carried out in her organisation, they work on the topic of fundraising as a team to promote their organisation better and to strengthen their relations with the donors. After the activity, they gained more individual donors for the organisation.

"I transferred into practice the knowledge I learned from the activity, and I developed the individual and institutional donor relations of my organisation" (Gfh_YWM1rt3).

"So this training that I did it allowed me to be able to sensitize the various colleagues of the association. (…) If I had not been trained or sensitized on this issue, I would not necessarily have the skills or even the opportunity or I would have not dare to set up this training" (Dmh_TCAfr3).

Another interviewee of interview (2) stresses that a higher identification with the organisation could be perceived by improved motivation for collaboration (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).
One interviewee of the third round of interview highlights the fact that, having participated in an Erasmus + event as a senior member of her organisation's training staff, she was now much better placed to support her colleagues in preparing for similar events in future, and this was an important form of organisational learning:

"I have a staff member going to present at a European conference and what has changed is I can draw on my own direct experience when I offer advice and support" (Afs_TCA1ei3).

More than a substantial share of the interviewees (3) assume effects/changes on the organisational level for international youth work. Most frequently they assess a clear evolution of European/international youth work within the whole structure such as more implemented/submitted (international) youth projects/activities and/or intensified project collaboration, although a couple of interviewees point out that this was not only the result of attending a training. There were further actions implemented such as establishing a fulltime job with the main task of developing this field of youth work or using the gained experiences for developing the organisation's content profile and getting new target groups involved (see further remarks on this issue below).

„Yes of course. I think through these strategic partnership projects (…) it is also a recognition, partners see the listing with which organisation is now running such projects (…) there is increased visibility, that is why we can create the new job" (Mfh_TCA10ed3).

Moreover, a couple of interviewees (3) emphasise unexpected effects in the context of international youth work such as:

- board and management consider the work of international/European youth work very important and set up a respective priority;

- to work with Non-EU partners and to host their volunteers (because of the administration tasks);
- how fruitful collaboration turned out;
- the organisation set up a European project strategy and decide to create a place of coordinator:

"On my missions on mobility specifically, I had to explain to him in fact what it was, how ... Because it is still quite innovative on the network of the federations of the social centers to have a charge of projects that really has some of its missions focused on it " (Hms_KA1rf3).

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 of interviews (2), for example, the organisation starts working towards a collaboration 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.

With respect to organisational communication, a few changes are indicated by some interviewees in the second round of interviews 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 interviewed participants, which is even indicated in one interview (3) as follows. The interviewee has transferred her experiences *"by increasing the quality of work"* through *"better understanding" (Gfh_KA11ii3)* which had impact on quality of work.
In another interview (2) it is reported that it is relevant to develop 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.

Finally, it is noteworthy that in some cases of interviews (3) it is pointed out that effects can not only be indicated as directly but also in terms of indirectly related to the attended training/activity because there are further influences which may have an impact on effects and/or changes within organisations. Thus, it is explained, for example, that many changes and approaches occured but it is difficult to recall what of the attended training influenced the work today (see chapter general assumptions and conclusions for interviews (2) and (3)). Another example was addressed for created competence models but this was not directly but perhaps indirectly related to the attended training.
In one case, where two participants from the same organisation attended a training event with a strong focus on creativity, the ideas they brought back had a discernible impact on the physical appearance and decor of the meeting and training spaces in the organisation's building, *"the whole aesthetics you could say" (Cfh_YWM2ei3).* The interviewer also noticed the difference in the appearance and "ambience" of the space a year after the training.

Despite these positive examples of the effects on organisations in terms of professional development in interviews (2), 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 (2) 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). One interviewee expressed dissatisfaction that the trainers had undertaken to synthesise the ideas generated during the seminar and get back in touch with participants with suggestions for follow-up activities within (and between) their organisations, but *"we have heard nothing since" (Afs_TCA1ei2)*. 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.
No organisational changes or effects are considered by more than a substantial share of the interviewees (3) after coming back from the attended training/activity. The reasons for this lack of effects/changes are addressed most frequently with respect to a lack of awereness or missing perception of any changes (i.e. focused more on the content and not on organisational activities).

> *"I will claim, yes, I'm better [but] I don't know if my organisation is better because of it [coming back from the training]. […] Somebody who is not in this organisation should answer this, I am subjective, not objective [unbiased] on this question" (Bfs_TCA1ii3).*

Other frequently addressed reasons for a lack of effects/changes refer to organisational circumstances like no organisational background, shaky connection to the organisation, left the organisation or the training/activity was attended without relation to the organisation (i.e. often weak ties/positions through more than one workplace/organisations). Further frequent statements focus on the gap between the outcomes and the workplace, for example, the outcomes are not innovative or not in line with the daily business as well as with the essence of the organisation or the interviewees' positions within the organisation (i.e. missing involvement as volunteer or freelancer into the organisation).
To a lesser extent it is stated that ideas/intention did not work out in the organisation because of dealing with different issues was too difficult, being not ready to submit/develop a KA2 project, having not sufficient IT knowledge or working for big institutions. Another reason is pointed out with respect to a lack of new contacts or professional network due to the fact that there were no possible partners for the organisations whose field would have matched with theirs so that there could be some possible collaboration. Other statements refer to the fact that they have had a push to move to digital or that the outcomes have already been settled within the organisation before the training and that is why no any organisational effects can be perceived due to the attended training.
Moreover, a lack of predefined strageties for the transfer of learning outcomes within the organisation can be also mentioned in this context of limited effects on the organisational level. The transfer into practice may depend on the willingness of the individuals and/or organisations, but not in any cases. In one interview case, for example, serious amibitions and actions were considered to develop the idea of EVS at the forum, providing new opportunities and content, and the employer organisation was heavily involved in this. Sadly the ideas they had at the forum did not work out, at least not yet, because the created ideas had already been raised before the forum.
Fewer interviewees report no effects on the daily activities in the organisation but on the image of the organisation because the quality of work within the organisation could be verified through the attended training ('quality measure') or because these types of activities are considered to be useful for the organisation's international representation and reputation.

Single statements for the missing effects/changes can be summarised for crisis period in the organisation, the national law or that international trainings/activities are treated as a kind of 'gift' for staff members but not directly used for the development of the organisational qualification.
Finally, a handful of interview statements do not provide any further explanations for their assumed lack of changes/effects on the organisational level, causing problems in analysing the reasons for that fact.

In addition to the quite balanced proportion of interviewed participants who articulates effects on the organisational level on the one side and no effects on the other side, another substantial share of interviewees can be clustered, who did not mention anything in terms of effects/changes in organisations. This group unfortunately do not deliver any arguments why they did not mention anything in terms of (no) organisational effects/changes. However, further evidence-based research is recommended for the context of (none) addressed effects/changes on the organisational level, which is expected in the analysis of the conducted interviews with beneficiaries in module (C).

3.7.2.1 | Application of acquired learning/training outcomes

AFTER THE TRAINING/ACTIVITY

Several interviewees report in the second round of interviews 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), which is mostly confirmed in the interviews (3). This application of training/learning outcomes are often combined with shared acquired 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.

"Yes, through some activities for activists at the club, we had a few workshops on various topics, so I also used the things I learned on this training" (Cfs_TCA2ii3).

"We are still using all the working in nature aspects of the training, it is now a big, big part of how our summer scheme for children and young people has developed. Before the training it was mostly art and craft. There's now a lot of intergenerational stuff as well (...)" (Cfh_YWM2ei3).

"We more actively involved refugees and migrants (...) we became more cautious (...) [we try to] sensitize our workers ever more and prepared them as much as possible for possible situations that can occur in youth exchange, especially if they are directly involved with refugees, migrants" (Ffs_TCA1ii3).

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 in the interviews (2) 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" (Bms_TCA2rt2).

In the revision of respective interview statements (3), the application and/or transfer of the acquired NFE/NFL approach seems challenging for a few of interviewees due to different perceived hindrances in the formal sector, as reported in the next chapter (see chapter support by the organisation).
Apart from the formal sector, the application of the experienced NFE/NFL approach can be assumed to be effectively applied into different organisations within the youth field. A couple of interviewees address explicitly that the new friendly, open and active approach used during the training/activiy as well as specific NFE methods are used and/or provided successfully at the organisational level.

"We primarily transmitted through non-formal transfer of knowledge, this is a conversation with co-workers about training, contents, methodology and the fact that the material is co-hosted, freely accessible to anyone in our organisation" (Bfs_TCA1ii3).

Another key finding in the revisited interview data (3) of applied outcomes in organisations can be indicated for effects in terms of international youth work projects/activities (see chapter present (international) youth work). It is reported that the attended training/activity positively affected:

- the applications for funding/grants with own projects;
- the promotion of important topics in funding application processes in addition to missing ones of the national agenda;
- the identification of obstacles and to overcome these obstacles in writing and submitting project applications successfully (being granted);
- the implementation of new training courses;
- the organisation of study visits for young people (i.e. to make young people able to engage in activities of democratic citizenship);
- the understanding how young people communicate online and redesigning/using appropriate instruments (i.e. content analysis methods and setting up new events via Facebook so that young people can join, share and upload pictures).

3.7.2.2 | Support by the organisation

BEFORE THE TRAINING/ACTIVITY

As already mentioned in interviews (2), 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 (2), 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.

AFTER THE TRAINING/ACTIVITY

In the analysed statements of interviews (3), the support is perceived as comprehensive for the transfer of the learning outcomes in providing the setting for a training (i.e. recruiting of participants, organising the venue, recommendation/decision for the participation), on a personal level through colleagues and finally as part of the organisational focus (i.e. implementation of international projects or host EVS volunteers).

"My organisation sent me to this training, [where] I also represented the organisation and presented to the participants what we are doing, in essence, this was opportunity for other participants to connect with us" (Cfs_TCA2ii3).

One interviewee emphasises that she has received all the support she could ever wish for. Everyone has been very interested in hearing what she has learned and about the overall experience, which was already the case in the second interview. Another interviewee says that she received a lot of support from the organisation, also because *"from [her] side, [outcomes] were presented as high quality" (Efs_TCA1ii3).* Members of the organisation were interested in the added value, what happened at the training and what can they use [at their work]. Further interviewees consider their received support by the organisations in terms of organisational infrastructure/logistic:

- established a project office and asked for new project ideas;
- provided respective resources for carrying out fundraising activities;
- providing practical possibilities of using acquired knowledge;
- requested a training session but provided some trainees and covered the small expenses of the trainings;
- providing equipment, co-workers and bureaucracy.

"Mostly by giving advice (…). When I started this follow-up project I also got the equipment. […] Organisation supported me with available capacities" (Gfh_KA11ii3).

"[At our organisation] it was always highly advisable to take part in international activities, with this purpose, that the projects were actually started, driven and that there are some effect [sic]. […] If I would apply for KA2 project, I would have all the support from my co-workers" (Afs_TCA1ii3).

"The organisation is a supportive environment for the application of projects, in that sense, organisation offers a place where things are realized if they get funded" (Ffs_TCA1ii3).

"The things that I took up for my own challenge, the organisation joined as a co-organiser, as an official partner and helped me with advice, experience, bureaucracy (...)" (Hmh_KA11ii3).

Another positive example for the support by organisations can be presented for the formal sector. It is reported from one interviewee that the school management has become more and more supportive of initiatives and activities of youth work, also more willing to cooperate.

"… In this sense, yes, the cooperation with school management has become much stronger and I think that it is due to that training, which gave me the skills of negotiation and … and also the ability for teamwork, so that to do things together with a team, not to do everything alone of course" (Ams_TCA3xe3)

In another case, the organisation facilitated "paired participation" by both a paid and experienced staff member and a much less experienced volunteer, and the two participants strongly believed that this arrangement greatly benefited both their individual development and the transfer of learning back to the organisation.

"I think particularly for agencies that are new to international activity it should be allowed to have two people participating. The supports afterwards are tremendous" (Dfh_YWM2ie3).

A lack of support by the organisation may be considered in case that interests in and/or recognition for the outcomes of the attendend training/activity is limited from the organisation's side. One interviewee had a real difficulty, for example, when she tried to use her knowledge in her daily work. The obstacles were coming from the other colleagues and the students as well. This interviewee blames the lack of motivation to change teaching methods, and also the lack of recognition of the non-formal approaches.

"I guess I even said before [2nd interview] that this [her knowledge, ideas about non-formal education] did not really have a strong echo. The majority of my colleagues are in or near the 50s. These approaches do not motivate them. There are only two colleagues who are open to this, and with them I can really share my ideas. I think here, in this school, we are not able to achieve a breakthrough. Both children and teachers consider this to be a game and not a learning tool. It is not enough if I see it differently. I like the Finnish example, I read a lot about it, I would like to try it, but I have to accept, that this rather can be done in the alternative schools" (Gfs_KA2uh3).

The lack of organisational support becomes more transparent, when the organisation did not want to receive the transfer of experiences or did not call back for further volunteering or activities, as reported from another interviewee. Furthermore, when there is a gap between theory and practice: valuable experiences for the current workplace in theory, but in practice no one has time for this.

Moreover, when the training was not related to the organisational focus or the professional working tasks of the interviewees, any support by organisations was not expected by the interviewed participants and their participations remain to be a private/individual initiative (i.e. to get new ideas). Additionally, in case the support depends on the course accreditation by the national ministry (mostly national courses), the training is perceived to be the own initiative.

In other interview cases (3), the question of the support by the organisation was not applicable because of

- a missing organisational background, change of the organisation or inactive organisation;
- a missing relationship with the sending organisation;
- the organisation is a 'one wo/man organisation' (apart from volunteers);
- the interviewee is the leader of the organisation;

- weak ties/positions in the sending/hosting organisation (i.e. several workplaces in different organsations);
- high autonomy in the job to develop projects independently from organisations' side.

a) Transfer strategies within organisations

AFTER THE TRAINING/ACTIVITY

Most frequently reported transfer strategies of the learning/training outcomes are (re)addressed in both interviews rounds (2) and (3) in terms of reporting, 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, writing blogs or publishing articles on the organisations' websites, 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 planning and/or writing. Moreover, feedback is given and different materials (brochures, developed document about writing tools for using it in the future, power point presentations etc.) are delivered to colleagues, which is reconfirmed in some interviews (3). In some organisations, the tradition may be established that everyone provides feedback and shares materials of what has been learnt.
Additionally, in interviews (3) it is stressed that some creative activities were also implemented for the dissemination of the training/learning outcomes such as a theatre play in the organisation was produced together with other volunteers in the association who participated in different activities.
Fewer interviewees (3) indicate effects/changes on the organisational level for organising information meetings (but colleagues were not always interested in the event) or reporting about the learning outcomes in the association's regular team meeting. Furthermore, better network and a better circulation of trainees or now more reflecting phases in many activities (i.e. in all EVS projects) are considered.

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. It is pointed out in different interviews (2) 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. As a result, 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).
In addition to that, in the reviewed interviews (3), a few interviewees state some implemented strategies for the transfer of the outcomes into practice, fostering the impact at the organisational level (although not always with a sustainable effect). First, there were actions as a network which allows some decentralisation of activities (local initiatives) and transferring defined responsibility to special projects. The spreading of this local initiative as well as the extent of attraction in such a short time was a bit unexpected for the interviewee. Other examples in terms of networking strategies refer to keep professional dialogue as well as professional and personal contact/partnership via Facebook or to involve different stakeholders within the employer organisation:

[Yes, we did transfer], we shared our experiences with, say, the leadership of the organisation, people working with this organisation, with the people who are responsible for networking, [you] just tell your experience" (Hmh_KA11ii3).

Second, an increased recognition of organisations as good practice by the European Union leads to further advantages for implementing other (national) activities and projects (made by respective organisations). Third, new staff members (younger generation) were recruited and the communication practice of the organisation renewed. Fourth, there is an organisational strategy set to develop youth mobility promotion by organising some events in the region.
Generally speaking, it is dedicated that motivation for the transfer into practice is important as well as the possibility to try out the applied training/learning outcomes.

> *"It is indeed harder to pass on [knowledge, competences, skills] at organisational level, and without any great motivation for the subject [of the training], it is not sure that he will be able to continue to convey what he had learned. But this works fine in AEGEE. First, we try to prepare our members before the training and after, we try to find opportunities for them to apply what they had acquired. Also, we try to use the training as a motivation tool: if you are interested in fundraising, OK, come to us, and if there is a possibility we will send you for a training abroad, and then the feedback is more positive. but, of course, even with the most careful selection, not everyone wants to join us... [laughing]. It's OK. And on a personal level, I think, every training gives you something interesting" (Jms_TCA6uh3).*

In other cases of interviews (3), the transfer into practice does not precede to the expected effects. For example, one interviewee shares knowledge and experience with members of the student club that she is engaged into but no positive response from the sending organisation to the interviewee was realised with respect to her engagement to work on a voluntary basis for the organisation. Another interviewed participant explains that his previous workplace (the sending organisation) provided the environment for seminars, but it did not sustain.

Despite of several perceived actions for transferring the outcomes into the organisation as reported in this chapter, there seems some indicators that the transfer of the training/learning outcomes is still missing and/or limited (see chapter obstacles and recommendations to overcome the obstacles on the organisational level).

3.7.2.3 | Obstacles and suggestions to overcome the obstacles on the organisational level

AFTER THE TRAINING/ACTIVITY

a) Obstacles
Obstacles for the transfer of the learning/training outcomes can be indicated for different reasons. In some interview cases (2), 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.
In interviews (3), these derived obstacles may be reassessed with respect to busy periods, time constraints or for other urgent priorities at the workplace. Another aspect concerns the outcomes which do not seem central to the locality, colleagues and the own organisation. According to that, a lack of innovative, relevant topics/outcomes and/or a lack of new knowledge are stated, causing the impression there is not much to share despite of talking about overall experiences. Moreover, no futher feedback was received from the colleagues for the transmitted material of the attended training/activity.

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.

The position of interviewees in the hierarchy of organisations could be another obstacle for limited effects on organisations because of a) the participation of the training/activity was not possible (i.e. state officer is confronted with a lack of time), b) the organisations' expectations could not be delivered or c) the responsibility is focused on the contact with young people and not on the organisational development/processes. It is worth stressing that despite this assumed lack of organisational impact, some of these interviewees perceives improved competences on the individual level (see chapter effects and changes on the individiual level).
However, it can be supposed that this challenge is a structural problem, depending on an organisation's culture. For example in one case of interview (2), 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.
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) as well as the participation was not related to the job or any long-term strategy of the organisation (see chapter effects and changes on the individual level).
In one case a deliberate decision was taken to send both an experienced staff member and a volunteer on the same training activity, which had organisational benefits as well as being a transformational personal development experience for the volunteer. *"But I wouldn't have gone on my own" (Dfh_YWM2ei2).*
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.

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 in the interviews (2), it is expected to get more input for drafting of their new strategy (see also chapter transfer of learning outcomes into practice). Often it is reported that 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. Dissatisfaction, frustration and disappointments may arise because of the indicated missing opportunities to share/exchange learning outcomes with colleagues, despite some of the interviewees (3) reemphasising that they were highly engaged 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) (see chapter effects and changes on the organisational level). It seems there is a need to

share experiences with colleagues/in teams and to have opportunities to make learning outcomes visible, which can be underlined through a few interview statements (3).

Furthermore, hindrances sometimes may occur in terms of specific organisational types, such as non-profit private limited company or public organisation funded by city budget as well as not finalised process of consolidating the institution. In one interview case (3), for example, she was considering with her colleagues to hand in a project before she left the organisation, but they realised that the organisational status of a "non-profit private limited company" was not favourable: *"there you only get half of the budget" (Bfh_YWM1ta3).* A further example refers to public organisations. One interviewee mentions that there was no change in his sending organisation, since it was a public institution. Another interviewee who is working in a public organisation funded by city budget and that is why for them the strategical collaboration is not that important as for example for organisations operating in the third sector. Their organisation rather seeks for short-term projects, as the salaries and other vital costs of performance are steadily covered and they seek only funding for concreate activities.
Due to this hindrance of grant regulations, it may become evident that some obstacles concern the defined structure of the E+/YiA programme. In other interview cases (3), further critics are addressed with respect to the content-related preconditions of the programme for:

- misunderstanding of the E+/YiA programme as long-term projects;
- the rules of changing a partner during the lifetime of a project (complicated, difficult) in the E+/YiA programme;
- new solidarity corps and its relation to the EVS; financial equipment of the EVS and in particular the flat rate for living and accommodation;
- systematic criticisms for evaluation paths (value?!);
- lack of recognition of NFL in the formal sector -> lack of motivation, expectation and understanding to change teaching methods (teachers' & students' attitudes);
- criticalities from outside to include methods focused on individual needs;
- challenges to use new/unorthodox methods.

Further reasons of the second round of interviews, which could be mostly reassessed in the interviews (3) for a limited transfer of the learning/training outcomes into practice refer to:

- restricted opportunities without organisational backgrounds, inactive organisations, missing connections with the sending organisation or instabile organisations;
- missing foci in the case of political changes or instabile national circumstances (is not possible/on the agenda anymore; terror threats);
- 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; missing IT knowledge/infrastructure).

In addition to that, more obstacles for the transfer into practice could be indicated in the interviews (3) such as:

- a lack of respective project partners to submit and implement a Youth Exchange;
- difficulties to switch between multiple institutions/workplaces;
- acquired information of the training activity seems only relevant for a few colleagues;
- time constraints in attending further activities, in submitting further projects or getting involved in projects abroad;
- limited English skills.

Finally, a lack of transferred outcomes into practice is stated in a handful cases without further explanations, causing limited impact but in one case with promising future perspectives:

"I was relatively short time employed at the Youth Centre after the training, but I am sure that youth would have a lot of benefit [from learned approaches at the training; they would have applied a really good project for youth]*" (Afs_TCA1ii3).*

b) Suggestions to overcome the obstacles

An organised/coordinated knowledge transfer after returning may provide benefits for everyone within the organisation, as reported in different interviews statements (2) as well as reconsidered in the interviews (3). It is recommended to use existing dissemination processes like team meetings to share the learning outcomes within the organisation. In interviews (3), the involvement and commitment of the leadership for disseminating/implementing the learning outcomes are added to be another aspect for success, such as for the implementation of the acquired educational models in prisons.

With respect to the E+/YiA programme, a closer connection to local and regional authorities/communities would be highly appreciated from a few interviewees (3), such as expanding networking (activities/opportunities for networking).

Referring to international youth work projects/activities, proposed recommendations include further institutionalisation of organisations such as divisions of working tasks, because one year preparation for new E+/YiA projects requires professional perspectives and respective personal resources/qualified staff members. Lots of trust and autonomy to develop project ideas from organisations' side are recapitulated for recommended circumstances. Moreover, the support of young people in mobility/travelling as well as the implementation of Youthpass as a learning instrument are explicitly stated to be recommended.

3.7.3 Effects and changes on the environment

"I still argue that the Erasmus + program is indispensable. Without Erasmus +, young people would be much more lost, and opportunities would be three times less" (Afs_TCA1ii3).

"As a result of the activity, I taught the knowledge I gathered from the activity to two more associations" (Gfh_YWM1rt3).

Referring to interviews (3), the term environment can be clustered with respect to the involved actors in a social environment on the one side and in a professional environment on the other side. Examples for the social environment concern friends, acquaintances or social networks. The professional environment includes colleagues outside the involved organisations, members of the association (i.e. club), collaboration partners/partnerships, other national relevant actors (i.e. rural organisations, local professionals and local community partners) or professional networks.

The impact on the social and/or professional environment may occur quite often through dissemination activities for the transfer of the training/learning outcomes. In interviews (2), it is reported that activities for dissemination are organised on different levels (international, national and regional) with different stakeholders from a professional environment such as:

- town's mayor who is important for continuing the path for international youth work and networks across areas;
- co-workers and other youth workers from the city (further collaboration is planned);
- local youth centres (collaboration possibilities and gains of it in the organisation could be enlarged).

In interview (3), activities implying a cross-over of (inter-)national, regional and/or local level seem to be implemented as well. It is reported, for example, that a similar training in the context of a national study visit was organised for people at the regional level and turned out to be a success. Another example can be presented with respect to the disseminated experience of an Exchange project with different stakeholders:

"So we made a briefing note to the federation on this, on this exchange, a 4 pages with even a small central page that we shared with the network, which I distributed precisely on youth committees. I did a meeting around mobility too in June of last year" (Hms_KA1rf3).

In addition to that, several interviewees stress that they organised and/or implemented seminars and/or workshops for co-workers and/or for other local youth workers about (European) youth projects as well as shared the learning outcomes with them. One interviewee, for example, works with a partner who is a local youth worker and she proposed some activities of non-formal education from the attended training.
Some of the interviewees (3) have also conducted different workshops for young people (i.e. two series of drama workshops), organised work clubs and workshops with practical activities and visits to potential employers or have spoken actively about the own mobility experience, as reported by one interviewee:

"And the goal of this training was to come back and explain our experience to all the young people, who had to leave and who wanted to leave" (Gms_KA1rf3).

Another one started the promotion of the Erasmus+ programme among women and youth living in the countryside.

Further activities for disseminating the outcomes were implemented through short movies, theatre play and presentations to share them with a wider public by organising an event and publicising it in the social media. Furthermore, an outdoor campaign was realised to apply the lessons learned and taking out daily news bulletins (during the training courses) to attract more an external public.

Experiences and information were either shared with collaboration partners, members of the association and/or within national trainers' network or involved networks. Within networks sometimes an exchange of information with special foci was carried out (i.e. working conditions and requirements when working with different NAs). Additionally, some contacts from the attended training were activated for further initiatives. Thus, the project manager of the training was invited to participate in an information event for collaboration and exchange of experience. One participant connected a peer from the attended training with representatives of national organisations from her country of residence.
Furthermore, the experiences and results are also disseminated with other organisations (giving presentations) and in one case of the interviews (2) 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). One interviewee mentions in the interview (3), that there were follow-up meetings where new knowledge and competence model was presented to others.

> *"We have a draft of how they envisioned to create a European model, so how can we work out a model of competence for our organisation. We can help with what was their starting point" (Efs_TCA1ii3).*

In another case, seminars to colleagues working in different public institutions (such as public health directorate, courthouse etc.) are implemented to share the knowledge about project work and lessons learned of good practices.

With colleagues outside the organisation, who are involved in similar topics, the acquired knowledge, practices and experiences are also shared, such as with teachers at the previous workplace.
Moreover, it becomes evident that not only colleagues from the youth field are addressed with the training/learning outcomes. One interviewee considers, for example, that she is the only youth worker in the organisation but discussed the financial aspects with the financial department and gained a lot of meaningful insights from other youth workers for financial settlements of projects.

With respect to the social environment, the learnt experiences are shared in an informal way or with a narrow circle of respective acquaintances. Furthermore, friends are informed about the opportunity to attend international trainings/activities and are often encouraged to apply for it. Additionally, some of the interviewed participants also recommend the participation in international trainings/activities to their professional network.

3.7.4 Youthpass

Referring to the results of the interviews (2), it was 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).
After analysing the statements of interviews (3), it can be summarised that no significant evidence-based change may become apparent in relation to the interviews (2). Only an increased differentiation of argumentations can be observed between the results of interviews (2) and interviews (3).

BEFORE THE TRAINING/ACTIVITY

Youthpass was not known before the training/activity to several interviewees (1) or little knowledge on the Youthpass was available because it was never really taken it into account before the activity.

DURING THE TRAINING/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, as explored in several interviews (2). In interviews (3), it is recapitulated that most trainings/activities within E+/YiA provide and/or explain the Youthpass.

"Yes, I had the chance to gain it, I even think that I have it, or I did have it, but no one explained to me very well why it is actually [for]" (Ifh_KA11ii3).

AFTER THE TRAINING/ACTIVITY

After the training/activity, the applications of Youthpass do not seem to be clear for all interviewed participants of the second round of interviews (it was used in the training; but using in daily work seems unclear). In addition to that, in interviews (3) it is stated most of time that Youthpass seems well known because many of the interviewees have already had several Youthpasses or using them in their own working field with young people. One interviewee stresses that she has many and produced a summarising report about the development of her competencies: "*someday I can submit a real fat application portfolio" (Ifs_TCA8de3).*
Just in a handful interview cases (3), no knowledge, awareness or no opinion on the Youthpass became evident (i.e. because of not using it).

"I don't understand actually what it is. Why it is for […] What is it good for and how one could use it […] That is why I did not finish it. It has not been brought home for me" (Ffs_TCA2xe3).

On closer inspection, some critical statements are pointed out for the implementation of Youthpass in the third round of interviews. First, Youthpass implies a strange wording which does not fit to the training or to people without practical experience (passive potential). Sometimes it seems difficult to describe the gained experiences appropriately. Thus, some interviewees have several Youthpasses in total, but only a marginal number of them was filled out properly or was used. As a result, it is assumed that it is rather hard to sell or transfer the idea or

mission of its profits to the youth and the whole concept behind the Youthpass seems out of date and maybe needs to be updated.

"I don't see that anything is changing. I don't know what to say to participants when they ask what can we do with it, I can't give any advise" (Lmh_TCA10ed3).

"What was interesting about the play-on seminar, there were these badges and they are such an online badge. This is a very exciting thing for a lot of young people that it can be interesting, more tangible, easier to interpret, in a way, easier to understand than the whole youthpass process. There is a 30-40 page document, and I've met more colleagues who read it, and then they still did not know what this was all about" (Efs_TCA3uh3).

Second, the development of the Youthpass may require time, which is not always explained appropriately in advance. Thus, time constraints may arise during the implementation of the Youthpass due to a lack of communication and/or knowledge beforehand about the workload.

"What is a pity is, one has to say, that knowledge about it is not there. When I did it, I only was told the [very] last month that I should do that" (Jfs_TCA5ta3) with the consequence that she *"compiled it quickly, filled in all areas" (Jfs_TCA5ta3)* while it would be much more effective if one *"could extend [engage with] this over [the whole period] of one year" (Jfs_TCA5ta3).*

Emphasising the challenge of implementing the Youthpass, another interviewee expresses that he learned how to address the Youthpass in a more efficient way for young people. Still, it highly *"depends on how receptive young people are for reflexice experiences. Many don't realize what's in it for them" (Dmh_YWM2ta3).*
Third, there are some overlaps with other tools indicated, such as Europass, LinkedIn or other organisational tools, limiting the application and practicality of the Youthpass. Due to this, one interviewee indicates that he hardly remembers Youthpass and he does not know exactly what it is. He remembers formulating goals, but after the training activity he did not use them anymore and he has seriously doubts about the added value, the recognition and the usefulness of this. He thinks it is more useful to use existing channelslike LinkedIn to clarify expertise. Additionally, the name "Youthpass" is irritating though, if it is handed in by an applicant who is not that young anymore (i.e. 30 years old).

Overall, there seems to be a slightly negative attitude against certificates among a few interviewees (2) 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. This is readdressed in some statements of interviews (3), as critically questioning the value of a certificate in relation to the NFL approach in the youth field (for all target groups, including children). Nevertheless, there seems other interviewees, who appreciate the visibility of acquired competences through NFL very much.

"Non-formal experience that can be formally established [in some kind of official document], it seems to me [that Youthpass is becoming] more and more important" (Jmh_KA11ii3).

Moreover, it is reported in some interviews (2) 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 visibility of developed competences of volunteers. Youthpass, for example, seems to be more interesting for younger participants and for long-term situations, i.e. EVS.

In several statements of interviews (2), the 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 as 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 interviews (3) it is critically added that the quality of acquired competences is doubtful because first, everybody can use the Youthpass independently of their activeness/attendance within the training and second, it does not have quality criteria. It seems for several interviewees a useful tool when the self-analysis part really is properly done, otherwise it is just a proof of attendance and not so much valuable in itself.

"There are people who have 20 youthpasses because they participated in 20 training activities. It is great to put them in a map, but what purpose do they serve? It is not because it is stated on paper that you really have acquired those competences effectively. They are just a bunch of paper, but there is nobody that takes a look at them. It only says something about the number of training activities that you have attended, nothing about your competences." (Fms_KA2eb3)

Futhermore, another interviewed participant raises a critical remark towards the lack of an emotional dimensions in the Youthpass. When young people are in a positive mood and would like to continue what they just have experienced would not be captured by the Youthpass. That is why they deliver in addition to the Youthpass a proper certificate.

In comparisons to the claimed limited applications of Youthpass, other interview statements (2) 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. Concerning some statements of interviews (3), it can be added that the benefit of the Youthpass depends on the experience and/or degree level of users, being not so valued in case of high experienced people and/or for people with high degree level in former education. For these interviewees, Youthpass operates in a kind of personal confirmation. On contrast, Youthpass is considered to be more useful for young people who does not have a lot of work experience, as expressed for example by one interviewee as follows:

"I always try to tell the young people, that come and help us out, that we'll write them a work certificate" (Emh_TCA4if3).

Moreover, the potential of the Youthpass is considered as useful in cominbation with volunteer work and/or working experiences abroad in some interviews (3) because the importance and/or recognition from the environment have been increased over time and becoming more and more relevant for personal recruitment now. One interviewee refers to the international experience the Youthpass is demonstrating, which is the most valuable aspect for potential employers in his view: *"it stands there well for sure, that I am internationally engaged" (Cmh_YWM1ta3).* Another one articulates quite similarly because of the perceived potential of the Youthpass for recruitment in public administrations or in some EU institutions but considers low recognition of employers at national level.

It is worth mentioning, that these positive assessed development of recognition towards the Youthpass in the employer environment is controversial among many interviewees (3). More specifically, some interviewees claim that the recognition at the labour market is limited because the Youthpass is unknown and neglected by potential employers or some employers are not fully or sufficiently aware about it. One interviewee adds that *"all of us who are active in the field of youth work, we need to make the key steps that essentially employers will understand and even know about Erasmus + programs for youth to start" (Ffs_TCA1ii3).* A further interviewee confirms what she already expressed in the second interview, namely that the Youth Pass should be adapted to the needs of

the work market. Another interviewee reciprocates that *"we have not been […] in the business for a long enough time span" (Emh_TCA2at3)* to collect former participant's experiences and reports on whether it was useful for a job application, although he is planning to find out more about this in the framework of 'participant relationship' (he argued that like customer relationship they are holding participant relationship in his association).

> *„But what obviously is a key point – actually not only concerning the certificate –, but that they become engaged with and aware of to a higher degree, during the event, what that actually was [that they learned], and that's an important point of the Youthpass, I guess" (Emh_TCA2ta3).*

Finally, some critics raise the issue of an observed holdup of the implementation of the Youthpass, also in youth organisations. One interviewee feels that Youthpass is *"very useful tool, but unfortunately, in recent times, there has been a stagnation of the recognition of Youthpass as such by youth organisations" (Efs_TCA1ii3).* This interviewee also perceives that the *"individual is not even involved in creating a Youthpass, Youthpass became a generic matter that is issued and has no added value. I think there's still a lot of manoeuvring space for that" (Efs_TCA1ii3).* Another one reports that the Youthpasses are not so pried in her organisation so far, there is few people who know about Youthpasses.

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 interviews (3), these statementes were reemphasised in the context of being a valuable tool for facilitating the reflection on learning outcomes and a proof of the learning path. Thus, some interviewees are proud of their collection of Youthpass certificates.
Moreover, Youthpass is perceived as a learning instrument because it provides more visibility for the self-perceived outcomes, which were also addressed in interviews (2): Youthpass contributes to certifying the participation and acquired skills during the training/activity periods. Youthpass seems to be important, which is impressively repeated by some cases of the third round of interviews:

> *"I am also working as a mentor and we are trying to focus much more on this, every month, every two months and we discuss about it. I think this is a good thing, not necessarily because it can justify many things. It is good because it makes the volunteer pay attention of this one year: what did I do and why? . I think it's okay if the volunteers think about it one year earlier, so they can be more aware of it, what they need to achieve and by which tools. Make them feel that this is a useful time of their life" (Afs_TCA1uh3).*

In another case of the interviews (3), the attended training radically changed the attitude of one interviewee and her perspective. Before the activity, she *"didn't see the Youthpass often, but I didn't really understand what is it actually good for. I thought this is such a writing task/exercise that is really dispensable" (Afh_TCA1ta3).* Now she is considerding the Youthpass to be a very powerful 'learning instrument', as it is offering the opportunity to *"reflect [for] yourself, what my competences are…, get aware of the process…, think about yourself, and you see what you have been learning for yourself: to perceive the development that is taking place within" (Afh_TCA1ta3).* She will start using the Youthpass with their volunteers in January 2018 as she thinks they will have become accustomed the organisation by then.

Moreover, A couple of interviewees perceive some values for the Youthpass, but think to have not enough experience with it to tell whether it turns out or do not seem to be very well informed about it. Others are not able to remember, if the Youthpass filled in/was received or not or if they have used it. Another interviewee did not apply the Youthpass but would use it actively when needed. A further interviewee shows an interesting differentiated attitude towards Youthpass: She thinks it is useful, but no practical benefit can be obtained from it.

Summing up, some recommendations may be drawn from the analysed interview statements and seem valuable for the development of the Youthpass: a) advertising the implementation of the Youthpass for increasing its popularity, b) revising the usablity/practicality to reduce the technical effort and to ensure low-threshold accesses, c) update of the concept behind Youthpass and d) overcome practice from youth workers to describe the learning outcomes for young people. One possible example for such improvement of the practicality is explained by one interviewee (3), who developed inside the European organisation together with colleagues a proper assessment system concerning skills development through EVS. It would be more understandable and the language would be more user-friendly. Similarities with Portfolio and Youthpass exist. There is a handbook for trainers how to use it. Additionally, participants in his trainings prefer to get a letter of reference.

Another example to overcome the practice from youth workers refers to an observed progress development in terms of delivering the Youthpass. One interviewee (3) points out that there is a huge difference between now and some time before when the question is about delivering the Youthpass: when she started the organisation's staff would have described what they consider participants have learnt. Now they all would be happy when the participant would describe her / his learning process.

3.7.5 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_KA1uh2).

AFTER THE TRAINING/ACTIVITY

Referring to the interview statements (2), 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. In addition to the presented results, further indicated unintended and/or unexpected effects are included from the analysed statements of interviews (3).

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.
Interestingly, the identified target group of unexperienced participants in the interviews (2) may not play the same important role within interviews (3) because in the statements this was not pointed out anymore with the same extent. It seems that 12 months after the activity a change of the self-perceived level of experiences may become evident among some interviewees: only a handful of interviewees still consider themselves explicitly unexperienced; others perceive themselves/were perceived experienced now based on their collected working/training experience over the last year.

Another remarkable unintended side effect refers to the identified issue of specialised/vocational training settings in the analysed interviews (2). In the third round of interviews, this aspect is reconsidered in several cases. Specialised/vocational training settings would be required or should be discussed because of interests in specific topis (i.e. writing applications with regard to European youth work) as well as a lack of new knowledge or skills in terms of the training/learning outcomes, limiting the personal impact. In this case the attended training/activity is quite often perceived to be less valuable but took a lot of time and energy. Moreover, it is considered as a large sacrifice for a limited effect and one intervieweee is in favour of more short-term training activities.
One of the reasons for this dissatisfied unexpected effect may be indicated by the addressed topics/themes and/or the used methodology during the activity/training. Several times, it is reported that interviewed participants feel themselves confronted with too narrow minded/one sided or too much repetitive themes as well as the methdology did not allow much exchange of experience. A kind of learning through bad practice were assumed in such training/activity settings. Thus, the outcomes were reassessed to be not applicable, practicable or relevant for daily business, despite some turn-around of positive statements in this respect (see chapter general assumptions and conclusions for interviews (2) and (3)). Notably, repetitive knowledge presented within the training/activity are not always judged negatively, which could be pointed out for another unintended side effect, especially in the context of the NFL approach, where repetition of knowledge is not originally part of (see chapter effectiveness of the training/activity).

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 adaptions 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 in case of more than one workplace or employer institution or of functioning as volunteer or freelancer, causing weak ties as reported in some statements of the interviews (3). This missing interrelation could cause limitations in applying learning outcomes, because they are perceived to be rarely relevant for daily work or impossible to be implemented (see chapter changes and effects on the organisational level; effectiveness of the training/activity).

Another identified unintended side effect in interviews (2) 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. In addition to that, a handful of interviewees (3) did not expect a lack of motivation to take part and learn during the training from a few participants because of their focus on travelling or meeting other youngsters. As a result, for a few interviewees their expectations were not met due to unmotivated peers in the training/activity.

> *"In my opinion, the utility of these trainings depends on the personal and the professional background of the participants and also on their motivations, because many of them arrives there without any real professional motivation, serious background and they participate in it in order to meet other youngsters , to see the world etc " (Ifs_TCA5uh3).*
>
> *"So I see on the Facebook that the two Hungarian participants are traveling from one project to another, it seems to me that this is a way of life. Because if you have a normal job you just can't do it, you don't have that much time" (Ifs_TCA5uh3).*

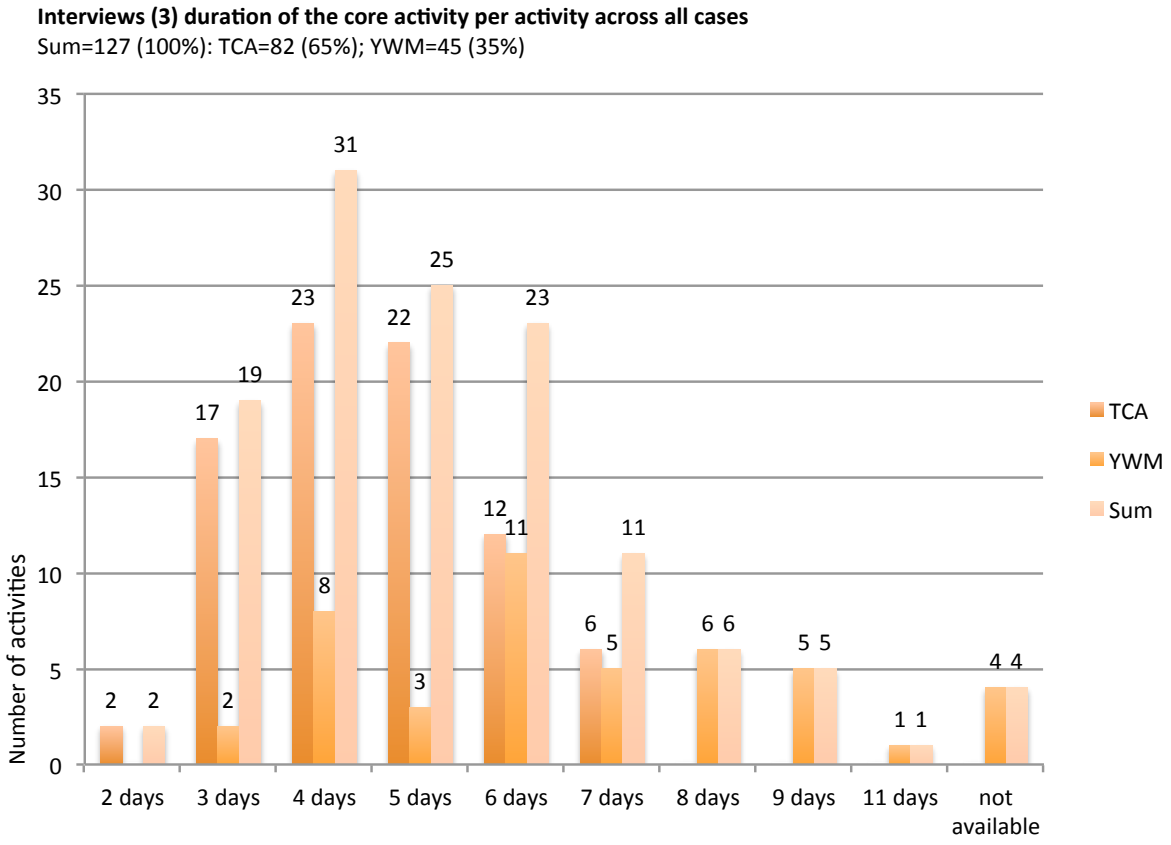
Generally speaking, a high motivation and engagement to share learning outcomes (at least) with colleagues can be indicated in interviews (2) and emphasised in interviews (3), although resources and/or spaces are often missing at organisational level. Interviewed participants represent a high 'social approach' for disseminating the learning/training outcomes with their environment as well as within their organisation 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 in both interview rounds. 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 (see chapter (international) youth work competences).

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.
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. Referring to some statements of interviews (3), the experienced training/activity may cause further limits on the individual impact in case the

duration of the training/activity is too long or too short. At this point, some tensions could be identified with respect to appropriate training/activity durations, which seem influenced by different factors such as working circumstances, motivation/training interests, professional background/expertise or extent of international training/activity experiences (i.e. how often was an international training/activity attended).
At this point it seems relevant to analyse the duration of the core activities in the transnational sample of interviews (3) to create more transparenty in the stressed recommendation for appropriate durations. On closer inspection it becomes evident that most attended trainings/activities imply durations between three and six days (98 (77%) out of 127). Most of time, the core activities of TCA take place from three to five days with a maximum duration of 7 days. On the contrary, the highest number of the core activities of YWM refer to four or six days, followed by 7, 8 and 9 days as well as sporadically to 3, 5 or 11 days (see figure 4 duration of the core activity across all cases of interviews (3)).

Figure 4: Duration of the core activity across all cases of interviews (3)



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.

Another notably unintended side effect may refer to a long-term effect with respect to the perceived training/learning outcomes. Referring to the analysed interviews (3) it can be assumed that during the first months after coming back from the attended training/activity, the effects of

the attended training/activity seem high and present among different interviewees because this time is estimated to be most noticeable.

> *"Yes, definitely, specifically first months when get back (…) you are enthusiastic, it is a wave of new energy, knowledge, experience, new people (…). That is the time, it seems to me, that the effect of participation is most noticeable" (Efs_TCA1ii3).*

Since this time, the perceived effects from the attended training/activity may be decreasing among a few interviewees because of observed challenges to recall the respective training outcomes several months after the activity. One interviewee mentions that there were a lot of good games and exercises, but she can not remember them: *"Should have written them down immediately" (Ffs_TCA2if3).* Another reason for a possible change of impressions with respect to effects may refer to an indicated accumulation of outcomes from previous trainings, expertise, actual work, life, study or other experiences. Thus, the perceived effects may imply multiple influences and not only outcomes clearly resulting from the attended training/activity twelve months after the activity, as already discussed in previous chapters.

3.7.5.1 | Networks and partnerships

AFTER THE TRAINING/ACTIVITY

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 collaboration is evident. A lot of built networks stay at the level of created ideas but no further concrete collaboration is planned. Very often, these networks remain passive and finally potential partners lose interests over time (lost potential). 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. A demand was indicated, for example, with respect to support local partners in developing non-formal education and E+-projects and to reflect on project creation and methods.
As a result, follow-up meetings (after six months) would be appreciated for reflecting about the network and practices or for reinforcing the established network, which was reemphasised in several cases of interviews (3). 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, which was reensured in some interviews (3).

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). It is noteworthy that despite of many established partnerships, there are still some interviewed participants in the third round of interviews with a lack of parternship building. They report, for example, that they could not find appropriate partners for implementing a Youth Exchange.

Furthermore, long-lasting good partnerships are able to change, causing problems in further collaboration. 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 collaboration.

3.7.6 Summary the transfer of the learning/training outcomes into practice/effects on practice

3.7.6.1 | Effects and changes on the individual level

AFTER THE TRAINING/ACTIVITY

The impact on the individual level is positively assessed after the training/activity among the majority of interviewees in both interview rounds, 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'.

The individual impact 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. This self-perceived limited impact may be reensured in several statements of interviews (3) due to a lack of in-depth training topics or not profound training issues. Nevertheless, there seems some benefit of the training although expectations were not met (positive attitude: each training and project have its value) or a turn around of statements appeared because of unexpected positive effects of the training/learning outcomes twelve months after the activity. As a result, there is an evident long-term effect and the former assessment about the training is completely turned around.

Overall, the impact in the context of personal development seems to be dominant in the interviews (2), followed by applied knowledge, skills, and attitudes in terms of professional development. These developments concern, for example, improved abilities in practical knowledge for project applications/submissions, intercultural awareness or communication, and presentation techniques.

In the interviews (3), there may be a change because the impact is focused on the professional development related to the frequence of statements. On the contrary, personal development is not so often addressed anymore in this round of interviews. On closer inspection, it is stressed that more transparency and certainty for the own profession and professional development could be gained in the context of international youth work through the cultural exchange of practices and experiences in youth work between countries (country specific differences) and international peers (peer learning) and/or the submission of (international) youth projects within the E+/YiA programme or strengthen/validated the own expertise in youth work (i.e. dog therapy).

Further impact is recapitulated for new contacts and (inter)national networking or partnership building and future collaboration. Additionally, a change of perspectives for NFL education based on the made experiences and/or reinforced activities for the application of respective methods into the practice (i.e. learning by doing methods) becomes evident among several interviewees (3).

Further impacts are considered for an increased participation and engagement for civil society or for NEET of youth in society. Additionally, a broader view of minorities, the elimination of stereotypes/prejudices as well as the integration of refugees and migration and a more effective communication are stated by different interviewees (3).

Overall, in many cases interviewees (3) act as multipliers due to the transfer of acquired aspects from the attended training/activity on the individual level, professional level and/or organisational level.
Nevertheless, in some cases of interviews (2) and confirmed in the interviews (3), no outcomes could be applied until now due to a lack of personal development as well as professional development in terms of a missing relevance for daily business as well as time constraints. According to the gap between the outcomes and relevance of the daily business, it is worth mentioning that this was the case most of time when the initiatives for participation in the training/activity referred to the interviewees' own ambitions together with shaky connections to/weak ties in the organisation as well as to the own working tasks. Nevertheless, a few interviewees report that they did not transfer anthing in their daily business but perceive improved competences at the individual level. According to this, it is recommended to interpret results with respect to a lack of applied training/learning outcomes in daily business carefully because the impact seems to be evident for many interviewees on the personal level.

Furthermore, several interviewees report that there were no/limited chances or opportunities for the application of the acquired methods or approaches because of the interviewees' 'lower' hierarchy/weak involvment in the organisation, changed organisational background, other urgent priorities within organisations, restrictions for changes within the organisation as well as little interests in the outcomes from organisations' side (i.e. students, colleagues, leadership). Nevertheless, many of them express their strong motivation and intention for the future.

3.7.6.2 | Effects and changes on the organisational level

AFTER THE TRAINING/ACTIVITY

In interviews (2), 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, via workshops/trainings, in regularly meetings, or electronically.
In interviews (3), the perceived impact on the organisational level concerns different effects and/or changes, most of time for European and international youth work. It is reported, for example, that a clear evolution/development for European and international youth work within the whole structure could be observed, although this is not only indicated to be directly related to the result of the attended training/activity. At this point it is noteworthy that many changes and approaches are perceived but it seems difficult to recall precisely what of the attended training influenced the work today. Some of the interviewees (3) recapitulate that the impact is more or less an accumulation of acquired outcomes from different influences such as study/trainings as well as practice.
However, some effects for the observed European/international development in organisations are addressed for getting new target groups involved or building new contacts, professional networks and collaborations, focused on short-term projects and concrete activities (based on the organisations' funding procedures).
In other cases, the defined priority of international/European youth work is pointed out to be an unexpected effect, for example, when the board and management set up a European project strategy and decide to create a place of coordinator. In other examples the work with Non-EU partners and hosting their volunteers (because of the administration tasks) or fruitful collaborations are considered unexpected and far-reaching.
Further impact on the organisational level is articulated for intensified youth work beyond the youth field, such as in schools, or the specialisation of staff members (i.e. in youth and NEET youth).

In case no effects are perceived on the daily activities in the organisation, some further positive effects on the image of the organisation are claimed because of the verification of the quality of work ('quality measure'). Thus, it is reported for example that through the exchange of experiences and practice with international peers in the training/activity, it becomes obvious that a good approach in working with young people was already implemented in the organisation. Nevertheless, a few interviewees express their intention to revise the implemented methods or approaches with respect to the acquired new ones.

Overall, a missing systemic approach could be assumed for the transfer of the outcomes into practice in the interviews (2), which could be confirmed in a majority part of interviews (3). 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. From the analysed statements of interviews (3) it becomes evident that defined transfer strategies within organisations may support the application of the outcomes and therefore the impact on the organisational level as well as the benefit for organisations. Thus, some cases stress for positive effects on organisations through developed strategies the transfer of responsibilities to trained young people and the decentralisation of activities (local initiatives), the increased image of an organisation through the recognition as good-practice by the EU, the recruitment of new staff members (younger generation) and the renewal of the communication practice.

In different interviews (2) the support of the organisations seems not to be very distinctive, while the support was assessed more positively in terms of expectations although 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). Additionally, in some interviews (3) the support of organisations can be assumed to be more extendend. It it is stated, for example, that the organisation provided infrastructure/equipment, resources and/or possibilities for the application of the outcomes. The support was limited or not applicable in case the organisation was small sizes (i.e. one wo/men organisation; interviewee is the leader of the organisation) or the focus of the organisation was different to the outcomes.
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 from the analysed interview statements (2) and reassed in the interviews (3): the position of the interviewees in organisations or the size of organisations, which may have an impact on the available resources for participation, the access to the training/activity as well as on the opportuntities for the application of outcomes. Also, the transfer of the learning outcomes seems to be problematic due to a lack of time, and structural resources after returning from the training/activity as well as limited innovative/new output or when the training has nothing to do with the essence of the organisation.
Thus, it could be assumed that there may be an absence of the expected or required 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 or have the impression to be in a stand-by mode: share the training/learning outcomes if demanded.
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, which is reassessed in some interviews (3).

Further obstacles for the transfer of the learning outcomes into the organisation can be pointed out from both interview rounds in terms of a lack of resources, a lack of relevance for daily work, a lack of organisational background or weak ties to organisations, instabile or not finalised consolidated organisations, changed political situation, and a lack of infrastructure/capacity in the organisation as well as in the residence country. Another hindrance refers to the structure of the E+/YiA programme where specific organisational types are excluded from the grant regulations (i.e. non-profit private limited company) or enormous personal resources are required for the long process of submitting and implementing European/international youth projects/activities (i.e. cannot provided from small organisations).
In a handful statements (3) it becomes evident that an unawareness of changes or effects in organisations occur because the interviewees were focused on more on content issues (i.e. working with young people as volunteer or freelancer) and not on organisational development.

3.7.6.3 | Effects and changes on the environment

AFTER THE TRAINING/ACTIVITY

In interviews (3) it is reported, that different dissemination activities are organised within the social environment (i.e. friends, aquaintances) as well as professional environment (i.e. colleagues, project manager, cooperation partners, in involved networks, other national relevant actors (i.e. rural organisations, local professionals and local community partners).
On closer inspection, dissemination activities are considered in interviews (2) and (3) in terms of sharing knowledge/materials and international experiences/practice from the training/activity (if provided) with other organisations, colleagues outside the organisation who are involved in similar topics or friends in informal settings. Additionally, work clubs and workshops with practical activities as well as visits to potential employers or a similar training are organised.

Sometimes dissemination activities or cooperation with the national, local and regional environment (politicians; youth workers; co-workers; youth centres; NAs; national study visits for people from the region) are organised, but rarely at the European level.
In the revisited interviews (3), dissemination activities at the European level predominantly refer to promotion activities for the Erasmus+ programme, such as promoting E+/YiA among women and youth living in the countryside and giving seminars to colleagues about the EU projects and youth projects. Furthermore, in one case a collaboration with the project manager of the training in an organised event was reported in terms dissemination activities at the European level.
To attract a wider and external public, an outdoor campaign is initiated and bulletins for daily news are taking out during the training courses. Futher stakeholders are addressed within different networks to share knowledge and experience (i.e. within national trainers' network or other involved networks). Some exchanges in networks are initiated with special foci, like working conditions and requirements for the cooperation with different NAs.

Finally, recommendations are articulated to friends and colleagues and raise their awareness on the opportunity to attend such international training/activity.

Referring to identified obstacles as reported in interviews (3), similar hindrances are stressed for the transfer into the environment as already summarised for the organisational level (see previous chapter summary and conclusions for the effects and changes on the organisational level).

3.7.6.4 | Youthpass

BEFORE, DURING, AFTER THE TRAINING/ACTIVITY

For some interviewees (2) Youthpass was a new experience and was not considered before. In once case of interviews (3) the extent of such new experience becomes obvious due to the statement to include Youthpass immediately in the own daily business. Just in a few interview cases (3), no knowledge of the Youthpass is stated.
However, it is worth stressing that overall the judgement of Youthpass is controversial among the interviewed participants, especially in the third round of interviews. There are interviewees who ascribe Youthpass big potentials for different stakeholders and the NFL approach; others raise different critics in terms of certificates within the NFL approach, missing visibility of acquired competences from a NFL setting or benefits for experienced and highly educated stakeholders.

More specifically, after the training/activity most interviewed participants from both interview rounds (2) and (3) explain that they understand Youthpass. Some of them consider it as a reflection tool as well as learning instrument to think about/validate acquired knowledge, skills, and attitudes. In their opinion Youthpass supports the visibility of acquired competences in a NFL setting, and is more relevant for young people but not for experienced youth workers.
In addition to that, in a handful statements of the third round of interviews it is reemphasised that Youthpass is estimated to be a benefit especially for unexperienced people with lower formal degree level.

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). This indicated controversial assessment among interviewees (2), seems to be reinforced in the analysed statements of interviews (3). Some interviewees (3) emphasise positive effects for personal recruitment or for the labour market. In their opinion the importance/visibility have been increased over time in the environment.
Others think that Youthpass is still unknown and neglected by potential employers. From these interviewees, some added that Youthpass maybe is useful in cominbation with volunteer work and/or working experiences abroad because at the international level Youthpass seems more recognised.

Additionally, certificates are seen critically because of their contradictions in the context of the NFL approach (assessed competences refer to the formal approach). Referring to the analysed interviews (3), doubts about the value of a certificate without quality criteria as well as within the NFL approach may be reinforced. It is criticised that everyone is allowed to use and complete it, independently from the engagement and motivation of participation in the training/activity.
Other critics in interviews (3) concern the implementation of the Youthpass, implying sometimes time constraints. The reasons for any time constraints are assumed with respect to complicated or strange wording in the Youthpass (i.e. does not fit to the training) or indicated overlaps with other tools (ie Europass; LinkedIn, organisational tools). Overall, the practicality seems reduced, limiting the application of the Youthpass and an update is recommended from them.

3.7.6.5 | Unintended side effects

AFTER THE TRAINING/ACTIVITY

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). According to that, time constraints may limit also the opportunities for the transfer of the learning outcomes into practice, as indicated in the analysed interviews (3).
Further limits with respect to the training/learning outcomes are assessed for a lack of new knowledge and/or skills. Thus, specialised/vocational training/activity settings with appropriate time periods would be appreciated to meet expectations for specific interests and increased opportunities for the acquisition of new knowledge and/or skills. Moreover, training/activities with focus on digital issues are highly recommended to be included in the training proposals.
Referring to an assumed passive potential of networks and partnerships, follow-up meetings with peers to provide possibilities for reactivating their established networks/partnerships or creating new ones with concrete ideas for activities/projects would be another essential point to be reconsidered.

As a result of the previously discussed and analysed results, it could be concluded and emphasised through interviews (3) 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.

3.8 Future perspectives and outlook

The chapter 3.8 deals with reported future perspectives and outlook of the interviewed participants by focusing on youth work ambitions and perspectives. Several questions explored the ambitions and perspectives of the participants, including the intended and perceived competences concerning professional development and career perspectives. Additionally, interviewees had the possibility to add recommendations concerning the attended training or support activity.

3.8.1 Youth work ambitions and perspectives

"It's hard to imagine that digitalisation would not be a part of my work in the future" (Afh_TCA1if3).

"After I graduate, I want to actively take part in an association –well, for example how to write a project etc. (…) not only becoming a member, but I really want to actively do something. (…) I always thought of creating a portal. (…) preparing the project myself, writing it together with one or two more people, and hopefully making it accepted, I want to implement that project" (Ifs_YWM3rt3).

"Hoping that with the kids we now get the application going for next spring for the youth exchange. Hoping we get that EVS here and after that two more (…)" (Hfs_TCA5if3).

AFTER THE TRAINING/ACTIVITY

Interviewees of the second round of interviews are mostly ambitious, motivated, inspired and enthusiastic when it comes to further plans in the field of youth work.
Most of them show interest in improving their knowledge and skills in order to be able to better implement their intended projects, for example to offer more effective opportunities for young people on the local level. 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 interviewed participant stated in this regard to *"let young people be"* (Afh_TCA1ta1). 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.

A few interviewed participants (2) seem to have different future plans, also regarding their foresight, which may remain unchanged in interviews (3). Some interviewees focus on short term goals (2-3 years) (i.e. internship at EU institution, with NGO or NA), while others aim at high positions and therefore count in a longer time period to achieve those goals. This may also implicate the demand for more secure occupational options for the future, as indicated from one interviewee that she wants to continue in youth work but wants a more stable job in a youth centre.

"I would like to be in this work, in this platform even 10 years from now on and I want to proceed with sharing my experiences. I want to share my experiences with those who need my knowledge and experiences, and I want to contine with learning the things I could not learn yet" (Ams_TCA1rt3).

Most interviewed participants (2) want some kind of change either in the youth field where they work or to elaborate other working possibilities in the youth field. Thus, some of them are intending to change their organisation or position but not the youth field in general.

In the analysed interviews (3), this indicated ambition becomes more or less evident again. Sometimes interviewed people changed a certain aspect of their work for example they realised their preference for voluntary instead of paid work in the field of youth work or they focused on the specialisation in pedagogical functions and longer projects. Another interviewee (3) would like to continue working at the same institution and would like to have more international exposures. A further interviewee wishes to continue her work as an arts instructor for children but does not plan to implement any international activities in the future.
Furthermore, some interviewees want to continue the path into youth work even after finishing their studies. One interviewee expresses her wish, for example, to continue working with young people on a voluntary basis, because this is a *"occupation I like to carry out, which is very much rewarding for me, where I really can do something, on a voluntary basis, and there I really can move [change] something" (Jfs_TCA5ta3).*
For others the focus changed from youth work to refugees or becoming now interested in international projects outside Europe. One interviewee (3) for example reports about his project idea to help improving the situation of people living in Africa or Asia by building a school or a cooperative – *"not now, eventually in 5 years"* (Cmh_YWM1ta3), as he said. If his business plans work out, he is considering to initially invest some private money to get that project started.

On the contrary to the ambitions to change something, a handful interviewees (3) stress that they are very satisfied with their jobs and do not want to change anything.

"Yes, this is a good question. I actually arranged everything for myself very well at work, in a way it is suiting me; I presently don't need any change, simply because everything is working out very well and I am very satisfied" (Afh_TCA1ta3).

In addition to that, a couple of interviewees (3) raise critical remarks towards the occupational status in the youth field or indicated difficulties based on the present national circumstances. It does not seem astonishing that others raise the intention to improve working conditions for youth workers and to foster their well-being.
More specifically, one interviewee does not want to return to youth work (is currently a teacher) because the salary is higher at school as well as the work as youth worker is hard and demanding, which also becomes obvious in another interview statement:

"Young workers are often ignored, and no one talks about [their problems and work], nobody is thinking about it. I think this is such a big shortcoming of the whole field, and I do not think [it would be] bad even if the national agency would say loudly , that we also deserve youth workers, we deserved to be honestly paid, not that we were all half-volunteers" (Afs_TCA1ii3).

Another interviewee regrets that he has less and less time for working with excluded youth on the streets, despite his special street work (dog therapy) becomes more and more known on the national level. His future perspective refers to advising and mentoring street workers in Europe. His main task now is to train more high quality dog therapists who will be able to answer the need for this kind of activity at national level. In another case dissatisfaction with the current workplace is stressed and the interviewee is looking for a job outside the youth field which is not necessarily linked to youth work. A further interviewee considers the EU's benefits to the projects and activities very positively, but the unstable situation of the country is mentioned as a factor that affects the international youth activities negatively. They wait for the country to get normalised in order to be able to attend new youth activities.

Other interviewees (2) seem unsure if they will stay in the field of youth work, which is reconsidered in several interviews (3) together with a lack of concrete plans for the own professional future/career.
Furthermore, not all future plans are linked with youth work as indicated in different statements of interviews (2): 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.
Similar statements become evident in interviews (3). A few interviewees are interested in youth work but are confronted with other priorities as well as the intention to be engaged in a project goes beyond the youth field, such as being a school teacher who wishes to include informal education elements.

> *"Yes, I would like to go on with this [non-formal education], which would allow us to move on. This was a creativity-related training about how to find the creativity to everyone, how to support this as a teacher. How to pass the joy of creation and to motivate students. Our school is a talent point and it would be very important to deal with creativity." (Gfs_KA2uh3)*

Further interviews statements (3) in the context of outside the youth field refer to the involvement in social activities or ambitions and perspectives related to the future profession, for example of being an engineer. Furthermore, some changes in goals are also unrelated to youth work and contain humanitarian help, less stress, (extensive) travelling or counselling as well as gain experience.

Another interesting point refers to a group of interviewees (2) who 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. On closer inspection, one 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.
For others, training helps with life decision, for example, when it comes to study choices, this was visible for some students.

Generally speaking, trainings are assessed to be helpful in increasing especially career perspectives and to improve professional but as well personal competences, although this is not always asssessed to be useful for youth work but a value in other situations/fields (see chapter training and support activities).

> *"Every work with people is complex and does not have a single answer. [To say that my] ambitions have increased or decreased? Perhaps [last training was] just one pebble, that [makes] you more realistic and more objective, wiser I would say" (Bfs_TCA1ii3).*

Moreover, trainings are sometimes seen as part of Life Long Learning and offer 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 (see chapter transfer of learning/training outcomes into practice/effects on practice).
Finally, a group of people can be indicated in the third round of interviews who is interested in attending further YiA trainings as well as further workshops in the field of youth work. The attended training/activity encourage different interviewees as well as raise awareness for the need of more training activities. One interviewee perceives the impact of the training as *"like one stone,*

like one part in the chain" (Dms_TCA1is3) (see chapter expectations/motiviation to attend the training/activity; training and support activities).

In some cases of the third round of interviews, the training had a strong impact on further steps. It became the starting point to acquire more expertise about a certain topic. On closer inspection, the attended training/activity has expanded personal views, strengthened the European/international dimension of youth work in the activities of organisations to become a role model of best-practice, increased interests in the international framework as well as involvement of projects initiated by European Commission, focus on making the organisation bigger (in location as well as functioning) or on refugee crisis (i.e. interested in volunteering and training initiatives for refugees), created interests in cross-cultural communication, in implementing strategic partnership focused on young people with less opportunities as well as in EVS as a long-term goal (currently no time for participation) and finally involved more and more people to citizenship initiative and mobility projects.

Further initiatives in the field of youth work in interviews (3) refer to the field of digitalisation and the intention to achieve something great with a new gaming project and its potential for expanding developed solution nationally. A further activity is stressed for the development of more EVS projects to become a sending organisation.
Other ambitions in youth work concern the converting of sports club in youth association, the support of different associations with interviewees' expertises (i.e. as civil society volunteer) or the wish to be in the mangement of youth workers.
Finally, the challenges of the NEET youth are raised in terms of the labour market and the welfare system, but also on the wellbeing of the youth themselves. One interviewee stresses several times the urgency to take action and seek solutions.

3.8.2 Professional development and career perspectives

Next training: "I would like to have more time on educ pop, non-formal education , on the pédago 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" (Afs_KA1rf1).

"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_KA2uh2).

"Often it's important just to get to share your own experiences and to get something new" (Bms_TCA2if3).

"However, I see myself bound to the youth work field in the long run – this is my place, here is my heart. (laughs) I know, why I do it" (Gfs_TCA7xe3).

AFTER THE TRAINING/ACTIVITY

When focusing on the professional and career development/perspectives after the third round of interviews it may become obvious that for some interviewed participants career aspirations stayed unchanged, others are interested to pursue a youth work related career or some of them are interested in new topics outside youth work and/or even started studying.
Among those who indicated some new career aspirations within youth work, a stronger focus on international perspective in youth work become evident when it comes to plan a new project. Generally speaking, the interest in creating new projects, some within the youth field and some outside grew. What seems interesting are the differences in the choice of timeframes to implement the projects: Many of the interviewees want to implement projects within the coming months/year but some also have long-term plans for the project start (e.g. 5 years).

„In a year, we have already realised some projects, this is the objective. That we have an organisation and have run two or three projects, we are now so many people feeling like to do something (…) and that we have established a network with many people who also would like to do something yet" (Qfh_YWM3ed3).

Referring to professional development, one interviewee (2) confirms its importance and it can be best achieved through learning from others that includes equally youth workers as well as youth policy makers. Another interviewee of the third round of interviews feels that sharing experiences and discussing larger themes is a good way for professional development, but it is also valuable to put focus on networking with international colleagues (see chapter (international) youth work competences and development/changes).
Other interviewees of the second round of interviews think in terms of professional development 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.
In line with the main aspects of the 2nd European Youth Work Convention, more measures are needed to cover the cultural diversity across Europe, as indicated in interviews (2). Thus, youth work seems very professional but in the work field the situation looks different (see chapter (international) youth work competences; present (international) youth work).
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).

Furthermore, 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.

For some interviewees (3), not only professional development but also career aspirations changed through the training/the exchange with others and other factors in the meantime. This results in changing the organisation within the youth field, starting to work in a new working field or the decision to start studying. Some of the interviewees (3) will try to get socially (voluntary) but not professionaly involved into youth work activities. Others would like to set up a business, not necessarily related to youth work or will not return to the youth sector with respect to the workload during the weekend.

"In the youth sector, I will probably not return, at least not on non-formal terms. Maybe formally, in the future." She was not happy that the majority of youth work was done during the weekend *"because during the week [Monday-Friday] you deal with documentation" (Afs_TCA1ii3).*

One of the factor for changes refers to the health conditions which determines the future tasks and place in organisations, as one interviewee reported. Now she is the president, but she is planning to move to the background.

"About me, it is the simpler or more clearly formulated. I must realize that my mobility is shrinking, even I hate administrative things, I'm interested much more in training, but this will become less and less possible. Now my job is to create, collect, organize, recruit new people and involve them" (Efs_TCA3uh3).

Age seems to be another 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 (see chapter involvement in the youth field).

Overall, we notice a general increase of career perspectives among interviewees and trainings/activities may inspire people for future activities and/or to work in the youth field. In some cases, interviewed participants (2) had very clear project ideas when participating in the training, others changed the envisaged plans because of the input of the training and got inspired to do something else/additional as well as 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 (see chapter present (international) youth work).

EVS, for example, is assessed as a good activity in interviews (2) 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.
Another interviewee (3) is currently involved in another association's work as well, she helps them to start the accreditation for hosting EVS volunteers. This organisation does not operate especially in the youth field but would like to find the way towards the younger generation with support from another organisation and a professional progress become apparent in the context of communication and mentoring.

> *"Yes, our communication has improved a lot, finally we have a working, fresh website (...), but still, it would be good if we could find the channel for the young (...). It's a big challenge to find the young people who are now 17-18 years old because they are communicating in quite different ways than we do"(Afs_TCA1uh3).*

With respect to Youth Exchange, optimistic and passionate statements in interviews (3) become apparent. One interview explores, for example, that after finishing youth exchanges "with honour", they have started planning them and have received funding for two of them. Through experiences from these first two, they want to develop these exchanges in the future as well as the idea of expanding to EVS. Other interviewees want to be able to encourage young people to get into international youth activities as well as to inform them about more possibilities for youth mobility (woofing, summer jobs…). This intention does not only relate to the Erasmus+ Youth in Action Programme because the time scale is considered to be too long for some young project. Thus, the development of new partnership without Erasmus+ is considered.

Length and regularity of trainings/activities seem to play a role for interviewed participants (2) 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" (Ffs_TCAxe2).*

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.

It is worth mentioning that it cannot be said definitely if there is a direct link between the training/activity and interviewee's next steps/ideas as reported in interviews (2). But improving the pedagogical skills and widening the collaboration network as well as setting up a EVS project might be inspired by the activity (see chapter general assumptions and conclusions for interviews (2) and (3); training and support activities; transfer of the training/learning outcomes into practice/effects on practice).
In addition to that, a handful interviewees (3) stress in self-perceived outcomes a progress with respect to their career aspirations. One interviewee explores that her personal and professional development are indicated to be a steady process starting with her own exchange experiences, doing an EVS, being responsible for exchange and other youth projects until today with the decision to establish her own organisation. Nevertheless, during the first two interviews, the next professional steps were still unclear for her. In interviews (3), a turn-around of concrete steps occur: to establish her own organisation together with some friends.

Another interviewee (3) acknowledges her change in mind (very critical on several courses) and realises now what she gained in total – the qualification and conviction for youth work – local and international. When finished her Master she will start a full-time job as youth worker in one of the two organisations and will continue to work with both.

3.8.3 Summary future perspectives and outlook

3.8.3.1 | Youth work ambitions and perspectives

AFTER THE TRAINING/ACTIVITY

The analysis of the second round of interviews shows that 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.

Additionally, the training and support activities within E+/YiA on competence development and professionalism of youth workers and youth leaders seem to have different strong impacts depending on those factors above. It seemed the training impacted particularly those in their future planning who specifically decided to use it as decision-making aid. Based on this different particpants 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.

The analysis of the third round of interviews indicates that more or less the same patterns are visisble among the participants concerning their youth work ambitions and perspectives. Based on the outcomes of all three rounds of interviews we can distinguish now between people (1) where the impact showed little to no impact for example for people who are very satisfied with their jobs and do not want to change anything or want to continue the path into youth work even after finishing their studies.
(2) Sometimes interviewees changed a certain aspect of their work for example they reaslised they prefer voluntary instead of paid work in the field of youth work. For others the focus changed from youth work to refugees or are now interested in international projects outside Europe. Some changes in goals are also unrelated to youth work and contain travelling or counselling. Some are also interested in youth work and other topics but still intend to engage in a project that goes beyond this.
(3) In some case the training had a strong impact on further steps. It became the starting point to acquire more expertise about a certain topic, expanded views or strengthened the interests in the European dimension of youth work. (4) Another group of people is interested in attending further YiA trainings as well as further workshops in the field of youth work.

3.8.3.2 |Professional development and career perspectives

AFTER THE TRAINING/ACTIVITY

Additionally, concerning professional development and career perspectives, participants of the second round of interviews mentioned age as limiting factor for future steps in youth work because younger youth workers may connected better with youth realities. At the same time, interviewed participants underlined the importance for regular exchange and networking possibilities among youth workers. Maybe more exchange possibillities 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. Bulding 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.

When focusing on the professional and career development/perspectives after the third round of interviews it becomes obvious that (1) not every participant is interested in pursuing a youth work related career or are interested in new topics outside youth work. (2) For some interviewees (3) career aspirations changed through the attended training/activity or the exchange with others and other factors in the meantime. This results in changing the organisation within youth field, starting to work in a new working field or the decision to start studying. (3) For others the training/activity is an inspiration for future activities/work in the youth field and (4) for other interviewees the amibitions/career aspirations stayed unchanged.
The interest in creating new projects, some within the youth field and some outside increased. Interestingly, the differences in the choice of timeframes to implement the projects varies among different interviewees: Some of them want to implement projects within the coming months/year and others stress long-term plans for the project start (e.g. 5 years). At the same time it can be noticed that there seems to be a stronger focus on international perspective for planning new projects in youth work. In general it can be noticed that there is an increase in career perspectives among interviewees.

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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 protocols 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), (2) and (3)
- Translated interview guidelines and conducted interviews (1), (2) and (3) in national languages
- Developed documentation and analysis guidelines for interviews (1), (2) and (3) 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) (the sample size varies across project partners); in interviews (3) the sample size decreased through some drop outs from interviewees
- Conducted transnational analysis of the national database (structured protocols) of interviews (1), (2) and (3) 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
    - In interviews (1) the focus of the transnational analysis approach is on the expectations, motivations and interests in attending international trainings/activities, the competences of the interviewees as well as future perspectives and outlook (see table 1: topics of the first round of interviews (1): before the activity).
    - The transnational analyis approach of interviews (2) 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 (see table 2: topics of the second round of interviews (2): two months after the activity).
    - Through the transnational analysis of interviews (3), indicated results of interviews (2) and if applicable of interviews (1) are reviewed twelve months after

the activity to analyse long-term effects and/or changes through the attended training/activity in question on the individual and organisational level as well as the environment. Thus, actual background, effects and impact of the transferred training/learning outcomes into practice and future perspectives of the interviewed participants are addressed within the third round of interviews (see table 3: topics of the third round of interviews (3): twelve months after the activity).

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, interview (2) two months after the activity and interview (3) twelve months after the activity.

Table 1: Topics of the first round of interviews (1): before the activity

Competences of the participants (personal details) – status quo; biographical issues of interviewees; experiences
• Access to the training/support activity/youth worker mobility
  o Background/role and function in the organisation
  o Background (European) YW/YW practice (focus)
  o European youth work (EYW): experience, understanding
• Training & education

Expectations, motivation, interests in the training/support activity/youth worker mobility ('triggers') • 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)
Future perspectives • Youth work • (International) Youth work competence/EYW • Professionalism

Table 2: Topics of the second round of interviews (2): two months after the activity

Experiences
• Impressions: what was particularly interesting/impressive?
• 'Structured reflection' (aims, training approaches and methods of the training/support activity/youth worker mobility)
  o What did you do in the training activity?
  o What has happened? (methods, settings)
• Expectations/unexpected effects

Effects/impact (impressions, intentions, interests) • Lessons learned of the training/support activity/youth worker mobility focussed on competences for (international) youth work o What did you learn? (personal development focussed on EYW) o What has changed? • Impact on the professional environment in the (youth) organisation o What do you plan to do with it? (how, obstacles, opportunities, follow-up learning/continue process) o Any immediate/short-term effects on youth work practice? • Coming back to routine ('security' of training setting is over) o Reaction of colleagues o Self-confidence, esteem • Further perspectives related to youth work
Future perspectives • Further educational pathways

Table 3: Topics of the third round of interviews (3): twelve months after the activity

Actual background now • Present (European) YW practice • Present organisation • Present function/role in organisation
Effects/impact (transfer into practice/implementation/application of YW competences developed in the training/support activity/youth worker mobility) • Follow-up to activity/learning • Other training experiences/practice • Realisation of plans/intentions right after training/support activity/youth worker mobility o Concrete examples o Other effects (changes)/unexpected effects o Effects on the organisation (since the activity is over) • Support by organisation/obstacles to transfer into practice • Impact on the professional environment in the (youth) organisation (transfer into practice) • Recognition of competence development o Self-confidence/personal development • Social capital (not only professional development) • Inclusion of young people with fewer opportunities o Importance of the topic in the training/support activity/youth worker mobility o Acquired knowledge, skills and attitudes/values for the transfer into practice
Future perspectives • Further educational & professional pathways • Recommendations for youth workers/youth leaders, managers of youth organisations and policy development

RAY-CAP project partners translated the interview guidelines (1), (2) and (3) 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 was form 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 for interviews (1) and (2). 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))

The structured protocol for interviews (3) was connected to the protocol for interviews (1) and (2) to ensure the research approach of the revision of the transnational analysed results before and two months after the activity. Thus, the structure was drafted along the existing protocol from interviews (1) and (2), and added with new categories focused on long-term effects and/or changes on individuals and organisations from the transferred training/learning outcomes into practice. Furthermore, the documentation of the interview data (personal, project/training/support activity, interview details) was also revised in the interviews (3) and changes were documented and analysed afterwards. The interview's thematic documentation was adapted to the existing interview guidelines (3) as well as the research objectives/questions for the third round of interviews, including following topics:

- Current professional/organisational background [revisited with interviews (2)]
- Strong experiences (bad/good) and overall impact [partially revisited with interviews (2)]
- Changes following the attended training/support activity/youth worker mobility [partially revisited with interviews (2)]
- Personal goals, individual learning and competences [partially revisited with interviews (2)]
- Networking of participants and follow-up activities [partially revisited with interviews (2)]
- Institutional goals and organisational learning

[Additional categories for interviewees with an organisational background]

- Future perspectives and outlook [partially revisited with interviews (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 1 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, 278 interviews were conducted and finally analysed in the transnational analysis (see chapter sample; presentation of results; see figure 5 overview of the conducted interviews (1), (2) and (3); see table 6 interviews (1) and (2)).

Referring to the defined methodological approach, the survey periods of interviews (3) twelve months after the activity were predefined depending on the date of the activity. Nevertheless, the implementation of interviews (3) differs slightly to this definition because of some time constraints and therefore a margin was defined again, including further considerations for comparable results (see figure 5 overview of the conducted interviews (1), (2) and (3)).
The margin for the implementation of interviews (3) was set from 10 months to 13 ½ months after the activity. As illustrated in figure 6, the implemented interviews imply variations: 65% of the conducted interviews (3) responded to the margin, 27% were implemented under 10 months and 8% between 14 and 16.5 months. These discrepancies of survey periods seem to be relevant in terms of methodological considerations because it is assumed that the shorter the period between the end of activity and the conducted interviews, the more positive the assessed

outcomes (i.e. interviewees were very enthusiastic). According to this assumption, the results may differ in some cases only due to the fact that the survey period was over and/or under the set margin (see figure 6 difference between the survey periods across cases of interviews (2) and (3)).

However, the interviews (3) took place between December 2016 and November 2017. In total, 127 interviews were conducted for interviews (3), together with the analysed interviews from first and second interview rounds, 405 interviews could finally be analysed in the transnational analysis for module (A) and (B) (see chapter sample; presentation of results).

Figure 5: Overview of the conducted interviews (1), (2) and (3)

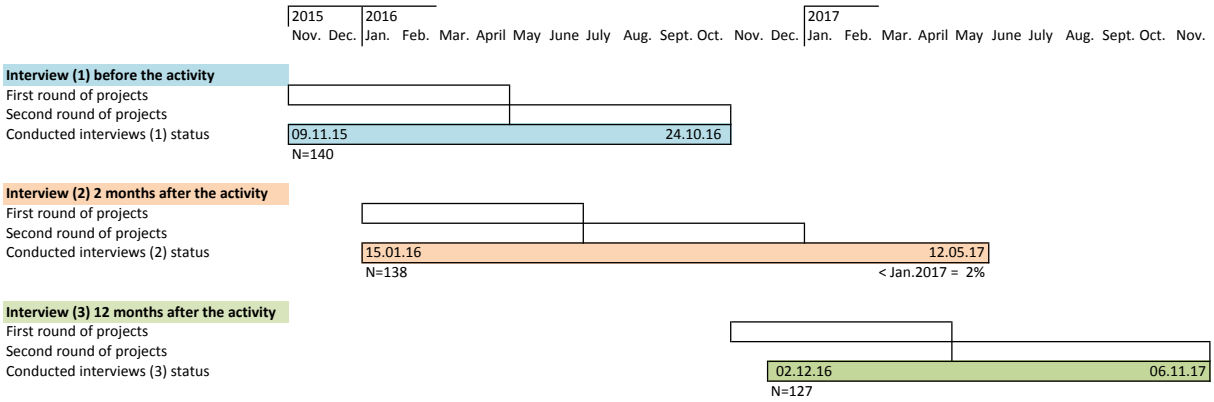
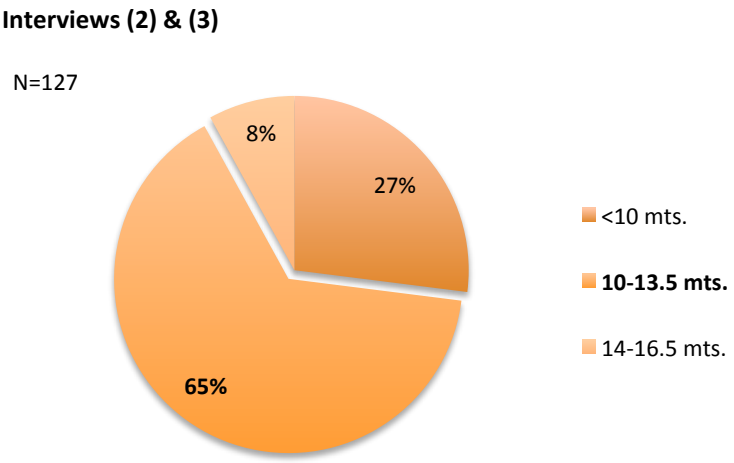


Figure 6: Difference between the survey periods across cases of interviews (2) and (3)



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))[12]
- TCA-projects (minimum 50%) and KA1-projects (YWM-Youth Work Mobility) concern on i.e. job shadowing, study visits and training activity[13]
- 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 (maximum 30 interviews (1), (2) and (3) from November 2015 to October 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 140 interviews (1), 138 interviews (2) and finally 127 interviews (3) (405 interviews) are included from 15 RAY-CAP partner countries[14].
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 Czechia, Finland, Rumania). For interviews (3), some drop outs of interviewees became evident, thus the sample size decreased to 127 interviews (see table 5 sample overview for interviews (3); table 4 transnational sample for interviews (1), (2) and (3)).

More specifically, 65% (82) of the interviewed participants (3) attended a TCA activity and 35% (45) a YWM activity. Referring to these numbers of attended trainings/activities it is noteworthy that some trainings/activities were attended from several interviewed participants. Thus, it seems interesting to differ between the total attended trainings/activities and the different ones.
On conclusion, 89 (70%) of the attended trainings/activities can be indicated to be different, 54 (66%) activities for TCA and 35 (78%) activities for YWM. Almost half of the interviewees (62 (49%)) participated in the same training/activity with more than one interviewed participant (for further information see appendix D training descriptions).

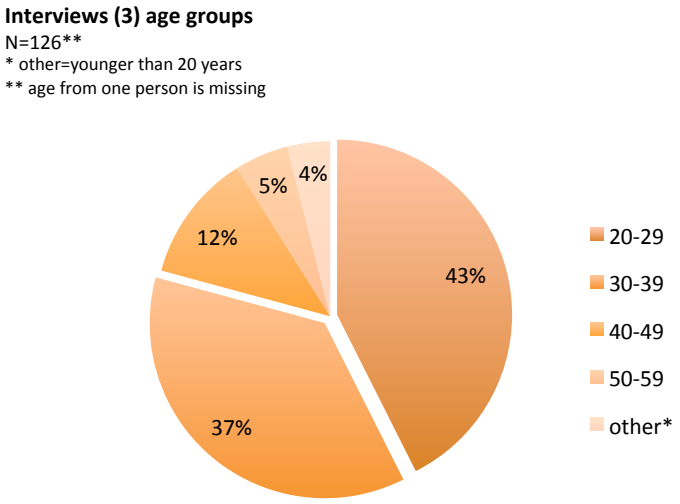
Referring to the personal details, there is a proportional higher percentage of female (64%) than male (36%) interviewees in the third round of interviews (no one indicated 'other').
As for age, the biggest portion of interviewees (3) is between 21 and 29 years old (43%) and followed by 30-39 years old interviewed participants (37%); 4% are younger than 20 years and 12% are between 40 and 49 years old and 5% are between 50 and 59 years old, as illustrated in the figure below.

[12] see appendices RAY-CAP framework

[13] 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.

[14] Austria, Belgium (Flemish Community), the Czechia, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Poland, Romania, Slovenia and Turkey

Figure 7: Age groups of the interviewed participants of interviews (3)



With respect to the occupational status, it can be indicated most frequently that 53% of the interviewees are full-time employed and 26% are volunteers, including combinations of multifunctional roles (i.e. employed outside the youth field/be a volunteer inside the youth field) (see figure 8 occupational status; table 5 sample overview of interviews (3)).

Figure 8: Occupational status of the interviewed participants of interviews (3)

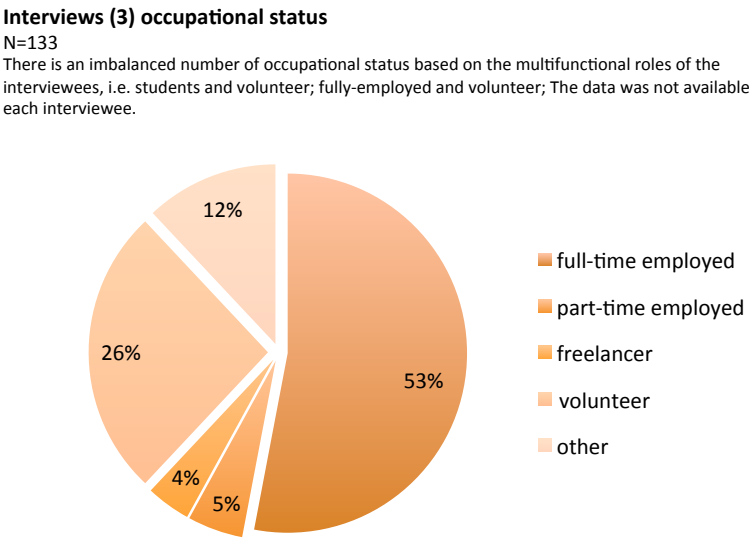


Table 4: Sample overview for interviews (1), (2) and (3) differentiated by residence countries, activities and gender

Survey period (present status)
From November 2015 to November 2017
Interviews included in the statistic from 15 partners: AT, BE (FL), CZ, EE, GER, FR, FI, HU, IE, IT, LV, PL, RO, SI, TR
Interviews (cancelled): LT

Partner		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) 2 months after the activity	4	3	0	3	**10**	7	3	0
	Interview (3) 12 months after the activity	3	3	0	3	**9**	6	3	0
BE (FL)	Interview (1) before the activity	4	0	2	0	**6**	2	4	0
	Interview (2) 2 months after the activity	4	0	1	0	**5**	1	4	0
	Interview (3) 12 months after the activity	3	0	1	0	**4**	0	4	0
CZ	Interview (1) before the activity	2	0	2	3	**7**	4	3	0
	Interview (2) 2 months after the activity	2	0	2	3	**7**	4	3	0
	Interview (3) 12 months after the activity	2	0	2	3	**7**	4	3	0
EE	Interview (1) before the activity	10	0	0	0	**10**	9	1	0
	Interview (2) 2 months after the activity	10	0	0	0	**10**	9	1	0
	Interview (3) 12 months 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) 2 months after the activity	5	3	0	1	**9**	6	3	0
	Interview (3) 12 months after the activity	5	2	0	1	**8**	6	2	0
FR	Interview (1) before the activity	4	2	3	1	**10**	5	5	0
	Interview (2) 2 months after the activity	4	2	3	1	**10**	5	5	0
	Interview (3) 12 months 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) 2 months after the activity	6	2	0	2	**10**	6	4	0
	Interview (3) 12 months 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) 2 months after the activity	8	0	1	1	**10**	8	2	0
	Interview (3) 12 months after the activity	6	0	0	1	**7**	6	1	0
IE	Interview (1) before the activity	1	0	2	3	**6**	4	2	0
	Interview (2) after the activity	1	0	2	3	**6**	4	2	0
	Interview (3) 12 months after the activity	1	0	1	3	**5**	4	1	0
IT	Interview (1) before the activity	6	0	0	4	**10**	5	5	0
	Interview (2) 2 months after the activity	6	0	0	4	**10**	5	5	0
	Interview (3) 12 months after the activity	6	0	0	1	**7**	3	4	0
LV	Interview (1) before the activity	5	0	0	5	**10**	7	3	0
	Interview (2) 2 months after the activity	5	0	0	5	**10**	7	3	0
	Interview (3) 12 months 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) 2 months after the activity	2	3	2	3	**10**	8	2	0
	Interview (3) 12 months 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) 2 months after the activity	5	0	3	3	**11**	6	5	0
	Interview (3) 12 months after the activity	5	0	3	2	**10**	5	5	0
SI	Interview (1) before the activity	6	0	0	4	**10**	7	3	0
	Interview (2) 2 months after the activity	6	0	0	4	**10**	7	3	0
	Interview (3) 12 months after the activity	6	0	0	4	**10**	7	3	0
TR	Interview (1) before the activity	6	0	1	3	**10**	5	5	0
	Interview (2) 2 months after the activity	6	0	1	3	**10**	5	5	0
	Interview (3) 12 months after the activity	6	0	1	3	**10**	5	5	0
Total number interviews (1)*		75	13	16	36	140	89	51	0
Total number interviews (2)		74	13	15	36	138	88	50	0
Total number interviews (3)		70	12	13	32	127	81	46	0
Sum interviews 1,2,3 per activity type		**257**		**148**		**405**			

Table 5: Sample overview for interviews (3)

Survey period for interviews (3)

From November 2015 to November 2017

Interviews included in the statistic from 15* partners: AT, BE (FL), CZ, EE, GER, FR, FI, HU, IE, IT, LV, PL, RO, SI, TR

Activity types	TCA**		KA1 YWM***		total
	sending	hosting	sending	hosting	
Interviewees interviews (3)	**70**	**12**	**13**	**32**	**127**
%	**55**	**9**	**10**	**25**	**100**
Total interviewees	**82**		**45**		**127**
%	**65**		**35**		**100**
Interviews (1)	75	13	16	36	140
Interviews (2)*	74	13	15	36	138
Interviews (3)*	70	12	13	32	127
Total interviews (1) & (2) & (3)	257		148		405
%	64		37		100
Different training/suport activity/YWM interviews (3)****	54		35		89
%	61		39		100

* Two interviewees refused the 2nd interview; from that 10 interviewees refused the 3rd 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 only one appropriate project is available.

**** YWM = youth worker mobility

Gender interviews (3)	female	male	other	total
count	81	46	0	127
%	64	36	0	100

Age groups interviews (3)	20-29	30-39	40-49	50-59	other*	total	
count	54	46	15	6	5	126	**
%	43	37	12	5	4	100	

* other=younger than 20 years

** age from one person is missing

Occupational status interviews (3)*	full-time employed	part-time employed	freelancer	volunteer	other	total
count	71	6	5	35	16	133
%	53	5	4	26	12	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; The data was not available from each interviewee.

Experience interviews (3)*	newcomer	repeater	total
count	51	66	117
%	44	56	100

* Estimated scores rated by interviewers; The data was not available from each interviewee.

* Interviews (cancelled): LT

Table 6: Sample overview for interviews (1) & (2)

Survey period for interviews (1) & (2)

From November 2015 to January/May 2017

Interviews included in the statistic from 15* partners: AT, BE(FL), CZ, EE, GER, FR, FI, HU, IE, IT, LV, PL, RO, SI, TR

Activity types	TCA**		KA1 YWM***		total
	sending	hosting	sending	hosting	
Interviewees interviews (2)	**74**	**13**	**15**	**36**	**138**
%	**54**	**9**	**11**	**26**	**100**
Total interviewees	**87**		**51**		**138**
%	**63**		**37**		**100**
Interviews (1)	75	13	16	36	140
Interviews (2)*	74	13	15	36	138
Interviews (1) & (2)	149	26	31	72	278
%	54	9	11	26	100
Total interviews (1) & (2)	175		103		278
%	63		37		100
Different training/suport activity/YWM interviews (1)****	56		39		95
%	59		41		100

* Two interviewees 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 only one appropriate project is available.

**** YWM = youth worker mobility

Gender interviews (2)	female	male	other	total
count	88	50	0	138
%	64	36	0	100

Age groups interviews (2)	20-29	30-39	40-49	50-59	other	total
count	59	51	17	5	5	137
%	43	37	12	4	4	100

other=younger than 20 years

age from one person is missing

Occupational status interviews (2)	full-time employed	part-time employed	freelancer	volunteer	other	total
count	70	7	9	47	12	145
%	48	5	6	32	8	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; The data was not available from every interviewee.

Experience interviews (2)	newcomer	repeater	total
count	57	61	118
%	48	52	100

Estimated scores rated by interviewers; The data was not available from every interviewee.

* Interviews (cancelled): LT

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.

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

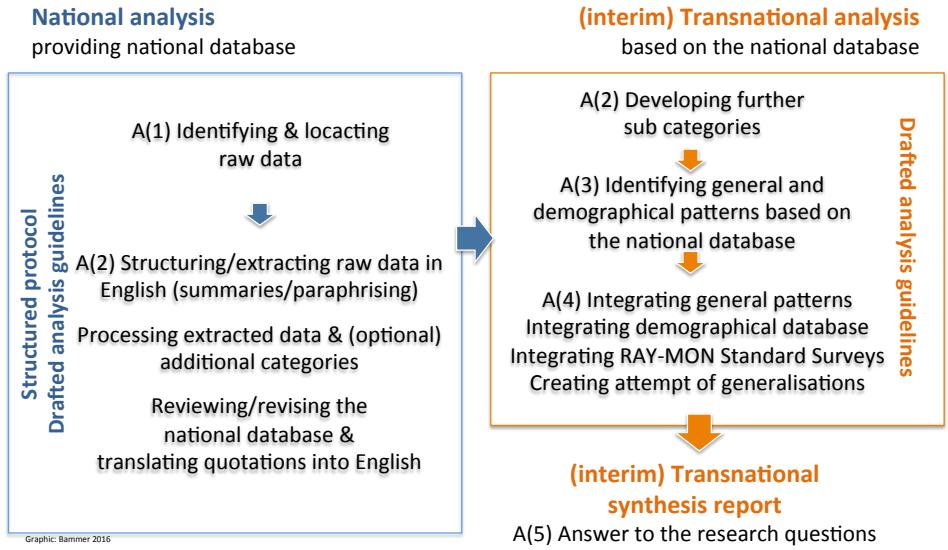
Analysis step (4)

- Integrating patterns

Analysis step (5)

- Answer to the research questions: theoretical explanation

Figure 9: Proposed analysis steps
[see Gläser & Laudel 2013; 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.

Some remarks in terms of the analysis approach for interview (3) have to be added. Generally speaking, the transnational analysis still remains the same between all three rounds of interviews. Thus, deductive and open coding techniques were implemented. Nevertheless, this defined analysis approach could not be implemented consistently because three project partners had difficulties to provide their national database inline with the action plan. As a result, some deviations of the analysis approach had to be implemented and should be taken into account.
First, two out of the three RAY-CAP project partners provided their national database of interviews (1) and (2) in the third round of interviews. Thus, this data could not be included in the transnational analysis of module (A) but was inserted in the final transnational analysis for module (B).
The third project partner added new national results from interviews (1) and (2) directly in the interim transnational analysis of module (A) as well as in the transnational report of module (A) and (B).

6 Appendix B – Executive Summaries of country reports

6.1 Executive Summary from Austria

Introduction

Persons/institutions involved in the qualitative study and national report

The research was conducted, in close cooperation with the project team (*Generation and Educational Science Institute*, Vienna) and with the support of the Austrian National Agency *Erasmus+ Youth in Action*, by Pier Paolo Pasqualoni (*University of Applied Sciences Tyrol*, Innsbruck).

Brief description of the interview data

A convenience sampling approach aimed at achieving maximum variation with regard to, on the one hand, relevant sociodemographic variables, individual interviewee's involvement in (European/international) youth work, organisational and professional backgrounds as well as thematic priorities and experiences and, on the other hand, the types of activities they participated in. Interviews were conducted with 12 participants who were resident in Austria and successfully applied for an *Erasmus+ Youth in Action* activity. Among the latter, 10 participants contributed their views and experiences approximately two months after and one year after attending the activity. Three interviewees participated to a TCA (sending) activity, four to a TCA (hosting) activity and three to an YWM (hosting) activity. Overall, the interviews include six training activities, three of which were attended by more than one interviewee.

Country specific questions and addressed topics

Out of the general research questions which were developed in the transnational project team and agreed upon in the RAY-CAP Working Group the following research questions have been selected to guide the present national analysis: How (if at all)

- do training and support activities within *Erasmus+ Youth in Action* (in particular in Key Action 1 and 2) contribute to competence development and professionalism of youth workers and youth leaders?
- are learning outcomes transferred into practice?
- do training and support activities within *Erasmus+ Youth in Action* contribute to the development of involved organisations?

Summary of conclusions

Expectations/motivation to attend the training/activity, focused on the personal level

The interviewees were generally very devoted to their work; participation in the activity was reported to have further contributed to previously high level of motivation. The reasons they give for participating in the training activity and their expectations encompass a wide range of motives which can be arranged along the Weberian dimensions of value-rational, instrumental, affective and traditional social action. Most interviewees did not feel they had to address any expectations of their organisation concerning their participation in the training activity, and no discrepancy was apparent by comparing personal expectations with what the organisation might have expected in those cases in which such expectations were articulated. Interviewees reported that the activity contributed to their commitment to further engage in the field of youth work or to get further involved in international work, with only a few exceptions.

(International/European) youth work competences and development/changes
Learning effects encompassing a wide range of knowledge, skills and attitudes were reported by the interviewees. Further evidence on how individual and path depended adult learning appears in this context could be collected and analysed by comparing the experiences reported by those interviewees who have been attending the same training activities.

Transfer of learning/training outcomes into practice/short-term effects on practice
The interviews contain a few examples of how some learning effects informed participant's practice, and brought about organisational change in their institutional environment. After attending the training activity, most interviewees were very excited about pursuing cooperation and determined to further develop collaborative project ideas. In those cases in which such collaboration and project plans did not exactly work out (for a variety of reasons), their initial excitement and motivation tended to dissolve. This raises the question whether follow up activities for those participants who agree on developing a project together could address or prevent that potential backlash.

The prevailing feature of diversity among the participants in each training group is highly valued by all participants, with the possible exception of the most experienced participants who sometimes point out on the repetitive character (in terms of content) and raise questions on the time efficacy of the training activity. Still, experienced participants continue to highly appreciate the training methods employed in the activities. The challenge ascribed to the heterogeneity in terms of experience, which is exclusively felt by experienced participants, could be addressed by providing material and reading assignments to prepare for activities and free face to face sessions from the pressure to transmit basic contents. Alternatively, special training formats capable of maximizing the efficacy of a training activity for a more advanced target group could be considered. While it might be worth to take into consideration to offer such specialized formats, this needs to be carefully balanced with the open access policy to training activities which presently seem to prevail, as less experienced participants typically point out how the contributions experienced youth workers are making in both non-formal and informal settings (breaks and free evenings) are considerably fostering their learning.

Future perspectives and outlook
At the time of the last interview series, several participants are not pursuing a career in the field of youth work or are not planning to devote all of their time to it at least. This is most evident among the students who are specialising in a wide range of subject areas with alternative, and in some cases quite promising, career opportunities. Such students are planning to continue to connect and contribute to youth work on a voluntary basis, when time allows, as some of them point out. Some evidence that this option may play out in the future came from a self-employed interviewee who is conducting a number of youth work projects as part of his voluntary engagement in an association he founded specifically for that purpose. Still, it needs to be mentioned that those interviewees who are self-employed in the youth field are seriously considering an exit option – i.e. to opt out of the youth field at all – if they ever will be offered an opportunity for secure employment. When asked about their future perspectives within international youth work, most interviewees claim that there were planning to continue to expand their experiences and attend further activities in the framework of *Erasmus+ Youth in Action*.

6.2 Executive Summary from Belgium (Flemish Community)

Introduction

This executive summary of the national report of Belgium (Flanders) is the result of a close collaboration by the Social Work department of the University College of West-Flanders and Jint VZW, the National Agency for Erasmus+ Youth in Action for Belgium (Flemish Community).

All participants included in this research took part in a training activity of E+ that took place between April-May 2016 and November-December 2016. The selection of participants in Belgium started later in time, resulting in a smaller number of participants, namely six. All participants have a bachelor or master degree and are professional youth workers. Four men and two women, who all participated for the first time in an international training activity, were included in the selection. Two worked for organisations participating regularly in training activities within the programme. Among the six respondents were experienced and inexperienced youth workers, their experience varying between eight months and thirteen years, their age between 25 and 43.

Three of them participated in a TCA, two in a training activity within KA1 and one within KA2. The training activities lasted between four and ten days. Two of those activities took place in Belgium, four in another country. The subject of the training activities varied and included inclusion, interculturality, digital media use, radicalization and starting a strategic partnership within Erasmus+.

Part two of the research took place four to seven months after the participants return, the third round between 11 to 13 months after their participation. In between part 1 and 2, one participant had changed job and was out of reach. In between part 1 and 2 another participant had seen her job role changed. This participant was of the view that, since part 2, no significant changes had taken place in order to be able to contribute to the research. Five interviews were completed in part 2, four interviews in part 3.

Summary of conclusions

Expectations and motivation for participating in the training/activity

The decision to participate is mostly an individual one, made in communication with the organisation and often based on the title and programme of the training activity. Only one participant was delegated by a working group and all participants were motivated by the content. A personal interest or issue, central to an organisation's functioning, encourages participation. One participant stated that a shared organisational need was her main drive. Participants had stated that, in addition to the content, also the methodical approach and learning opportunities were contributing factors in their decision process. The international aspect of the activity and the reputation of one of the activity providers were taken into account. Another participant's main motivation was of a political nature.

The participants expected their professional network, knowledge, competences and skills base to be further developed. The degree of expectation varied according to the subject of the training activity. Some participants hoped to develop new partnerships for projects and one participant hoped that sharing experiences would have a *"therapeutic"* impact. Others simply hoped to meet interesting people and to be inspired to develop new projects within their own organisation, not necessarily through an international cooperation.

The organisational expectations were much less detailed and included the expectation of receiving feedback from the training activity and organisational recommendations. The form of the feedback was straight forward, depending on the organisational preference: by writing a feedback report on the return home, during a staff meeting or during a "train the trainer" session. Most respondents expected to give feedback to colleagues in an informal manner. One organisation endeavoured that the training activity would be the instigator in reaching a new target group, another organisation expected the development of an increased inclusive organisational approach.

Overall impact and changes

The use of informal methods for the training activity were experienced as positive. Also non-formal methods of the training activity were evaluated favourably, although were considered less innovative. Respondents who had direct results of the training activity, such as an exchange or a new project tended to be more appreciative. Networking (regardless of how temporarily), meeting interesting people, being inspired by an example presented during the training activity and the development of knowledge, skills and competences were all mentioned as positive outcomes. Some participants welcomed offers to provide post-project assistance.

The respondents were disappointed when the training activity had not met their expectations. The content was described as too theoretical, too shallow or beside the point. Respondents experienced a lack of networking and too short-lived contacts. The post-project assistance was often limited to an inactive Facebook page. One respondent was disillusioned because of an incomplete programme and another respondent commented that staying in Belgium did not create as many intercultural learning opportunities as going abroad.

The main impact of the training activity is primarily situated at a personal level. It has resulted in newly acquired knowledge, skills or behaviour within the participant. The organisational impact is considered to be small or non-existent. A year after their participation, two organisations developed, or are in the process of developing, a new exchange as a direct result of the training activity. One of these organisations was inspired by an example from the training activity and developed a new project based upon this experience. This organisation also managed to set up a new cooperation with a local partner. The reasons for the limited impact were attributed to the characteristics of the organisations (too big to be impacted by a single individual, new priorities), the training activity (not profound enough and insufficiently critical of current policies) and the E+ programme (too administrative burdensome).

(International/European) youth work competencies and development/changes

Youth work competences, explicitly mentioned as being developed during the training activity, were mostly professional and intercultural competences. Most prominently were the increased knowledge of fundraising (in and out of E+), different approaches in European youth work, gathering and critically interpreting of new information, providing feedback and support to young people, adopting new learning tools and expressing a higher appreciation of the importance to assess and evaluate the impact of youth work. The ability to tolerate ambiguity was mentioned as an intercultural acquired competence. The first round of interviews testified that competences such as critical thinking, solidarity and an interest in social change were, together with professionals attitudes such as active listening, empathy and flexibility, already developed by the respondents. The training activity at most reinstated or enhanced these competences.

Transfer of learning/training outcomes into practice/effects on practice
There has been a limited transfer of the methods and acquired knowledge from the training activity into day to day practice and to colleagues. The transfer occurred occasionally and informally and was depended upon the initiative of the respondent. No feedback from colleagues was received and as such the respondents do not know if and how the transferred learning has been adopted. Reasons for this limited transfer were a change in role, a lack of opportunities to share the learning, the specificity of the training and rapidly changing social conditions which left the training obsolete.

Future perspectives and outlook
All four participants intended to remain working in the youth social care field at the end of round 3. By attending additional training, they wanted to "*become better*" in what they do. All participants identified new personal challenges. One person was fully committed to achieve the new goals of his organisation and another participant was selected for a research project to assess and evaluate an approach used in his organisation. He had become more aware of the importance of stating the impact of youth work. This is not the direct result of his participation in the training activity but more a consequence of the daily expertise he built up in the last year. Another respondent hoped to, one day, work for an international youth organisation and another respondent had the intention to become a trainer himself in Erasmus+ Youth in Action. This intention was a direct result of his realisation, during the training activity, that his own organisation has an unique and extensive expertise in the inclusion of young people with an immigration background.

The respondents made two suggestions towards training activities in the Erasmus+ Youth in Action programme. One respondent stressed the importance of managing the expectations of a training activity. A limited impact and unfulfilled expectations after investing time into the training activity, can put off participants and/or organisations. Another recommendation was made regarding the post-project assistance. Because of the limited transfer of learning, some participants suggested to share good practices. One person suggested to have a Skype meeting about transferring learning or a more active use of Facebook for sharing good transfer practices. Another person suggested to appoint a delegate to be responsible for nurturing professional contacts to ensure they sustain and become embedded across organisations.

Country-specific aspects or conclusions
During the interviews the participants formulated some significant future challenges for the youth sector in Belgium. A few participants fear that the opportunities of leisure activities for inner city youth are decreasing. Previous research in Belgium has shown that the supply of leisure activities in these areas have always been less than in other areas. There is another concern regarding policy options for radicalisation. Since the terror attacks in Paris in 2015 and in Brussels in 2016, Belgium has opted for a repressive approach. This approach can make it very challenging for youth workers to build up a trusting relationship between them and (some) young people. The element of trust is essential to the success of youth work.

6.3 Executive Summary from Czechia

Introduction

In the Czech Republic, the RAY CAP research has been conducted in a partnership between the Centre for International Cooperation in Education (Czech National Agency for E+/YiA Programme), and the research partner Ondřej Bárta (a freelance youth research professional). Sampling procedures have been conducted jointly by the CZ NA and the researcher, while the interviews and the following research process has been conducted by the researcher single-handedly.

All in all, 8 interviewees became part of the study (first half of 2016), with 7 of them also completing the second (second half of 2016) and third interviews (first half of 2017)[15]. Out of the 7 interviewees, there were 4 females and 3 males with 2 interviewees not directly connected to youth work as such and 5 interviewees working in the youth field; 3 of the interviewees worked for rather large youth work organisations (leisure time clubs, local and international youth work) in small to medium sized cities, 1 interviewee working in an NGO in a large city (local work, focusing on disabled young people), and 1 interviewee running an NGO in a large city (local youth work mostly, also involved in EVS). None of the interviewees came from migration background, the employment status was full time for all of the youth-field related interviewees and did not change during the course of the study, and 5 of the projects the interviewees attended were sending, 2 of them were hosting.

For the 2 interviewees who are not engaged in youth field, the motivation for attending trainings was purely a personal one; for the rest of the interviewees, the motivation ranged from a very professional and personal engagement in a given topic (the project on purpose selected for a particular reason, either a skills development, or finding future project partners, or other goals) to personal and professional engagement in youth work in general (attention to youth work as such, finding bits and pieces of information the interviewee did not know so far, but no specific goals prior to the project).

The duration of the projects was between 4 and 8 days, and the project types included TCA activities and KA1 projects. International interview templates were used with no country specific questions added.

Summary of conclusions

Expectations and motivation for participating in the training/activity

Main motivation of the participants in the Czech sample is always either on the professional or on the personal development level. It is the perceived need to experience different cultural contexts, to see their own work and life from other perspectives, and to enrich their professional and private lives. Among the professional reasons, networking, new methods in youth work (experiencing new methods in practice), but also an interest in particular topics are the most frequent ones. Some interviewees even express the general need to grow in the area of their professional lives: to simply become better youth and social workers. In this respect, the international dimension of the projects seems to be important in itself, as interviewees expressed explicitly the need to see how international projects work (to see them in motion), widen their knowledge and engage in international networking for the sake of future project planning when they come back home.

[15] The reasons for losing one of the interviewees are not very clear. The interviewee was informed and agreed to being contacted for further interviews but did not react to any of the attempts to contact them for the second interview, and therefore was not contacted for the third interview due to the gap in the data.

There are often other motivational factors, such as the personalities in the project teams (some trainers are well-known Europe-wide and their reputation precedes them; in particular areas there are trainers rather famous for well-done projects, etc.), location of the course (either in terms of an attractive place, or even in terms of a place in a country which would otherwise not have been a traveling destination for the participant; an opportunity to get to know new cultures also comes into this equation), and boosting motivation for one´s own youth work (some interviewees felt left behind and fighting their battles alone in an area no one cares about).

Overall impact and changes

There are many impacts and changes the projects had on the interviewed participants. First and foremost, there are impacts and changes in the area of professional life of the interviewees. Projects convey information on legal, financial and practical mechanisms of youth field in different cultural contexts (e.g. possibilities of Structured Dialogue implementation on the national level) as well as legal, financial and practical mechanisms of international youth field (funding options, cooperation practicalities, etc.). There are developments in youth work methods with new methods learned (e.g. energizers, simulations, games, etc.), but also in confidence to use these techniques in practice, and often also in widening the utilisation of the techniques the participants already knew. New experience in dealing with participants with special needs (e.g. social phobia, or physically handicapped participants) is transferred into the interviewees´ own youth work practice; the same is the case for crisis management during the projects (i.e. dealing with unexpected events, including medical emergencies, etc.). Development of particular topics occurs (e.g. public relations, impact measurement, virtual mobility, project application writing, etc.) not only in terms of coming back with new information or skills, but also in terms of coming back with the motivation, courage, and impetus to explore certain topics on one´s own. Project application writing skills can be strengthened not only in terms of direct experience (e.g. courses on project application writing in particular), but also in broadening the view of the participants on the topics of the grant schemes and how to work with them in the application management (e.g. moving from "getting through the minefield of project application" to "exploring opportunities of the grant scheme" attitude). Peer learning and examples of good as well as bad practice (i.e. mistakes to be avoided) even from within the same country (e.g. in case of several participants from the same country, but different regions) were appreciated by the interviewees.

Apart from these main impacts, personal development such as exploring one´s own ambitions, perceptions, having time for personal reflections (i.e. looking at one´s own life from a distance), creating friendships and informal ties between the participants (e.g. visiting each other after the project is over), or gaining knowledge of a country they would otherwise only hardly choose to visit all, contribute to the last but often mentioned impact: "positive charge" the participants are taking home from the project – enthusiasm and motivation to continue working in the field (meeting people from the same field) and to go for further projects in order to get enriched even more by meeting "inspirational people" at the projects.

International/European youth work competences and development/changes

All of the aforementioned impacts can also be applied to the area of international and European youth work. Moreover, expert vocabulary in English (e.g. in simultaneous translations; in writing project applications; in presentations; etc.), stronger ties between the youth work organisations across borders, stronger intercultural competence of the interviewees, or an improvement of the EU image all contribute specifically to the enhanced capacity of cross-border cooperation of the interviewees.

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

There are numerous effects of the learning outcomes in practice. Most notably, new EVS accreditations for the youth work organisations (either because of new knowledge, or because of motivation from the project) which result in the establishment of new organisation to organisation ties and strengthening of bonds with the Czech National Agency. As a result of the aforementioned developments, more volunteers are sent abroad as well as hosted. Moreover, new project applications are outlined and submitted (both for the E+/YiA and for other funding schemes; both on national and international levels) as a result of the project, and in some cases, an ongoing cooperation between the youth organisations develops even without additional funding.

Organisations as such seem to be affected as well, since new youth work methods became part of the regular youth activities within the home organisations, new skills are used for the benefit of the whole organisation (e.g. writing up projects and checking the applications for the colleagues, etc.), and information brought back from the project were also used across the whole organisation. Interviewees also mentioned more confidence in implementing projects and youth work activities as such (i.e. in using activities and methods) and in engaging in new international youth work project types (e.g. EVS, youth exchanges, etc.).

More traveling abroad in both personal and professional life including studies abroad are repeatedly mentioned as direct outcomes of the project participation as well (e.g. more confidence in oneself when traveling, wider knowledge on opportunities abroad, enthusiasm on intercultural environment, etc.).

Future perspectives and outlook

Interviewees are describing wishes to organize (more) international projects, to host and send volunteers, to widen the EVS activities of their organisations, and to continue working in the youth field in general. One can see how the "motivational boost" can play a role in these future plans and decisions. Some interviewees even mentioned starting up a cooperation with other sectors, such as formal education.

Conclusions

E+/YiA funded projects aiming at the development of youth workers have undeniable impacts on youth workers and their organisations in both strengthening the youth work on the local level (youth work competences) and in increasing the international capacities of the participants and their organisations (networking and international youth work competences).

Even though this is a very positive finding, dangers were identified during the interview analysis as well. Most notably, participant selection process of the E+/YiA funded project is of high importance: participants who are not engaged in the project programme or do not have the necessary professional background tend to have damaging impacts on the overall project perception by all participants.

6.4 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

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.

The 1st, 2nd and 3rd interview waves were carried out on the following dates:

- 18 participants were interviewed before core activities of a project commenced (from 19.02.2016 to 22.05.2016).
- 17 participants after they had participated in core activities of the project (from 06.05.2016 to 28.07.2016).
- 17 participants after one year they had participated in core activities of the project (from 14.03.2017 to 26.05.2017).

Summary of conclusions

Expectations and motivation for participating in the training/activity

The national report did not contain a section on expectations and motivation to attend the training/activity.

Overall impact and changes

Interviewees pointed out that after participation in the project, the perspective of working with youth, both in Estonia and internationally, changed. Experiences with other countries help to

understand the problems of youth in different countries and localities, to get a different view on situations and also find new approaches to situations and problems. It may lead to an understanding that performance of a concrete project depends on institutional, cultural and social environment of the project and it would be challenging to implement it successfully elsewhere, outside this concrete environment.
Participation in a project was an "eye-opener" for some interviewees regarding their language skills that – by comparing themselves to people from other countries, they understood that their level of English was rather good. This experience encouraged youth workers to communicate in English and participate in international youth work. For some, learning mobility was a motivating experience to develop English language skills further.
For few, participation in a training was a valuable experience in the sense that they learned how not to organise an international training. Some said they learned a lot of useful things how to organise such events.

(International/European) youth work competences and development/changes
Almost all interviewees mention that participation enhanced their communication skills and expanded their contact networks. Indeed, most of the interviewees said that they remembered people – other participants – most vividly and that interacting with them was an enriching experience. They meant both communicating with people from different cultural backgrounds as well as a working together in a team. According to interviewees, participation contributed to development of self-esteem, leadership, self-expression, negotiation and persuasion skills. Some acquired new teaching methods, effective group work methods, methods for involving people in debate and its control techniques.
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. 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".

Transfer of learning/training outcomes into practice/short-term effects on practice
A number of interviewees mentioned novel methodological approaches they had acquired during training. As examples of using new skills, new techniques of mobile youth work, cooperation with partners and youth work with NEETs were mentioned. Communicating with people from different cultural backgrounds as well as a working together with them in a team had contributed to development of self-esteem, leadership, self-expression, negotiation and persuasion skills, which they could immediately put to use. Some had acquired new teaching and group work methods as well as methods for involving people in debate, which also was immediately applicable.
From the perspective of organisations, making contacts with new people from other countries created and developed the potential to start new projects and partnerships. Many of the interviewees said that they had created a Facebook-group. These groups were used to distribute training materials and to disseminate information on new training courses and similar events. However, at the time of the third interview, most of the new contacts had not lead to new projects.

Future perspectives and outlook

Most of the participants noted that trainings gave 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. Expanded networks and new skills and competences hold a promise for future projects and events even though this potential had not been realised by the time of the third interview. On a concrete note, one of the interviewees said that the training nudged her to change her career – she decided to become a trainer herself.

Conclusions

Analysis of the three waves show that Estonian youth workers are to a significant degree similar to youth workers of other countries involved in this study. Altogether, participants saw that benefits of international learning mobility were manifold. Interviewees expressed an opinion that participation in a project had been a developmental experience, projects were viewed as learning environments generally. For many, project participation had been a self-assuring experience, they got more confidence in themselves, that they were doing the "right thing". Mobility gave them a different perspective to their work, and also a deeper understanding of the circumstances and developments in other countries. 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.

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.

6.5 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.

From the original 12 interviewees, two dropped out in the second round, and two dropped out in the third round, making a total of eight interviewees who were interviewed three times. Regardless of several contact attempts, some of the interviewees could not be contacted after the first or second interview. One could speculate that this is due to involuntary (e.g. non-permanent employment contracts) or voluntary (e.g. career prospects, personal situation) movement from one job to another, where contact details might have been fixed to their place of employment, or the interviewee was not interested in discussing their experience regarding a former employer.

The trainings consisted mainly of Transnational Cooperation Activities (TCA), but also KA1 Youth Worker Mobility (KA1-YWM) programmes. From the total of eight interviewees who were interviewed three times, only one attended a KA1-YWM, while the rest attended TCA programmes. The themes of the programmes included digital youth work, the European Voluntary Services, mentoring, and organising youth exchanges.

Summary of conclusions

Expectations and motivation for participating in the training/activity

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.
For most of the interviewees, international youth work was a relatively new area, which they hoped to make a new but integral part of their work. A few interviewees were familiar with EVS volunteers, and one interviewee was even part of an organisation that focuses on international youth work. Nevertheless, the vast majority of interviewees did not have prior international youth work experience, and were hoping to make bilateral or multilateral youth exchanges a part of their activities.
Most of the interviewees touched upon the fact that they wished to make new contacts from both Finland and abroad. A few of the interviewees even stated explicitly that they would be looking for cooperation partners for exchanges. Furthermore, the interviewees mentioned that they wanted practical information on international youth exchanges and how to organise them. On a more personal level, the interviewees looked forward to improving their English skills and meeting new people.

Overall impact and changes
Apparent in almost all of the interviews were the importance of the connections made during the training. Approximately half of the interviewees mentioned getting a lot of new information on Erasmus+ programmes as well as the practicalities of organising a youth exchange. Others found it more important to listen to and learn from others' experiences. By the third interview, it had become apparent to even those interviewees who had not yet utilised their contacts for the purposes of a project, that the contacts were also a good point of contact for advice even if it didn't involve working on a project together. A few of the interviewees mentioned the importance of the Finnish connections they had made, as the shorter distance had made it possible for them to cooperate at the national level.
The new contacts were most vital for the few interviewees who had actually started planning exchanges with the people they had met during the training. For these interviewees the training had changed their day-to-day working life and had made youth exchanges and international youth work a new vital part of their work. The importance of making the contacts and starting planning immediately were also highlighted by the third interview of one interviewee, who was now ready to start planning a youth exchange but had difficulty finding partners. Nevertheless, for all of the interviewees the experience had widened their perspective and inspired them to either think about or act upon the things they had learned at the training.

(International/European) youth work competences and development/changes
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.
Two of the interviewees explicitly mentioned gaining brand new perspectives to their work. One of these interviewees described this process through their work with EVS volunteers, and how a role-playing exercise at the training had changed their behaviour towards EVS volunteers. After the training and the exercise they felt they could better empathise with an EVS volunteer. The

other interviewee also specifically mentioned the power of role-playing at the training, and the fact that they had used these exercises in their work after the training took place.
Lastly, the third interviews seemed to show that the trainings acted as some sort of inspiration for most of the interviewees. The training was seen to act as a final push towards action for those who had started planning exchanges immediately after and even during the training, and for those who by the third interview had just started planning exchanges as something they could go back to for a source of inspiration, contacts and information. Even for those interviewees who at present were not planning new projects to do with international youth work, the training had opened their minds to different possibilities that they hoped to utilise in the future.

Transfer of learning/training outcomes into practice/effects on practice
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.
Based on the responses given by the interviewees the most transferable aspects of the trainings included tips on writing up applications, different sorts of grouping games and icebreakers, as well as concrete tools such as digital applications. Several of the respondents mentioned using some of the games or exercises from the training with the young people they work with. Two of the interviewees mentioned being introduced to new digital applications (e.g. mobile apps). One of these interviewees mentioned that these applications have become a daily part of the organisation's work, as mentioned in both the second and third interview.
Another concrete example of outcomes in practice was the writing up of a report regarding issues discussed at the training. One interviewee already mentioned the possibility of making use of some of the themes when writing up the organisation's next strategy, and by the third interview had written such a report for this exact purpose. The interviewee hoped that the style of writing would make the report an asset in future years even if they were no longer involved with the organisation.

Future perspectives and outlook
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.
On top of aspirations of either continuing with youth exchanges and/or developing them in the future, many of the interviewees also discussed their personal development as actors in the youth field. From the responses it was clear that all interviewees regarded trainings and education as an important if not necessary part of their work, and that a youth worker is never "finished". Nevertheless, many of the interviewees stressed being satisfied with their current situation, especially when asked whether they would be interested in working with youth in the fields of research or politics. Grass roots level youth work seemed to be almost a calling for all the interviewees.
As for their interest in living abroad, the interviewees were very much divided into those who were open to the idea as well as those who would not like to live abroad. Most of the interviewees were however open to attend further training abroad, given its applicability to their work. However, there was especially one interviewee who stood out in their wish to expand their model of youth work abroad as well.

Country-specific aspects or conclusions

- 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.

In the third interviews many of the interviewees mentioned the fact that Finland and Finnish youth work was of interest to many of the other participants of the trainings. A lot of the interviewees also felt it to be their duty to tell about youth work in Finland, including what is good about it as well as what can be improved upon. Furthermore, some of the interviewees mentioned that they gained perspective on Finnish youth work in general. A few specifically mentioned being grateful that they are paid to do youth work, while in many countries it is often done on a voluntary basis.
The way in which the training transferred to actual international activities seemed to be impacted by the support network available to the interviewees. This was especially apparent in those who felt they had a mandate from their colleagues or even city officials to start making international youth work a part of their work: these were the interviewees who came back either with half planned exchanges or at least an enthusiasm to start planning exchanges. In contrast, the few interviewees who either felt they were not listened to or just did not feel support from their working community were the ones who were less keen to start planning a youth exchange. Nevertheless, even the one interviewee who had had a relatively negative experience as to the applicability of the training to their work informed in the third interview that they were now planning a youth exchange.

6.6 Executive Summary from France

Introduction

Persons/institutions involved in the qualitative study and national report

French sample start the Module A with 36 participants,16 have taken part in a TCA training (14 in EU, 2 in France), 18 in a Key Action 1 (11 in EU and 7 in France) and 2 people were involved in a KA2 project.

For the 3rd interview, our new sample is made up of 10 women and 10 men, 2 people between 18 and 20 years old, 6 between 20 and 29 years old, 7 between 30 and 39 years old, 4 between 40 and 49 years old and 1 over 50 years old .
Eight of the persons interviewed in the 3rd interview took part in a key action 1 of training or seminar for meetings between youth workers. Twelve participants in an TCA seminar complete the sample. This slight difference is due to the presence previously of 12 people (aged 18-25 years) engaged in civic service or volunteering.
Eleven of the interviewees were "new comers" : it was their first European training of non-formal education for youth workers. Conversely, nine people already had experience, four of whom even had the status of "expert" due to their many experiences.
In terms of professional status, 14 people are employed, 10 in the youth sector. Three people are in training (formal education). Two people are looking for a job and one person is on parental leave.
For KA1 trainings, themes mentioned by the participants are: art and citizenship, non-violent communication and forum theater, relations cross-border Europeans, communication and sustainable development, exchange of practices between similar structures, support for youth initiatives, fighting against unemployment in Europe, organisation of European meetings of youth orchestras.

For the TCA, the themes of the trainings are: training for EVS mentors, Tool-Fair, improvement of communication skills (in English), exchange of practices (EVS), entrepreneurship for young people with fewer opportunities, fighting against radicalization, communication as a European trainer, the promotion of peace and conflict management, European citizenship in youth work, interculturality, development of advocacy and lobbying.

About participant's expectations, a division exists between those which are rather with professional aim with repercussions on the action of the youth worker, or rather with professional aim directed towards the professional development of the participant. But professional development does not exclude personal development. Indeed, these trainings are seen as resourceful and stimulating with meetings and rich in resources with the potential development of partner networks as well as to the tools, methods and themes addressed.
English is a significant expectation for the vast majority of participants to learn it better by immersion or to maintain the language skills necessary for the partnership.

On the organisational side, it was particularly interesting to see the diversity of participants's realities with the gap between the professionals who leave on their "vacations" and the young people (volunteers) sent to participate in a compulsory training chosen by their organisation.
One other gap is between "new-comers" and "experimented", the first one discovered non-formal education, multicultural group dynamic and maybe international mobility. Between "new-comers" a distinction is important between experimented youth workers but not with an international dimension and "new comer" in youth work in general. For the others, they are looking for a continuation of competences development.

Summary of conclusions

Overall impact and changes & Transfer of learning/training outcomes into practice/effects on practice

Coming from participant's discourses, they could see some effects on their training inspiration (methods, theoretical inputs, expert network), on their initiative to take the responsibility to disseminate this experience, on their involvement and on the improvement of the quality approach of youth work, on the recognition of their expertise to promote mobility and international youth work.

Focus on communication : Facebook is the tool mobilized to ensure the continuity of exchanges. Facebook page and messenger to chat is very participative during the 2nd interview. But it's completely fallen in the third interview. This tool excludes those who do not have Facebook (2 person in our sample). Contacts have become more and more distant and only episodic friendly contacts are mentioned.

Focus on partnership : few new partnerships were concretely concluded but less than participants thought during interview 2. One participant involved in a KA1 action with people already partners mentioned how their partnership was « reinforced". One participant presented as unexpected impact the development of her partnership with organisation coming from non-EU countries. For most of the participant, they mentioned "partnership impact" as inactive but potential network.

At personal level, one participant has developed professional and personal contacts with potential job opportunities. He also maintains the link with his old organisation.
The partnership is also between participants in France. A bad experience of cooperation / partnership can be an obstacle.

(International/European) youth work competences and development/changes

All trainings provide new methods for participant as an answer to their principal motivation. The panel of methods is : planification methods, energizers, facilitation of expression and group dynamic. Interviewees used these new methods during their own seminars and their daily youth work. Moreover, they are aware of this gain from their training.
Trainings offers time and space for reflexivity. Interviewees explained how trainings are for them the opportunity to think about their practice by being "far away" from their office, by comparison with peers and by thinking process with new perspective coming from training inputs connected with the thematic. They mentioned distanciation between their action and values and practice analysis process. This reflexivity is one of the condition of a successful competence's transfer. Connected with this reflexivity process, interviewees mentioned clearly how peers learning is valuable. Also reflexivity process facilitates the projection of competence's transfer. Soft skills are developed during and after these training. Participants mentioned adaptation to the group, to different methods and to a complex environment and non-formal education. Communication is identified for presentation in front of a group, for meeting new people (able to do the first step), for organizing ideas to make it clear for others and for facilitating free expression from others. Active listening and Empathy is presented as a soft skill to express: paying really attention to others, interest to understand other realities and perspectives, facilitation method to listen others. Positivity is mentioned too to focus on results recognition.
Intercultural competence is identified as soft-skill because they transferred it in different environment (with young people, with multicultural group, with politicians…). However, their definition of interculturality shows different level of understanding.

About international youth work competences, professional dimension is focused on methods transfer, intercultural dimension expressed capacities and interest to work with diversity as soft skill and political dimension means for them a better understanding of policies because they learnt different perspectives with other national policy and also European level.

Future perspectives and outlook

Short term:

Two participants doing a national civic service want to be more involved at european level and project to do an EVS. Few participants mentionned their desire to travel and to do a personal mobility. One of the interviewee organize her Latina America trip to visit alternative school. Also some mentionned their desire to improve one language.

About training, they develop and continue a strategy to continue to participate at some training to increase their competences and to meet some European potential partners.

Youth workers want to develop more European project connected with their new learnings (new action in E+, about the topic).

Long term :

Many people are in a transition period in their career and dealing with professionalization/evolution, age has a certain influence especially for those entering to the job market. But the structural precariousness of youth work is visible in the trajectories of the people interviewed.

- So some participants are looking for a new job as a promotion or because their short-term contract is over.
- Some of the participant are back to school to continue their formal education. Their professional projects diverge from international youth work but with some explanation made by individuals: humanitarian worker, in the administration of the European institutions, sport coach.
- In a different case, some participants continue their job even if they are not satisfied anymore.

These realities underline the dominating precarity in the youth work field in France

Because to be a youth worker means a vocational implication, all the participants want to be involved in the sector as professional or as volunteer. Convergence towards the commitment of most participants demonstrates the vocational aspect

Many are intended to be international trainers, the training is experienced with a dual objective of learner participant and learner observer.

The trip is mentioned for many with an intercultural motivation as a tourist or European volunteer or a motivation related to the involvement in relation to personal development by a trip / study visit or volunteering international.

6.7 Executive Summary from Germany

Introduction

IKAB e.V. (Dr Hendrik Otten) was responsible for the implementation of this RAY study in Germany on behalf of the German National Agency (NA) for the Erasmus+ Youth in Action program JUGEND für Europa and produced also the national report. The NA was actively involved in attracting participants of TCA activities and in addressing potential participants of YWM projects. Colleagues of the NA supported the whole study process, in particular by providing feedback when writing the interim and final report. The study results were presented and discussed at the National Advisory Board of the German Federal Youth Ministry for Erasmus+ Youth in Action in March 2018.

In total 47 interviews were conducted: 17 during first round, 16 during second round and 14 during third round. Sixty-eight % were TCA participants and 32% YWM participants, 58% female and 42% male. With the exception of one, all interviews were face-to-face and digitally recorded. Thirty interviews with the same participants were transcribed (templates) for the Transnational Analysis.

Explanation with regard to different number of interviewees over the three rounds of interviews: One person disappeared and was no longer accessible for the second interview. Concerning the third interview, two persons were not included anymore because they would not have been able to contribute to the specific purposes of that round.

Description of participants' profile when starting the first interview.
Four out of 17 were part-time or full-time employed and they were involved in various European/international youth work. Two were experienced freelancers with an ongoing mandate for European youth work on behalf of an organisation. One person was an independent entrepreneur with high commitment for youth work ranging from local to European level. Ten students at the time of preparing their Bachelor or Master and all with some commitment in different youth work activities, mostly on local level but usually without experiences in planning and running European projects. Six out of 17 were people with a migration background.

Summary of conclusions

Expectations and motivation for participating in the training/activity

As a general conclusion: The underlying motivations to take part in a TCA or YWM project remained mostly very general. To get information, to make new contacts and to learn from others' experiences are the most formulated ones. Only those who were involved in European youth work as professionals expressed a direct and concrete interest such as preparing a Strategic Partnership project, to learn more about a DEOR strategy or to get to know all about Erasmus+ application procedure. Most of the students formulated specific individual motivations such as to do themselves good, to develop on a personal level or to get some orientations, new ideas and new contacts for their further professional life.

The motivation to improve individual qualifications was a major reason for the decision to participate in the activities. All questions concerning concrete expectations did not really differ from what the interviewees had said about motivations.

To keep an eye on: There is an increasing number of students developing an interest in European youth work as a potential professional perspective due to their voluntary commitment in youth work and due to very satisfying experiences as participant in European training projects (frequently repeaters). This new interest generally has nothing to do with their major fields of study. It is to be assumed that the number of potential lateral entrants ("Quereinsteiger" – people

who come from completely different sectors or background)) will increase and TCA and YWM projects may play an important role in this process.

Overall impact and changes

No major changes with regard to professional and organisational background of those being involved in European youth work as professionals or freelancers. However, they report new, more and bigger European youth work projects (E+: YIA) in general.

Only some students attended further TCA or YWM projects after the second interview. One of them got a fulltime job shortly after the third interview in a structure funding and supporting bilateral youth exchanges. One person set up an own organisation for cultural community and European / international youth work with young people with fewer opportunities; another one is actually looking for an employment in the field of European and international youth work.

Participants' assessment during interviews round two is more or less unison: With one exception, all interviewees recommend others to participate in such European training and supporting activities. They generally considered the applied methods and course didactic as suitable to improve their own learning, to give new knowledge and to make new experiences happening. The expectations of the professionals were fulfilled: They got out what they needed and thus they could further develop their field of European youth work successfully (more applications accepted, more projects, new networking etc.) as they confirmed during the third interviews. The clear majority of the students report and reconfirm that following their individual assessment, the participation in a TCA or YWM project has initiated learning processes and personal development being relevant in terms of their individual biographical development. It is not the single activity as such encouraging these processes. Rather the manifold emotional and cognitive stimuli of the training initiated learning and reflecting processes and led to changes or confirmation of their initial career and life plans.

European/International youth work competences

Views about principles of pedagogical action, about competences and professional youth work standards in the field of European youth work were difficult to get and to discuss because the majority of the interviewees had no experiences with educational work in such projects under their own responsibility.

Only some few professionals had clear ideas and visions regarding "golden standards", professional requirements and necessary qualifications. Nevertheless, all interviewees shared some basic assumptions concerning aims and objectives of youth work in general such as youth work to foster inclusion and personal and social development, to strengthen democratic behavior, social justice and civic engagement and thus to contribute to creating an open democratic civil society. The discussions during the interviews about these assumptions often initiated reflecting on individual performance in a broader sense. All interviewees consider social and communicative competence as the key competence for youth work. Only those with respective personal experiences mention special skills, knowledge and competences for European youth work such as empathy or initiating intercultural learning.

When discussing during the second and third interviews what participants think to have concretely learnt in terms of competence development, it is rather impossible to identify training effects specifically and individually and to match these effects to particular elements of TCA courses or YWM activities. Generally, participants assess the outcomes nonspecifically as a mixture of being partly professional and partly personal relevant. Nevertheless, it is justified to take the participants' assessment serious because all were able to identify and to describe, partly in detail, results from their participation – positive findings as well negative ones.

As a conclusion: Considering the profile of the majority of participants and in light of frequent lacking of professional experiences with European youth work, it is not unexpected that the

learning outcomes of participating in TCA and YWM projects are clearly higher concerning personal development than professional development. Only those working regularly with European and international projects focus on aspects of professional development but limited to new and better knowledge in line with their expectations. Almost all students made detailed statements on their personal development but including also formulations such as "got personally relevant new insights" and new contacts being useful for next steps towards future life.

Transfer of learning / effects on practice
Again in line with participants' profiles and professional background: The study could only identify outcomes concerning daily work with those being professionally involved in European youth work. These effects are reported as most recent developments are. Some short further comments on particular effects to complete the summary.
Acceptance and recognition of **Youthpass** as a suitable tool for reflecting and assessing extended learning processes, personal development and individual competence development increased over the last year in the field of non-formal education. Need for action seems to exist when the question is what has to be done in order that Youthpass gets a higher recognition in the field of formal education and in work environments.

How TCA and YWM contribute to creating a kind of **European awareness** and to increasing engagement with **European values**?
Without generalizing and only referring to this study sample, it has to be noted that discussing European issues such as actual challenges (young refugees) strengthening human rights and European values was not a principle of official program realization. Nevertheless, all interviewees share an awareness concerning the need of having a normative frame for youth work. Human rights and/or European values are such an important frame of reference, which has become clearer since their first participation in TCA or YWM.

Finally, **TCA and YWM** projects both **foster core competences** of the participants. Almost all activities have the same high quality and the clear majority of trainers in TCA and YWM received high recognition and thus encouraged participants to follow suit.

6.8 Executive Summary from Hungary

Introduction

The study aims to explore processes, outcomes and impact of training activities for youth workers and youth leaders in Erasmus+ Youth in Action, in particular training activities funded within Key Action 1 (Youth Worker Mobility), Key Action 2, Transnational Cooperation Activities (TCA) and other support mechanisms for the development and implementation of Erasmus+ Youth in Action projects.
The study aims to explore how these activities contribute to the competence development of youth workers and youth leaders, how they contribute to youth work practice, and how they affect the organisations involved in Erasmus+ Youth in Action.

This should lead to a better understanding of the systemic impact of training and support activities within Erasmus+ Youth in Action. Furthermore, the study should also contribute to the quality development and strategic planning of Transnational Cooperation Activities (TCA) within Erasmus+ Youth in Action.

This Research Summary describes the most important findings of the Hungarian interviews.

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 Public Foundation.

The research consists of the semi-structured interviews (15-20 open-ended questions) with Erasmus+ projects' participants made in three specific moments: shortly before the training, two month after and one year after the training.

20 interviews were conducted in Hungary (10 interviewees, 2 interviews / interviewee) in the first two rounds of research and 7 in the third round (3 persons didn't respond to our request) making the total number of the interviews 27. Seven interviewees were ready to answer our questions in all the three rounds, and with 3 persons we met twice.

The timeline of the interviews:

First round:	01/11/2015 - 01/05/2016
Second round:	01/01/2016 - 01/08/2016
Third round:	01/11/2016 - 01/06/2017

23 interviews were taken face-to-face and 4 were conducted online by using skype.

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 during the training at different points in their careers?

The main demographic and professional characteristics of the 10 interviewees:

	Gender	Age at the time of the 1st int.	Professional experiences at the time of the 1st int.	Organisation	Program
1	female	38	more than 3 years	sending	TCA
2	female	40	more than 3 years	sending	TCA
3	female	49	1-3 years	sending	TCA
4	male	23	less than 1 year	sending	TCA
5	female	30	1-3 years	sending	TCA
6	female	24	1-3 years	sending	TCA
7	female	34	less than 1 year	hosting	YWM
8*	female	31	more than 3 years	hosting	TCA
9*	female	28	more than 3 years	sending	TCA
10*	male	23	more than 3 years	hosting	YWM

*Interviewees that participated in only the first two rounds

In the original sample, seven of the interviewees were volunteers at the sending or hosting organisation, two of them were full-time employees at their sending organisation and one participant was not involved in the organisation's work in any way (the interviewee was invited by a friend working for the hosting organisation).

In line with the features of the Erasmus + programme, the professional background of the participants also showed a diverse profile: some of them did not have any professional backgrounds related to youth work and some of them already had many years of experience. Age and professional background were not closely related. This fact is 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 recently joined a student youth organisation 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 experience in project management from other fields but lack comprehensive or deeper professional knowledge of the youth field. One person had experience in community organisation (scouting). One participant spent one year in a youth centre in the framework 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 one under the age of 25. Of the four, one person worked full-time as a community organiser in the youth field, two persons managed their own youth organisations, and one person had seven years' experience in a youth organisation, where they worked as a volunteer (peer counsellor and community organiser). One of them was an active member of several youth organisations, had participated in many youth programs, exchanges and trainings. Two of them noted that this is the ending phase of their career.

Summary of conclusions

Expectations/motivation to attend the training/activity, focused on the personal level

0-1 years of professional experience:

For both participants, the primary motivation was to acquire professional knowledge. The participant working as a teacher wanted to experience non-formal learning by herself.

The program was a useful 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 integrate the newly acquired knowledge into their daily work. One of them has established specific professional co-operation as well, 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 kept in touch 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 integrate into their own work. The most important results were the professional reinforcement and the personal development (communication skills, active participation and leaving their 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, one participant sought specific professional solutions to the issue of integration, and the fourth person took part in order to prepare for a project. All of them were satisfied with the training, the only negative remark was about the lack of more concrete examples and their analyses. According to their feedback, they have not only expanded their professional relationships but have also established partnerships and collaborations.

Overall impact and changes

Most of the participants positively evaluated the projects after one year, though the emphasis had changed during the last interview.

In the second round of interviews, the participants listed the following benefits:

- intercultural learning: meeting other cultures and professionals from other countries
- personal development in a new situation, being out of the comfort zone: the professionals become participants
- professional feedback, recognition of their professional knowledge and practice
- finding new motivation for the day to day activities
- getting to know new trends in youth work
- professional networking, friendships
- cooperation possibilities
- project ideas

In the third round of interviews, most of the participants still had positive memories of the training, but the importance was re-evaluated for the following reasons:

1. There was usually no follow-up after the end of the project, so some of the participants were frustrated, which somehow contradicted the message of the activity.
2. The network of participants became a genuine professional relationship where active co-operation was possible, otherwise communication was typically interrupted.
3. Successful dissemination may be a continuation of the programs, but the transfer of newly acquired knowledge most of the cases didn't happen due to organisational culture, lack of interest or lack of time. This also influenced the general feelings of the activity.

So the overall opinion after one year was formulated mostly by the participants' current professional situation and depended on whether the participants could directly use their new knowledge, competences. Besides, the participants attributed an important role to the mood of the trainings, to the tolerance and openness experienced there.

Overall negative opinion occurred only in two cases, and it was related to their negative organisational environment, which didn't make it possible to put their competences into practice so the acquired knowledge was less valuable.

(International/European) youth work competences and development/changes

Changes attributable to the Erasmus+ training activity in the participants' professional life:

- Two participants have been able to develop active co-operation with other participants and have submitted successful applications;
- One participant's professional work and attitude has been completely transformed by the training's approach;
- One participant could integrate the acquired knowledge into her daily professional work transforming the methods used during EVS mentoring.

At the same time, there are soft skills that have improved even though the training didn't have a professional follow-up. These skills include attitudes, communication and decision-making methods (e.g. flexibility, active attentiveness, openness, intercultural sensitivity) experienced during the course of the training, which can change professional and social relations in a positive direction. Even after one year, each participant mentioned some experiences related to self-development.

The fact, that people from different countries, with different backgrounds and personality, with different professional experiences meet and work together could generate changes:

1. The training has increased the chances of organizing international activities in the future, not only through partnership building, but also 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 also clearly show the need to get acquainted with the experience of other professionals.
3. Discussions with other professionals played an important role in the participants' reflection on their own careers. Throughout the trainings, every participant received feedback on their professional career, competences or what professional knowledge they still needed. They also had the chance to take a look at other career paths.
4. Reflection on the social competences of the participants, their social skills like conflict management or their operation in a foreign environment also contributed to the participants' knowledge development.

Transfer of learning/training outcomes into practice/effects on practice
While the motivations and expectations regarding the projects were connected to the individuals' professional background and personal circumstances, the actual professional benefits depended more on the organisation (their organisational culture and attitudes towards innovations or their projects and application strategies). The importance of the organisational culture is also reflected in the dissemination activities and the experiences of the interviewees. The dissemination was almost in every case formal and indirect, which was treated as an obligation and not real sharing.

- Only two participants shared that their newly acquired competences, knowledge and resources were incorporated into the organisational know-how and new projects were created owing to the training. However, in both cases, the participants were in a decision-making position.
- For two other participants, the new knowledge was not directly utilized at organisational level, but enriched the life of the organisation through their own work.
- For three interviewees, the competences and knowledge gained in the training could not be utilized in their day-to-day work as their organisation had a different profile.

Future perspectives and outlook
Four of seven participants felt that they had gained an important professional and moral support from the Erasmus+ activity. All of the seven persons interviewed were motivated to apply for another Erasmus+ activity / grant.

Country-specific aspects or conclusions
Erasmus+ projects play a fundamental and unique role in the professional development of Hungarian youth workers. Based on the interviews, these activities are the most important international professional development opportunities, one of the main sources of the current international trends and issues in youth field. These occasions play an important role in supporting professional identity as well. Erasmus+ activities also contribute to the participants' personal development by giving them opportunities to try out new situations.
However, it seems that the opportunities given by these activities are not yet fully exploited by the Hungarian organisations, and the acquired knowledge is rarely integrated into the organisational know-how. Additionally, it would be very important to have a much more conscious follow-up after the activities, which would help maintain the level of professional motivation gained during the training.

6.9 Executive Summary from Ireland

Introduction

Based on the number of Erasmus + events involving Irish participants and the timing of the commencement of data collection, it was decided by the researcher in consultation with the National Agency to aim for a final figure 6-7 research participants, reflecting a mix insofar as possible within a small sample regarding:

- TCA/YWM activities
- Sending/hosting
- Gender
- Age
- Rural/urban location
- Size of organisation

The final sample size for Rounds 1 and 2 of the interviews was 6 (1 TCA, 5 YWM; 3 sending, 3 hosting; 4 female, 1 male; age range 28-53) with one respondent (male, age 35, sending) [Interviewee F] leaving his workplace during the following year and becoming non-contactable for Round 3. One other participant (female, 28, sending) [Interviewee E] changed employment from a regional youth service job to a social care position supporting young people with disabilities and special educational needs, while a third (male, 44, hosting) [Interviewee B] was on a year's sabbatical leave at the time of the final interview but with the intention of returning to his organisation.

Summary of conclusions

Expectations/motivation to attend the training/activity, focused on the personal level

Confidence building, communication skills, personal challenge, opportunities for new experiences.

New skills, methods, techniques for (international) youth work; learning from peers and from educators with specialist expertise.

Building relationships and networks with other professionals and organisations with shared objectives and interests; also making contacts with other youth workers and organisation from diverse backgrounds; developing strategic quality partnerships at organisational level.

Learn more about Europe, and about youth work and youth issues in a European context (rural youth, mental health, creativity); learn about relevant EU policy and actions (e.g. European Training Strategy).

Overall impact and changes

Confidence building at the personal level.

Learning about 'presenting to an international audience'.

International and intercultural experience, both at an introductory level ('I haven't mixed with any other cultures before') and more advanced ('I'd like to build on the knowledge I've gained

through previous Erasmus Plus exchange'); learning to respect diversity and difference and to use these as learning possibilities.

Exploration of European identity(ies) ('A lot of our young people don't really see themselves as European citizens and working internationally gives you a huge opportunity for that').

Learning about human rights and social justice issues in a European and global context ('It has enhanced my sense of global citizenship').

Learning about the relationship between formal, non-formal and informal learning and education.

Resultant opportunity to take on new and greater responsibilities within home organisation.

(International/European) youth work competences and development/changes
New insights into youth work skills (centre-based and street-based, with diverse groups of young people – urban, rural, diverse cultures), youth unemployment, social and economic inequality, policing and youth, young migrants and refugees.
Application of equality and diversity principles in running training events ('It was around Ramadan for example…and everybody was very respectful to each other's culture and background…'; 'The trainers did a good job of ensuring that everyone felt comfortable and there were no issues relating to individuals' cultures, backgrounds, religions, sexuality and so on.')

Valuable opportunity to compare approaches to inter-agency partnerships; different understandings of who youth workers' key partners are.

Comparison of different approaches across Europe to the relationship between the state and the NGO/"voluntary" sector in the development of youth policy and the provision/practice of youth work (in some countries there is a "fear of government influence"; in others it is welcomed).

Comparative learning about national and regional structures regarding policy-making, funding, monitoring and evaluating youth work.

Different approaches to child protection issues in youth work and implications for practitioners (e.g. street workers in some countries went onto the streets alone; in other countries at least two would be required).

Learning about the need to ensure that 'once-off' or 'standalone' youth work training events have realistic schedules and allow sufficient time to explore complex issues ('Sometimes it felt rushed…it didn't delve into the deeper issues.')

Learning about the importance of planning ('The workload and planning was very evident…the trainers had taken a lot of time to consider the connectivity between the different elements.')

Participants witnessed some excellent examples of co-facilitation in practice; and some were given the opportunity to practice facilitation as part of the training.

The establishment of relationships even just between two individuals through a training course/event can have lasting benefits in terms of development and exchange ('That's all you really need, one strong and committed youth worker in one place and one in another.')

Participation in an international training event or seminar enabled youth workers to offer more useful and relevant support and advice to colleagues in their own organisations who subsequently participated in exchange.

Transfer of learning/training outcomes into practice/effects on practice
Direct transferability/application of activities from the training event into "home" organisational programmes and practice, for example in relation to arts and creative activities, outdoor education, group facilitation and communication, programme planning and evaluation. ('We're still using those ideas and activities more than a year later.')

Recognition of the importance of training reflecting its location and cultural context ('because otherwise you could be anywhere in the world or anywhere in Europe').

Learning regarding the importance of directly involving young people in youth sector training events ('we never actually met any young people, it was very much here are the workers, here are the [adult] volunteers').

Several examples of successful networking arising from the training event ('The organisers set up a Facebook page which means that we are all keeping in touch'); also examples of online support by peers and by trainers. In some cases there was regular contact between some training course participants a year after the event.

In one case the physical environment, decor and 'aesthetic' of the organisation had changed because of the participants' learning from the training event.

Future perspectives and outlook
Enhanced awareness of opportunities at European level ('I would now be encouraging my organisation to look to Europe).

After the Erasmus Plus event, one participant took a sabbatical from his job in the formal education sector to pursue his non-formal and artistic ambitions and aspirations.

Participation led to an enhanced focus on providing opportunities for 'mixed ability' participation in training and education, formal and non-formal.

One organisation identified the possibility of implementing intercultural learning within the island of Ireland, on a north-south basis.

It was strongly recommended by two participants who had taken part in the same event (one an experienced staff member, one a volunteer) that such an opportunity for 'paired participation' should be made available more often.

Feedback on follow up to the training events was mixed. In some cases participants stayed in touch and trainers also followed to check on progress/implementation and support needs. In others 'there was no real follow up'.

Country-specific aspects or conclusions
When asked about the 'gold standards' they would use when planning and implementing projects and exchanges, three of the six Irish interviewees mentioned the National Quality Standards Framework, which is a Ministry-sponsored framework of standards for youth work

services that have to be complied with by all youth organisations in receipt of public funding. There were also several mentions of 'child protection' standards and procedures which, under law, have to be complied with by all organisations involved in youth work and youth exchange.

Mention was made by respondents of their learning about how different the Irish state's role in youth work is compared with the situation in some other European countries, and how it seemed that youth workers from some other countries would not welcome the proactive role that the state has here, or might even be suspicious of it. This point has both policy-related and historical/cultural dimensions.

6.10 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, Giovanni Barrella, Nadia Crescenzo

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). For Module A, 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.

Any changes of the interview sample between interviews 1, 2 and 3

For module B, they have been interviewed 7 of the 10 participants interviewed for module A: 4 males and 3 females; 6 were involved in activities founded within the TCA, 1 in the YWM. Three participants, originally involved in the sample, did not take part in module B for specific and different reasons, one related to family urgencies; another one due to a change in professional life and the last one just never replied to the requests from the National Agency.

Summary of conclusions

Expectations and motivation for participating in the training/activity

The interviews highlight how the Italian youth workers mainly participate in international mobility initiatives for two reasons: to acquire or increase new methodological, organisational 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 organisations 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.

Overall impact and changes

The interviewees clearly show that through the involvement in European programmes, Italian participants have acquired a growing awareness of being part of the youth workers community, and thus of the relevance of the competences they already possess, as well as of the need of improving them.

In this respect, the main impact of the mobility emerges in connection with the methodological, knowledge and practical dimensions. The interviews administrated during module B show that, during the activities in which Italian participants were involved, they achieved, in first instance, new methodologies that, in several cases, they now declare to be able to implement in the projects they develop in the organisations to which they belong. The interviewees also state that they have acquired a growing awareness about the non-formal education sector, the specific topics addressed during the projects, as well as new practices shared with the other organisations involved in the projects. More in general, the participants seem to have gained through the projects in which they were involved a great level of reflexivity.

Not least, it is also worth noting a greater consciousness of being European citizens achieved by interviewed participants, thus adding new values to their European identity.

(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. In this respect, the Italian participants seem to be aware of the need to improve and strengthen their own linguistic competences in order to fully participate to the wider international youth workers community.

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/effects on practice

The participants emphasize the challenges which characterized the possibility to use in the national labour market the competences acquired within the Programme.

At the same time, it still seems critical the ability of organisations to learn from it: participants pointed out that their organisations have been often unable to recognize and value the competences acquired during the activities,

and to incorporate the know-how gained through the TCA or YWM into the everyday life contexts and in the implementation of their own new projects.

However, it is worth noting that the Programme works in terms of competence development at an individual level. The interviewees highlighted, indeed, the value attributed to the possibility of dealing and interacting with experts, organisations 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.

This is also supported by the fact that, after one year from the end of the activities, all respondents declare to have established contacts with organisations met during the activities. At the same time, they wish to undertake new formative processes within the European framework of youth policies. Not least, it is worth noting that three respondents out of the seven

interviewed, at the moment of the last interview, were abroad: this also supports the idea that the participation in these activities strongly favours new mobility, thus producing a virtuous circle.

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.

However, after one year from the end of the activities, the interviewees seem being concerned about their future in the field, because the precariousness of it increase the uncertainties already experienced in their own professional, familiar and biographical trajectories.

Country-specific aspects or conclusions

European programmes have constituted and constitute an important context in which getting in touch with a stimulating international environment, different educational methods, and above all with the international community of youth workers: it, thus, become a vital 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.

6.11 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.

Any changes of the interview sample between interviews 1, 2 and 3
All 12 interviewees participated in interviews 1, 2 and 3.

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 and motivation for participating in the training/activity
As the main reasons for participation in the training, interviewees mentioned 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.

Overall impact and changes
After the participation in the projects activities, most of the interviewees remained working in the youth field, just few interviewees changed their working sphere due to more beneficial job offers, or due to personal reasons.
Even after one year passing the training, the interviewees acknowledge the value of the obtained knowledge and skills and benefits they have obtained for delivering qualitative youth work, e.g., new methods for co-working, event organisation and moderation, specific knowledge useful for youth work, communication and language skills, etc.

(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.
When analysing the benefits of the training, several interviewees also acknowledged that during the training their communication skills within the international environment were improved.
Interviewees mentioned that would like to continue raise their professional capacities in youth field, particularly working on their mentoring skills, leadership, and would like to seek for better ways how to positively impact young people.

Transfer of learning/training outcomes into practice/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.

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, but after the time passed no formal partnership has been established. Yet non-formal, private communication is present with other participants of the project activities interviewees have participated. This non-formal communicate is done mostly using social media tools – for example, Facebook groups where participants share interesting and useful information relevant for youth work.
As regards the change in the work of their institution 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.

Rarely interviewees mentioned some particular future perspectives different than staying working in youth field and developing their competences to deliver qualitative youth work.

Country-specific aspects or conclusions
Nothing particular appears as country-specific within the analyses of the interviews.

6.12 Executive Summary from Poland

Introduction

Persons/institutions involved in the qualitative study and national report
Foundation for the Development of the Education System, Mateusz Jeżowski

Brief description of the interview data (national data)
Interviewees' profiles
In total 10 interviewees took part in all three rounds of interviews. The interviewees were selected taking into consideration project start and end dates that were set in the research methodology. The sample also tried to establish a balance between sending and hosting activities.
Most of the interviewees are experienced or relatively experienced youth workers (meaning that they have organised themselves or participated in more than 3 trainings/projects, national or international). Most of them have also relatively significant experience on the international level, however for two of them the project in question was the first international professional experience.
They are mainly permanently employed at their organisations (NGOs or local cultural centres). Two of them combine a full time job elsewhere with an NGO activity after work.
Their main thematic focus depended highly on the projects sampled to take part in the interview and included: work with rural youth, street work, handicraft and simulation games for young people. In all of the cases, the theme of the project was highly relevant to interviewees everyday work.

Trainings'/activities' profiles
The projects have been selected taking into consideration project start and end dates that were set in the research methodology. The sample also tried to establish a balance between sending and hosting activities. The trainings/activities lasted from 3 to 5 days and in the opinion of almost all of the interviewees it was a sufficient time. Only one interviewee claimed that he wished to organise a 6 day training, however the National Agency cut it to only 4 days and a half, which in his opinion was not sufficient.

Any changes of the interview sample between interviews 1, 2 and 3
One interviewee was "lost" between interview 1 and 2. The reason for it was that the interviewee finally did not take part in the project, so couldn't answer the questions in the interview 2.

Country specific questions and addressed topics
Some of the interviewees were somehow surprised to be taking part in the interview number 3. They expressed a feeling that they had already answered similar questions in the interview 2 and found it difficult to see the point to answer them once again during the interview 3. This resulted in a shorter interviews 3 comparing to 2.

In general, the international trainings were considered by the interviewees a very interesting and valuable experience, given the fact that they observed some reluctance especially among older employees of their institutions towards international activities.

Summary of conclusions

Expectations and motivation for participating in the training/activity

Most of the interviewees were conscious about what they wanted to achieve by participating in the project. Their two main motivations were: learning new skills (including specific skills like handicraft and learning online tools for youth work) and meeting new people for potential future projects. The first motivation was to a large extent fulfilled by the project – most of the interviewees learned some new skills and now use them in they work. The second one was fulfilled only in a few cases. Only two interviewees underlined, that they also participated in the activity to share their knowledge.

Several interviewees underlined the lost potential of the projects – while during the project there was a lot of energy among the participants to organise a common activity in the future, once the project was over this energy was lost and no common activities were implemented (this does not mean that the interviewees did not implement any activities being a direct result of the project. On the contrary – some interviewees organised trainings and study visits, but of a more informal character and not financed from Erasmus+ funds). One participant managed to organise the continuation of the activity (next edition of the training), financed from Erasmus+.

Overall impact and changes
In general, the overall impact on interviewees professional life can be judged as positive. Firstly because nobody claimed the activity had a negative impact and secondly, some positive changes can be observed in their professional life. One person was promoted (the promotion was not a direct effect of the activity she took part in), several others claimed to have developed skills necessary to perform their duties and all of them claimed to have learned something new and useful. One person managed to start her own company (she had wanted to do so even before the training, however the training gave her more new skills).

(International/European) youth work competences and development/changes
The interviewees who had concrete expectations about the project and wished to learn concrete skills, in most of the cases expressed their satisfaction. This may mean that the projects selected for the research are a good opportunity to learn new skills and competences. In all the surveyed cases there have been a visible learning effect on participants. No strong influence on values or attitudes was observed.

In some cases the loss of the potential of the international character was observed. Not all the participants used potential of the international character of the training/project. Some of the interviewees even declared that they are not interested in implementing international activities. On the other hand, in some cases the increase of interest in conducting international projects has been observed.

Transfer of learning/training outcomes into practice/effects on practice
Most of the surveyed participants transferred the knowledge gained during the project on their daily work. Some of them organised trainings for their colleagues and other youth workers, which increases the sustainability of effects. All the interviewees pass their knowledge further and some of them develop even more, individually, the knowledge and skills gained during the project. One participant started her own business and now transfers some of the knowledge she gained to her new collaborators. No new partnerships have been established as a result of the projects surveyed, however several follow up activities (not financed from Erasmus+ Youth) have already been organised. One participant organised the next edition of the training for a slightly different target group (experienced dog therapy workers).

Future perspectives and outlook

All of the interviewees plan to continue their work in their fields. Also all of them are aware that they need further training, regardless of their particular field of work (work with rural people, providing support for farmers, running a school as a headmaster). Some interviewees intend to still combine day time work with NGO activity after work. The general level of job satisfaction among the interviewees was relatively high.

Country-specific aspects or conclusions

Even though most of the interviewees claimed to have a permanent employment contract, this situation does not reflect the Polish NGO scene at all. The Polish NGOs tend to employ most of its collaborators on the basis of contract of mandate. Only state-run organisations for young people (civic centres, libraries) employ most of their staff on the basis of a permanent employment contract. It is a country specific observation that many youth workers combine a permanent employment (in a company or an institution which pay their social and health contributions) with an NGO activity (sometimes on a voluntary basis, but most of the interviewees received remuneration also for their NGO activities).

Some reluctance towards international activities can be observed especially among some of the employees of the public sector. This can partly be explained by the conservative character of these institutions and partly by the language barrier, especially among older employees. In general however, the Polish NGO and public spheres are very keen on learning new skills, including during international activities.

6.13 Executive Summary from Romania

Introduction

Persons/institutions involved in the qualitative study and national report

In Romania, the National Agency for Community Programs in the Field of Education and Training (ANPCDEFP) carried out the RAY CAP qualitative study and drafted the national report based on the interviews conducted by Mrs. Olivia Jidveian, who was the research expert at the time the interviews were running.

Brief description of the interview data (national data)

The criteria for sampling the 10 interviewees' profiles were established based on youth workers training national data: geographic coverage including remote areas, youth workers volunteers as weel as from NGOs midle and top management, different type of organisations representativeness, age, gender. In this respect, the interviewees' profile was very different when the study started: four of them had been volunteers for certain NGOs (one school teacher, one career counselor, one high school student, one bachelor student); four others had lead NGOs (being president, general manager, executive director or associated partner); and the last two were part time employees by a NGO and, respectively, by a company.

Five out of ten interviewees were involved in the European Youth Work by hosting participants in Erasmus KA1 projects. One of them has changed the level and the field before the last interview and she is now involved in child protection at international level being the secretary general of an important regional coalition.

The organisational / professional background of the interviewees was very diverse: from student to teacher or trainer, from consultant to project manager, from data base operator to data base analyst. Two persons were students, the other eight were either self-employed, full time or part time employed. Two out of four persons leading NGOs are involved in youth support with no paid from their associations. Most of the interviewees are volunteers involved in the Youth work for two to 15 years.

The interviewees' experiences previous to the training are very different and are mostly in correspondece with their role in the organisations where they belonged and the youth work they had care. For example, some of them with more than 10 years of experience in youth work served on the governance bodies of several national or European youth networks or they leaded several European projects for Youth, bringing people to their next professional level through several hundreds of hours of training. Some others have experinced more the formal way of working with young children as teachers and were attracted to the youth worker postion because of the nonformal learning context and methods. The youngest persons from the sample were either high school or faculty students or unemployed or part time employees at the time of the training and they just had started to explore the volunteer work within a NGO for no more than 2 years.

None of the interviewees had a migration background, although one of them said at the last interview she was planning to emigrate to the UK due to some health issues. All intervieews have been sending participants to the TCA.

The selection of the training was based on personal or institutional priorities, as most of the interviewees stated. For example, some of them reported to be concerned about the place of recognition and validation of learning outcomes achieved in non-formal contexts among the at the European policies (*Level Up! Learning in Youth Work, Deeper Understanding, Better Quality, More Recognition*) or by the social partnership in small communities (*Social Economy Lab, revitalizing small towns and villages*). Some others were attracted by the learning and training methods used during

the activities regardless its theme. The youngest participants were attracted in the first place by the opportunity to participate in an Erasmus + funded activity, but they also reportedly became interested both in youth work and in using non-formal learning tools.

The interviewees participated in the training with a duration of 7 to 10 days, except for the two-day activity which was reported to be in fact a conference to disseminate the results of an Erasmus + project.

The 10 interviewees attended trainings which were mostly related to developing new methods and tools for deploing youth work in different contexts: children or people with disabilities or fewer opportunities; youth employment; young entreprenuers; team management in Erasmus + projects; violence on women; recognition of prior learning; social responsibilities; youth inclusion; building trustworthy networks; communication for a credible partnership. One of the most interesting activities proposed to set up a model of local communities acting to increase employment rates, to promote social inclusion and to support young entrepreneurs.

The number of interviewees did not change during the national qualitative study. Nobody was lost on the way, despite the fact that some of them have changed jobs or priorities or one particular reported a difficult period of illness. In fact, Mrs. Olivia Jidveian has made great efforts to contact all of them, especially for the last interview. She used both methods (face-to-face and Skype with video) to conduct the 10 interviews and finalyse the study. The most difficult task to fulfill was the last interview, as several people claimed that training took place long time ago and nothing significant has changed since the second interview.

Summary of conclusions

Expectations and motivation to participate in the training/activity

The interviewees were motivated to attend the training activities, as the youth worker is a very demanding job and the need to upgrade tools and methods is permanent. Most of them have chosen the training according to their personal needs. One person who is the manager of a youth organisation said that he had chosen the training because it was linked with the strategic dimension of the organisation. The choices of more experienced youth workers have been more focused, while the youngest have been on the exploratory track of these types of activities, being rather intrested about new opportunities and models of life pathways.

Overall impact and changes

The overall impact of the training activities was positive. The interviewees reported an impact of the trainings on new methods, tools and good practices they have learned or have been exposed to. One of them has changed the level and the field of activity as mentioned before but no link with the followed training can be established. Two people became more self-confident and after a short period succeeded to have a good job or decided to change the study path. Majority of the people remained intrest in this kind of training and they continued to participate, except for the two students who reported to be very involved in their studies but still par of the students' association. The training inspired some of the interviewees and they have done more than sharing training experiences and outcomes, but have started to develop trainings and activities for youth workers or teachers using gained experiences.

(International/European) youth work competences and development/changes

The most important result of the trainings seems to be different kind of skills that the interviewees acquired: communication, teamwork, organizing activities for young people, social work, and public speaking. They reported that they have gained a more open attitude toward

young people, including willingness to understand and accept differences and extramotivation to work hard to include young people in community life.

Transfer of learning/training outcomes into practice/effects on practice
The interviewees reported different levels of change in their work and daily life following the attended training. Some of the methods and approaches learned during the training have been taken into practice and used in their current activities: graphics facilitation, Theory U, 2-minute bulletin, information carousel, using online platforms and so on. Two people said they had used the network established during the training to build new projects for their organisations. Most of the participants found that the Youthpass was not necessary or useful for them, but they also expressed the understanding of the need for such a certificate for young people.

Future perspectives and outlook
The interviewees expressed their intentions to carry on the involvement in youth work on different levels: European and national policies, organisation development and partnership networks, involving young people as volunteers in support of local communities. One person was particularly ambitious when she spoke about how much she wants to contribute to the reform of the Romanian educational system. The youngest have been more concerned about their future profession and for them the youth work has remained an activity for the spare time with no future goals or outlook.

Country-specific aspects or conclusions
The interviewees were highly intrested about nonformal and informal training methods and tools used during the training activities. Three of them, who were already teachers in schools and working with children, reported to very much appreciated and be inspired by the new approach and the new methods as well as the good practices. They have become interested in the youth work in order to be more exposed to non-formal methods based learning and training and to better understand young people needs.

6.14 Executive Summary from Slovenia

Introduction

Persons/institutions involved in the qualitative study and national report

Interviewees came from wide range of youth centres, youth clubs and third sector institutions that are engaged in youth activities on various fields, such as: multimedia, student clubs, non-formal education, youth health and well-being, etc.

Brief description of interview data

In the 1st interview wave, which took place before the activity, we conducted 36 interviews (from 12.4.2016 until 24.3.2017). Among those, 25 (69.4%) were women and 11 were men. 18 took part in TCA project type, while other half participated in KA1 YWM projects. Majority of interviewees (16 or 44.4%) were in their thirties or twenties (14 or 38.9% interviewees). Four (11.1%) interviewees were older than 40, and 2 (5.5%) were older than 50. The 2nd interview wave (2 months after the activity) took place from 27.7.2016 until 8.6.2017. During that period, we conducted 34 interviews: with 24 (66.7%) women and 10 men. 2 participants initially agreed to do the interview, but did not respond to our requests later. Twelve (33.3%) of those were in their twenties, 15 (41.7%) in thirties, five (13.9%) were between 40-49 years old, while 2 (5.5%) were older than 50. The 3rd interview wave started on 20.4.2017 and is ongoing. Up to date, we have conducted 31 interviews, but analysed only 23, as the remaining 8 were conducted in the last month. Like in the second wave, some interviewees initially agreed to do the interview, but we had difficulties reaching them later on. One interviewee was/is not able to do the interview due to the medical reasons. Some interviews are scheduled for near future.
The sample was based on the list of project participants received from the Slovenian NA. No systematic sampling was carried out.

Out of 36 interviewees, 19 (52.8%) have not participated in comparable or similar activity in the past. We find that, however, it is possible to observe a great deal of positive previous experience among those interviewees who participated in similar activities in the past. Most of them highlighted several similar activities, with Zadar, Croatia being the most frequent location, followed by Finland and Spain. The most frequent activities were in the field of strategic partnerships and the establishment of contacts, workshops, skill workshops and study visits with themes in the area of youth work in the local and national framework of the host country, and the field of European citizenship.

Interviewees were mostly active between one and up to five years in the organisation with which they participated in the activity were asking about. 14 interviewees have joined the organisation's activities less than a year before the interview was conducted. Five interviewees were active in their organisations for more than 10 years, while four were active between five and up to ten years. In addition, four interviewees were not members of the organisation with which they participated in the activity. For one interviewee, the answer was not available. When asked how long the interviewees are active in the youth sector, we also classified the answers into five identical categories, in order to compare the length of activity in the organisation and in the youth sector. We find that interviewees are much more active in the youth sector compared to their involvement in the sending organisation. Only two interviewees are active in the youth sector for less than a year, adding that they started with engagement in the youth sector and the organisation (with which they participated in the activities) at the same time. The majority of interviewees (11) were active from five to ten years. 8 interviewees were active for over ten years. Two interviewees responded that it is difficult to estimate the number of years since they have been working in the youth sector since their youth and from the beginning of their studies.

According to the collected demographic data, we conclude that their activity in the youth sector exceeds ten years. Answers for four interviewees are not available.

Table 1: Duration of the activity, frequency (comparison)

	Less than a year	From one to five years	From five to ten years	Over ten years	No answer
Duration of membership or active engagement in the organisation	8	14	4	5	4
Activity in the youth sector	2	10	11	8	4

Summary of the findings

Expectations and motivation for participating in the training/activity

Interviewees expected to gain new knowledge, additional experience in their work, an insight into examples of good practices of other organisations operating in the same or related field etc. In terms of knowledge, they stressed in particular new knowledge in relation to methodology, which is relevant in the area of their work, concrete practical knowledge and skills, improvement of foreign language skills and additional experience in the field of intercultural dialogue and other cultures. They also expected new acquaintances, friendships, new potential partners and contacts with organisations from the field of their work. As expectations, motivation, inspiration and new ideas also occur repeatedly.

More than half of interviewees said that their organisation expects the acquisition of new knowledge, which can later be transferred to organisation, among members, and successful implementation of the work programme. Expectations include the transfer of ideas, new methods of work and the transfer of good practices from related organisations. They further add that their organisations expect to get in touch with other participants, especially with those participants, who could potentially link a strategic or project partnership in the future.

When asked about the reasons for participation in the activity, they mostly answer that they were attracted to the topic. The topic was either interesting or in line with the strategic orientation of their organisation. As an additional motivation for participation, international connections and/or cooperation, the introduction of new people who are active in the same or related fields, as well as the acquisition of new knowledge and experience, were added. Reasons such as the transfer or presentation of good practices, the search for partners, as well as linguistic and intercultural competences are occurring a little less often.

Based on the answers, the organisations of the participants can be roughly divided into three groups:

a) those who regularly perform needs analysis and work evaluation,
b) those who do this on a temporary basis and on the basis of an initiative,
c) those that do not perform needs analysis.

We classified 5 organisations in the first group. The second group includes organisations that have performed the needs analysis, but they did so when applying for the activity concerned, or whether the relevance of goals and needs was determined by past analysis. Eleven participants answered that needs' analysis was not conducted in their organisation. Seven participants did not know about the performed needs' analysis or could not answer the question.

Overall impact and changes

Activities had the effect as most participants observed changes in the course of their everyday work. Changes are observed in a wide variety of forms, most commonly by participants'

increased engagement and increased responsibility in the organisation. Organisations have also introduced changes in their work management. Relatively high proportion of participants (5) left the organisation through which they participated in activities. The reasons were diverse; the most common is new employment outside the organisation or even outside the youth sector.

The majority of participants were satisfied with activities and their results. For most of them, expectations were fulfilled. Most say that they are "richer for a new knowledge". Some acknowledged that the knowledge may be from other area than initially expected, but it is nonetheless still useful and welcomed. Eight interviewees added that the activity exceeded their expectations. All the participants have shared their experiences/results of the training. Most often with their colleagues and co-workers, superiors, associates and partner organisations, while less often in private life. Experiences and results were shared mainly through organized lectures, practical workshops and presentations of relevant content. In two cases, interviewees encountered a negative reaction, thus they failed to implement the results of the activity in their everyday work.
During the 2nd interview, 27 (81.8%) of participants said that the outcomes of the training/support activity are in line with their expectations in regard to acquired knowledge, skills and attitudes/values. 4 said that expectations only partly came true, because they "expected one thing and got completely other information, which is also not bad." Even more, over 90% of participants think that the expectations of the organisation were met. Two participants could not answer the question, as they believe that is the question for their organisation and that the results will be more tangible in one year (during the 3rd interview).

Table 2: Outcomes of the training/support activity and expectations

	Yes	No	Partly	Cannot answer	No. of answers
Expectations of the participant	27	2	4	/	33
Expectation of the organisation	30	/	1	2	33

(International/European) youth work competences and development/changes
When asked what interviewees gained on activities, the most common answers are learning and practical examples, especially those related to vulnerable groups and refugees. They also highlight a variety of new forms of work, methods and approaches, in particular practical ideas and guidance on the team work of diverse target groups. Participants add that they have gained practical knowledge in the field of interest, technical guidance and knowledge, content knowledge and in-depth insight into the concrete field of their activity. To a lesser extent, they also mention that they acquired project partners and the motivation for further work in the youth field during the course of their activities. As for skills and knowledge, they emphasize intercultural and language competences.

Just over half (54.5%) participants believe that the activity provided new training approaches and methods, which they have not seen before. 42.4% answered that they knew the methods already before the activity. The latter were also more experienced youth workers.

Table 3: New approaches and methods

	Yes	No	No answer	No. of answers
Were the training approaches and methods new?	18	14	1	33

We find that most (more than 20) of the interviewees believe that the results of their activities are important or predominantly relevant to their work in the field of youth. The participants mention new knowledge, new approaches, practical advice and approaches to different target groups. A good quarter of participants already used the results of the activity in their practice, but they mostly use practical guidance for working with target groups and work on the project. While some have already used the knowledge, there is the same percentage of those who have not yet applied the results in practice. Two of the participants say that they still do not know how to evaluate the significance of the results, as the projects have not yet been reported. One participant adds that the results are important, but the depth of knowledge acquired at the activity was not sufficient.

Over ¾ (78.8%) of participants had the opportunities for networking and getting in touch with potential (international) participating partners. Some interviewees add that due to other activities, they did not pay attention to networking. Additionally, the two interviewees said they already knew the partners and have deepened their relationship. The most participants said that they have three potential new partners. One participants said that although they had the opportunity for networking, their organisation did not see any potential in other participants (hence 0 new partners).

Table 4: Opportunities for networking

	Yes	No	Partly	No. of answers
Opportunities for networking and for getting in contact with potential (international) cooperation partners	26	6	1	33

Table 5: Potential (international) partners[16]

Number of potential new partners	Frequency
0	1
1	4
2	4
3	10
4	3
5	3
8	1
10	1
20	1
No answer/cannot define/number not specified	9

Interviewees generally perceive their youth work and work in the youth sector as a mission. Namely, when asked about ambitions and expectations (regarding youth work), they mostly reply that they want to continue working in the youth sector, often mentioning the extension of the programme either on domestic or international level. Only one participant stated that he no longer had ambitions in the field of youth work, since he was employed in another sector. In

[16] If the interviewee answer "2 or 3 new partners", we took into account both numbers.

addition to youth work, interviewees understand their involvement as part of personal development, competence and knowledge development, and the broader mission of mobilizing young people. In addition to their desire for further work, the two participants highlighted the need for a more appropriate evaluation of the youth workers work.
We asked the interviewees before the activity what are, considering their experience, three key competences for youth work. They mentioned very different competences that they consider important. One third of the participants (12) said that key competences for youth work are communication skills, understanding of young people and empathy. We find that both, younger and older interviewees emphasized the competence of understanding and empathy with young people. Table 6 shows participants mostly (48.5%) did not changed understanding of youth work competence because of their participation in the training/support activity (2nd interview). When asked about understanding of international youth work competence, the number is even lower, as only a third (11) confirmed some changes in understanding. Interviewees usually stated that their understanding did not change, but it was "confirmed that they understand it [youth work competence] correctly." They also indicated deeper understanding as the result of the activity.

Table 6: Change in understanding of (international) youth work competence

	Yes	No	Partly	I don't know	No. of answers
Understanding of youth work competence – change	15	16	1	1	33
Understanding of international youth work competence – change	11	21	/	1	33

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

We find that the interviewees have transferred experience and learning outcomes from the activity into everyday work practice. Nevertheless, forms of transferring knowledge and experiences to practice are different. In most cases participants presented experiences and insights through meetings and lectures. They often also transferred knowledge through projects and incorporated knowledge and experiences into youth work. Due to the broadest transfer of knowledge, one organisation carried out a workshop in its local environment. The results of the activity are also seen in the increased quality of work, since the acquired knowledge and results were included in the work processes and work with young people. In only two cases, the participants failed to transfer the knowledge into their working environment, with one of the participants saying that "there was no response", and the other saying that new knowledge was included only partly because of the nature of work process that did not allow the implementation of a larger extent of knowledge.

Organisations whose members were interviewed can be divided into two groups:

a) those that have changed the goals and strategies of operation at the international level, and in any way introduced changes; and
b) those who did not introduce changes.

Seven organisations introduced changes. Interviewees say that their work has improved qualitatively at the international level (especially in the area of communication and understanding of their users), the degree of professionalization at work has increased, and some have gained new knowledge that enabled them to be more confident at the international level. Other organisations did not introduce changes after the activity. Many admit that they have not paid attention to this matter since the activity, while two participants say that their organisations have already established international dimension. Three participants could not answer the question due to their occasional involvement in the management of the organisation.

Interviewees remain in contact with other participants who they have met at the activity. Contacts with people across the border are preserved mostly through social networks (Facebook platform is dominating), e-mail correspondence is also common. Contacts are usually of an occasional nature, while we find that steady contacts are usually associated with participants from the same countries who were acquainted at the activity. Most often contacts are informal and professional, in some cases personal. In seven cases where participants maintained contact, there were follow-up activities. We find a correlation between cases where subsequent activity followed, as there is a mixture of formal and informal contacts that have occasional and professional nature.

Regarding Youthpass, we can roughly form four groups:

a) those who believe Youthpass is meaningful and has the added value,
b) those who believe it has yet to reach its potential,
c) those who believe it has no meaning and
d) those who have not heard of it before.

Interviewees of the first group believe Youthpass is potent tool, especially when young people are looking for an employment. They add that Youthpass is not relevant in all the fields concerned, e.g. music, however, they believe that smart employers should appreciate engagement in various activities and experiences gained from it. The second group of interviewees believe that Youthpass is in phase of stagnation of the recognition by youth organisations and that it has become a »generic matter« issued without any value. Therefore, they believe that Youthpass has yet to reach its potential, but additional work and emphasis have to be put on the matter beforehand. The third group believes that Youthpass has no meaning, as one of the interviewee said, they see it as an »urgent evil« which no one shows interest for. Two interviewees said they never heard of Youthpass before.

Future perspectives and outlook

Most interviewees (20) were inspired by the activity to participate in further activities. Participation in the activities brought new knowledge, experience, acquaintances and motivation for further work. Participants often point out that they are pursuing personal development through participation in the activities, and at the same time make use of the opportunities available to them in the youth sector.

Obstacles for possible further education are time constraints and financial capacities of individuals or organisations in which they are employed. Two participants added that they would continue to attend the training, but depending on who is the provider of the activity, while others add that it depends on the topics offered. Three participants say that participation in activities did not affect their desire for further education.

We note that interviewees mainly plan further education in a variety of fields, from (non-formal) education and multimedia to human resources management, management and youth training. Participants often express a desire to improve their knowledge in projects – project management and project design. Five interviewees expressed no ambition to continue their education in the near future.

Country-specific aspects or conclusions

In general, the interviewees are experienced regarding their involvement in youth work and/or youth sector. In the 1st interviews wave, 19 were active in the field for more than five years, with 8 of those being active more than 10 years. 10 were in the youth sector between one and five years.

Participants mostly expected to gain new knowledge, additional experience, further (professional) insights in various fields connected to their work in the youth sector, as well as networking and

acquaintances. The main reason for participation in the activity seems to be attraction/interest to the topic concerned and strategic orientation of organisation. Interviewees mostly look for good practices and potential partners. Only five organisations performed needs' analysis, meaning that the interviewees generally attended the activity based on loose analysis or no analysis at all.

Most interviewees learned something meaningful and have implemented it in the course of their everyday work. Mostly, the changes can be observed as increased engagement and responsibility, while some have introduced changes to the working process. Majority were satisfied with activities and their results as they generally state that their expectations were fulfilled. Additionally, newly acquired knowledge was in most cases shared with co-workers and colleagues.

Majority believe that the results of the activities were important and relevant for their work. A good quarter of interviewees have already implemented new knowledge and methods in their work with youth. Almost all interviewees had opportunities for networking, thus all of them gained new acquaintances and potential partners (with one exception). We also find that participants from the same country, who met at the activity, usually keep steady contacts.

Interviewees were inspired by the activities to participate in further activities. They often reveal they are pursuing personal development through their engagement within both youth sector and in the activities. In general, there are no significant obstacles for further engagement, except for time and financial constraints.

6.15 Executive Summary from Turkey

Introduction

For Module A and B of RAY-CAP research, the National Database of Turkey includes 10 interviewees: five male and five female interviewees, three of which were from public institutions (all full time paid employees), and seven were from civil society organisations (all volunteers). Seven 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 was identified.

Eight interviewees were experienced in working with young people, one was an experienced member of civil society but not directly working with young people, and one was a new comer to youth work. Only four out of ten already had experiences with European/international youth work.

The organisational/professional background covered formal education related themes, in addition to the themes of environment, youth employment, addiction and drug use, social entrepreneurship, sports, life-long learning, social inclusion, citizenship, communication and EVS.

The interviewees primarily worked with young people and those with fewer opportunities, 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 were mentioned among their youth work activities.

10 different training/supports activities were included (three hosting and seven sending) in the national database. Six were TCA and remaining four were KA1-MoYW activities (7 training courses; 2 seminar-conferences, 1 partnership activity). The themes of the activities covered communication; working with youngsters at closed institutions; non-formal education (in formal education settings; with physically disabled young people); youth employment; fundraising for NGOs; reducing early school leaving through art; and, Youthpass.

For Module A and Module B, the same 10 participants were interviewed, so there were no changes in the interview sample between interviews 1, 2 and 3.

Summary of conclusions

Expectations and motivation for participating in the training/activity

The motivations/expectations of the interviewees generally included 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 was quite high. The quality of the trainers, organisation and programme of the activity and the activities and learning outcomes were the reasons for high levels of satisfaction.

The organisational expectations from the interviewees' participation in the activities did not seem to be very high. The interviewees generally found the activities themselves and informed the organisations about their application. The organisations were often supportive to the participants, but any specific needs' analysis was exceptional.

Overall impact and changes

The number of interviewees who changed their organisations and/or institutions was rather low. In the 12-month period, only few interviewees from the public institutions, either left the institution or changed their position within/between institutions. Some interviewees from a civil society organisation changed their organisations, but they still remained in civil society by sustaining their links or engagement with other organisations.

The Module B confirmed that the perception of the overall gains was quite positive. The activities were considered to be very inspiring and effective in a way to widen the horizons and perspective of the interviewees in terms of cultures, new projects, and in terms of youth work and civil society engagement. The activities were perceived to equip the participants with new communication skills, new knowledge, new approaches, new techniques, new topics and new ways of doing things in relation to youth work practices. The activities seemed to contribute to personal development, self-confidence and self-awareness of the interviewees.
In the long run, deepening of knowledge on the topic/theme of the activity and project work was complemented with two more categories of knowledge acquisition: that about youth work practices and the need for further learning through research. Interviewees acquired knowledge about good and different practices and the services provided for youth in different countries; the legal framework and the laws about youth work practices; new techniques of and approaches to working with young people; new ideas and different knowledge about working with different target groups; how to approach different actors within the context of youth work; and the ways of fund raising.
Interviewees majorly emphasised that they acquired new communication, presentation and language skills. Team work, time management, implementation of new techniques and methods, project preparation, backing up of training resources, innovation/developing new (project) ideas and learning to learn were other skills.
Interviewees predominantly expressed changes of attitudes at the personal and youth work levels. Module B shows that the awareness about the youth work practices that they developed right after the activity turned into a more comprehensive youth work approach through an enlarged vision about young people.

(International/European) youth work competences and development/changes
Module A showed that majority of the interviewees were happy with the acquired/applied learning/training strategies in the training/activity, even in the cases where they were already familiar with them. They mentioned a wide variety of methods such as mixed group activities; input sessions; games; icebreakers; reflection sessions; physical activities; questionnaires, feedback/activity reports; site visits; workshops; final evaluation; creative drama; simulation exercise; (interactive) presentations; discussions; and, theatre/role plays, which helped to develop problem solving capacities.
With regards to knowledge, skills and attitudes/values, the interviewees experienced increasing self-confidence; development of language skills; and, increase in awareness about social problems. They also acquired 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 was observed. The activities reinforced the interviewees' positive image of the EU and made them more confident about it. The interviewees learned about awareness raising and dealing with cultural diversity, and to a lesser extent about intercultural discourse and identities. In addition, the activities were perceived to help the interviewees develop strengths and overcome weaknesses, and contributed a lot to their personal development in relation to youth work.
A great deal of networking and future cooperation opportunities were reported. Even in the cases where the activity was not specifically designed for networking/partnerships, there were still new networks created. The interviewees planned to take action together with their partners and network; they outlined and/or prepared new projects together; they took part as a partner in the projects of the other participants; or they planned to 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 was concerned, none of the interviewees mentioned any concrete outcomes.
The Module B shows a very positive trend of increasing youth work ambitions also one year after the activity, which shows that even one year after the activity, the youth work motivation of the interviewees remained at a high level. A great deal of the interviewees stated that they actively want to continue working (professionally) in the youth field. They wanted to share their experiences with those who need them; continued learning for themselves; tried to enlarge their vision further especially getting engaged into (international) youth activities; volunteered as a member of civil society in order to support different associations with their expertise; participated in further activities; enlarged their structural networks by establishing branches of the associations in other localities; and paid more attention to diversity the topics that they worked on.

Transfer of learning/training outcomes into practice/effects on practice
The interviewees continued to share their experiences with a wide range of actors even one year after the activity (Module B). The most common recipients of the experiences was the colleagues and target groups at the workplace. Only a minority of the interviewees had very little or no chances to share their experiences. One of the reasons for not sharing was actually the theme of the activity, which was not relevant to the institution of the interviewee. The interviewees shared their experiences with their organisations by giving briefings to their colleagues; making presentations to other members of the organisation; organising trainings for their colleagues and team members; or organising an event and publicising the outcomes in the social media.
However, in spite of the existence of such concrete examples of transfer of experiences and learning outcomes into the interviewees' organisations, there were also a number of cases where the interviewees could not contribute to their institutional environment with their new experiences. This was due to the factors such as the (in)stability of the organisations, the (low) degree of engagement of the participant with the organisation, and the role played by the interviewee in the training and support activity.
Thus, the training and support activities actually created opportunities for networking, cooperation and partnership regardless of the type of the activity, and the motivation of the interviewees to sustain those relations seemed higher two months after the activity. However, as the time passes, only some of the interviewees managed to keep their professional relations with the other participants of the activities. Although many interviewees remained in contact with the other participants, trainers, invited speakers and/or representatives of the hosting organisation of their activities through social media and e-mail, the relationship remained at a personal level, with occasional partnerships and cooperation in terms of youth work. The interviewees did not mention any concrete partnership between the organisations of the other participants and/or the hosting organisation and their own organisations. The follow up initiatives, especially those who were prepared and successfully implemented, and/or the interviewees' participation in them, were rather limited. Networking and advocating on an inter-institutional and/or political level particularly referring to youth policy did not seem to be a concrete outcome of the activities.

Future perspectives and outlook
The activities considerably contributed positively to the interviewees' future youth work perspectives and ambitions and motivated 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 contributed to the development of youth work, particularly for the new-comers.
The interviewees planned the ways of further getting engaged into (international) youth work in the future. Even 10 months after the activity, the interviewees were determined to explore and make use of further opportunities of learning and training to support their personal development

in the youth work activities through participation in new activities. In addition, interviewees also planned to develop their knowledge and skills for example of digital knowledge, fund raising, youth empowerment through sports, mentorship, identifying local social problems for the reasons such as to become useful for the civil society organisations; to be able to host volunteers, to raise awareness in the local communities, or to get involved in youth activities as a trainer. A last category of future plans was further professionalisation, both in terms of youth work and their full time work.

7 Appendix C – Conceptual framework

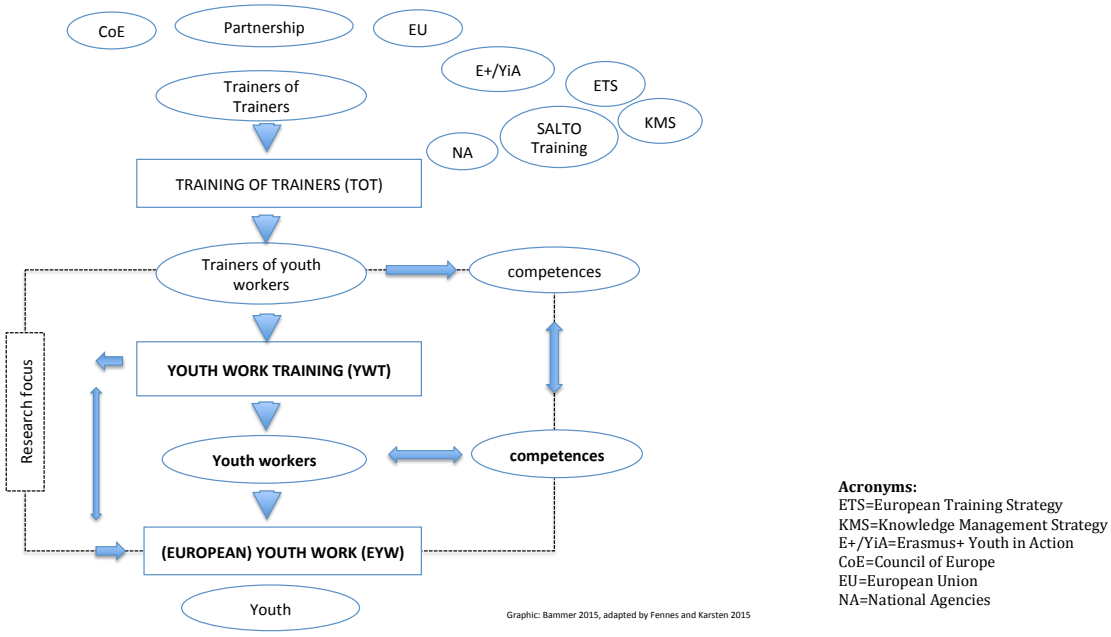
Conceptual framework for youth work within E+/YiA focused on competences, training and learning

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)[17]

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

[17] 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.

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*. 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 ethic 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 legitimation 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:

a) **Political dimension (European citizenship) with respective competence areas:** (1) democratic citizenship, (2) solidarity and social change, (3) human rights, (4) networking and advocating
b) **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
c) **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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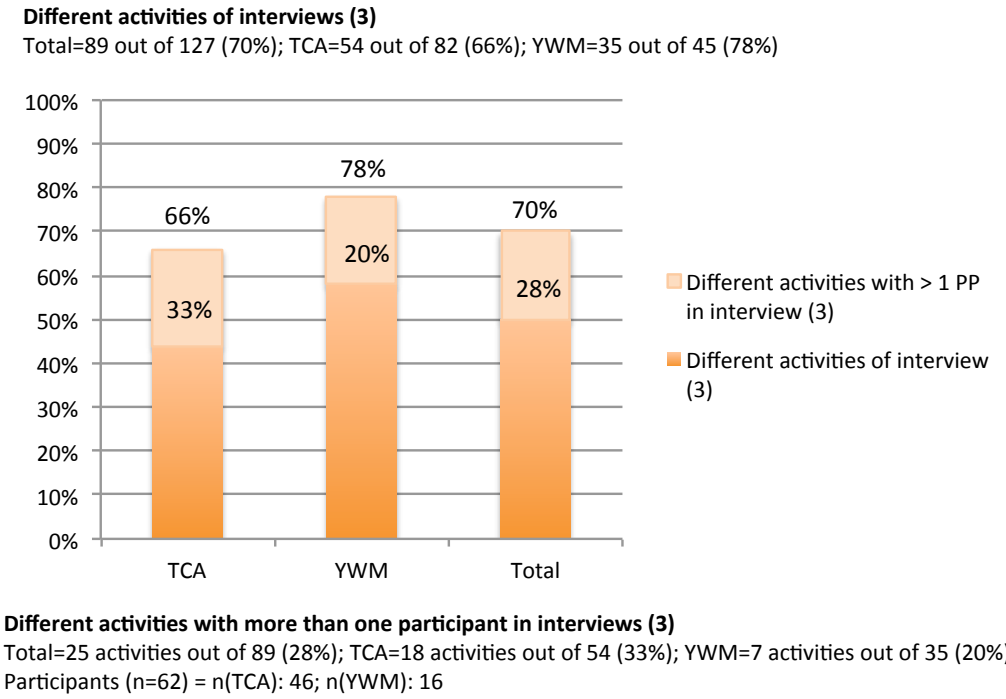
8 Appendix D – Training descriptions

The following chapter provides an overview of the trainings/activities attended by the interviewed participants of the first, second and third round of interviews.[18] These training descriptions concern summaries of the presented content on the website of the "salto.youth.net" for TCA and on the granted applications of the respective National Agencies of Erasmus+ Youth in Action for YWM. A few training descriptions for TCA and almost all descriptions for YWM activities were developed from the respective contact person(s) of the National Agencies.

Referring to the number of the presented trainings descriptions activities it is noteworthy that some training/activities were attended from several interviewed participants. Thus, there is a difference between the total number of the sample (127/100%) and the number of different trainings/activities 89 (70%) because some of the interviewees attended the same training/activity. On conclusion, 54 (66%) different activities for TCA and 35 (78%) different activities for YWM can be indicated in the transnational interview sample (see figure 10 different activities of interviews (3)).

Focusing on these different trainings/activities with more than one interviewed participants, 25 (28%) activities in total includes 62 interviewees (3), who attended the same trainings/activities with other interviewees from the transnational RAY-CAP sample. On closer inspection, 46 interviewees participated in 18 (33%) activities of TCA and 16 interviewees in 7 (20%) activities of YWM with more than one participant, on an average 2.6 pax for TCA and 2.3 pax for YWM (see figure 10 different activities of interviews (3); table 7: Different activities with more than one participant in interviews (3)).

Figure 10: Different activities of interviews (3)



[18] Trainings/activities of interviewed participants ONLY from the first round of interviews were cancelled.

Table 7: Different activities with more than one participant in interviews (3)

	TCA	YWM	Total
Different activities with > 1 PP in interview (3)	18	7	25
Different activities with > 1 PP in interview (3) in %	33%	20%	28%
Participants (3) by the same activity	46	16	62
Pax on an average	2.6	2.3	2.5

8.1 Training and Cooperation Activities (TCA)[19]

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.

[19] Information was collected on the website „salto-youth.net"

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 organisations. The TICTAC training aims to support participants in designing qualitative projects and becoming the pioneers of the Erasmus+ Youth in Action Programme
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 organisation's long term strategy.
The specific objectives of the course are:
- to promote theErasmus+ 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 organisation 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, responsibles 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“
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 organisations, 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 organisations 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 aimes 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 organisations: on one hand, the ones that are actually working with people with disabilities and want to share their knowledge/experiences, on the other hand, organisations 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 organisations 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	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.

14) 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!

15) 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.

16) 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, possibilitites to deepen discussions and maybe establishing European cooperation projects

17) 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.

18) 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

19) Name of the activity	Developing Digital Youth Work
Venue	Finland, Oulu
Dates	13 September - 17 September 2016 (4 days)

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.

20) 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

21) 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.

22) 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.

23) 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)

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 previews 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.

24) 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

25) 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 isfor 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.

26) 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.

27) 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.

28) 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.

29) 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 temporarly, 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).

30) 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 organisations 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 strengthens the awareness of organisations for their role in the creation of policies at national and international level.
The training is conducted twice at national level gathering numerous youth organisations, 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 organisational 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 organisations and informal youth groups.
-To help youth organisations 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 organisations pursuing similar ends and join networks that may contribute to its functions.

31) 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

32) Name of the activity	EVS – A bridge to employability
Venue	Portugal, Lisbon
Dates	04 February – 9 Feburary 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 Euroepan 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 dessiminate them and aloud a multypliying 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.

33) 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

34) 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 organisations 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

35) 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.

36) 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 organisations 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 organisations 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 organisations 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.

37) 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

38) 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

39) 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.

40) 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

41) 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.

42) 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 develoments 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.

43) 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 - suburbian 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+.

44) 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.

45) 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+ programe 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.

46) 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.

47) 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 organisations 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, organisations 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.

48) 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.

49) 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.

50) 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.

51) 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).

52) Name of the activity	Sports as a tool for education and inclusion
Venue	Spain, Pamplona
Dates	25 April – 30 April 2016 (5 days)

Training Background:
Sport plays a very important role in our societies. It can be a very powerful tool for education and inclusion when working with young. This TC will explore the different possibilities of Sport as a tool for education and inclusion.
The diverse educational practices of sport, can be very very good and efficient to convey values of solidarity, diversity, inclusiveness and cultural awareness. It plays a very important role in our societies combining a healthy phisical activity with social and cultural heritage and diversity. Sport can be a very powerful tool for education and inclusion when working with young people because it can be very motivating and interesting. It can create a bridge between different social groups and better mutual comprehension and dialogue.

Aims and objectives of the activity:
The main aim will be to explore the use of sport as an educational tool for social inclusion
The goals will be:
- To discover, test and develop tools for using Sport as an educational Tools for inclusion.
- To reflect and analyses about the transferability of the different educational tools.
- To provide information and create ideas for project on the frame of Youth Erasmus+ Programme.
- To build a broader understanding of what an inclusive attitude means.

Working methods:
This activity combines interactive methods, exchange of good practises, networking and a study visit.

53) Name of the activity	Step into Strategic Partnerships - TC for Newcomers to Strategic Partnerships within Erasmus+
Venue	Greece, Athens
Dates	12 December – 18 December 2016 (4 days)

Training Background:
The second edition of this 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.

Aims and objectives of the activity:
The aim is 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.

Working methods:
Throughout the 5 days course, participants 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.

54) Name of the activity	Non Formal Education in Erasmus+ Projects
Venue	Spain, Canary Island
Dates	18 April – 23 April 2016 (5 days)

Training Background:
Recently the concept of "non-formal education" is fading, and extending the belief that non-formal education is just play & developing energyzers. To recover the true potential of non-formal education, learning by doing, we organize training on this topic.
Non formal learning (NFL) is the learning which takes place through planned activities (in terms of learning objectives and learning time) where some form of learning support is present, but which is not part of the formal education and training system.
The Erasmus+ Programme is designed to support Programme Countries' efforts to efficiently use the potential of Europe's human talent and social capital, while confirming the principle of lifelong learning by linking support to formal, non-formal and informal learning throughout the education, training and youth fields. The Programme also enhances the opportunities for cooperation and mobility with Partner Countries, notably in the fields of higher education and youth.

Aims and objectives of the activity:
The main aims for this TC were:
- To reorient the concept and techniques of non-formal education in Erasmus+ projects
- To reflect, learn and apply concepts and techniques of non-formal education in Erasmus+ projects.
In order to develop a TC to recover the true and full potential of non – formal education (NFE), the TC was designed to go through the following contents:
- ERASMUS+ Youth in Action
- Non-formal education concepts and achievements

- Competence Model (EST Model) for trainers in the youth field
- Quality in NFE projects under ERASMUS+

Other transversal contents were related to team – building, intercultural learning, networking, evaluation and follow – up.

Working methods:

The training flow consisted of a pre-phase (participants had to do desk analysis before arrival to the TC venue), a practical implementation of the learning sessions lead by the training team and a post – TC work (participants were ancouraged to work together after the TC and submit projects tot he next Erasmus+ YiA call). Work in the TC consisted of group work, workshops, lectures, presentations, and simulations.

55) Name of the activity	Let's explore – Refugees today in Europe. Educational challenges and opportunities for youth workers
Venue	Germany, Berlin
Dates	15 June – 20 June 2016 (5 days)

Training Background:

Since 2015 the migration of refugees became a focus topic of medial and political attention all over Europe. As a result of (civil) war, social and economic inequality and discrimination people are forced to escape from their home countries in search of a better and safe life.

This process leads to different challenges in society, education and youth work as apart of education. In our training we would like to invite youth workers to develop their capacity to raise awareness and address refugee related issues in their work with young people.

During this course, the participants explore various issues related to the topic using creative tools and methodologies. How to create conditions for a dialogue? How can we establish a culture of diversity, acceptance and pluralism? How to deal with fears that exist in our society?

Aims and objectives of the activity:

OBJECTIVES:

• to widen perspectives of participants on the topic of the training course;
• to provide participants with educational tools and methodologies that will enable them to act as multipliers on refugee related issues in their work with young people;
• to enable participants to make informed decisions regarding their work on refugee related issues;
• to explore the dimensions of diversity in refugee related issues.

Working methods:

PROGRAMME ELEMENTS:

The training offers the implementation and reflection of pedagogical approaches and tools to educate about the current situation of refugees in Europe, anti-discrimination education and stereotypes. Generally the training course will contain various forms of creative and interactive methods such as creating an Open Space for Dialogue and Inquiry, drama/theatre and further non formal learning activities. Experiencing and reflecting the activities themselves, youth workers will get inspired to address the topic and use the activities in their own work.

8.2 Key action 1 (KA1) – Youth work mobility projects[20]

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 diverseve 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 refelct 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 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.

[20] For one interviewee (Cmh_YWM1uh), further information was not available with respect to the attended training/activity.

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 employement opportunities,
- Improving individual development, self- confidence, basic skilss, the abilities and qualifications, and
- Contributing to the disabled young people's awareness on healthy lifestyle

For the partner organisation, 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 entreprenial scheme
- intercultural night including meal tasting from different nations
- field trip into an organisation 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 organisation 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 (organisation 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 organisations.
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 organisations 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 ware using mainly e-mail and skype, later on we also set up facebook group for communication between the participants. Sometimes, according to needs, therewre 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 organisations 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 organisations
- Develop competences (knowledge, skills, attitudes) of young people and of youth workers
- Intercultural dialogue
- Language skills

Working methods:

- presentation oft he participating organisations
- knowledge on participation
- theory and practice of participative methods
- SWOT analysis oft he participating organisations with respect to participative methods used, and comparisons of these across participating organisations
- simulation of a Structured Dialogue project in order to practice ist implementation
- evaluation oft he project

9) Name of the activity	Increasing competences in youth workers in order to improve starting positions of youth for life
Venue	Estonia
Dates	10 April – 13 April 2016 (3 days)

Training Background:

- Past experience with the given organisations 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 organisations

Working methods:

- Interactive workshops with young people with fewer opportunities in different countries
- Icebreakers, exercises to reflect on the skills-levels oft he youth workers
- Direct youth work with young people with fewer opportunities
- Creating a „tool portfolio“ in ordert o enhance learning oft he 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 partYcipate!
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 approached. 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 organisations 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 ordert o 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 organisations 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 organisations 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 organisations 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 organisations 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 organisations 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 organisations 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 planary, 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 developped 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 nonclear 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 organisations 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 organisations in the field of youth-led project management. It aimed to create a strong network of youth organisations and young leaders that will cooperate in a long term perspective becoming a resource also for the other organisations 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 organisations and informal groups; to build strong partnerships among the involved organisations, 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 organisations 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 organisation 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, specifity 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
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 organisations 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 organisations, 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 word, 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-maping, 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. Neamţ, Romania between 15th and 22nd of April 2016. The mobility is adressed 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 usto 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, carrousel, 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!
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 organisation 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 organisations 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 organisation and with the communities that they are part of.

Aims and objectives of the activity:
The projects undertaken by the organisations 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 Comission through Erasmus+ programme (2014-2020), Key Action 1 in youth worker mobility. The project will last between 10th of February untill 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 strenghten 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 culturaly 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 wil try to fortify that theory with real practice as we have established connections with local highschools and the partcipats 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 organisations 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 bigteams (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 theiu work2. 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 team3. 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. form 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 variousn.f. meth..such as Bomb shelterBomb 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, debrifing, timesetting, etc. The fact that they will reharse the meth.in our group is a simple way to improve them and gaind more courage before going to thehigh 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 higschools (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 nf.methods such as role play and forum theater that will teach y.w.how tohandle 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 highschool with new gained knowledge. In Day 8, participants will again go to the highschool 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 presentto 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 debrifing.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 ofthe 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. Comfronting 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, Germania, 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, Germania, Greece, Italy, Latvia, Moldavia, Turkey, Romania.

30) Name of the activity	Digital Youth
Venue	Belgium, Leuven
Dates	08 May – 14 May 2016 (6 days)

Training Background:
From Sunday May 8th until Sunday May 14th we want to gather 30 youthworkers from Belgium, Finland, UK, The Netherlands and Romania in Louvain (Belgium) for a 6 day seminar about how to use digital media.
Why this seminar? Digital media are omnipresent in today's society and offer many opportunities, but also present challenges for the so-called diginatives but also for anyone who works and lives with them. A lot of youth workers notice that youngsters use digital media for leisure time, to communicate with friends, … Youth Workers themselves do not always have enough knowledge of these fast moving digital possibilities. That is why the exchange of information and good cases about this topic is necessary.
Throughout this seminar we will discuss the widespread possibilities to use digital media to help youngsters to find help when they have problems, find a job, meet the right people, aim at a better life, … The participants will be experienced in the field of youth work and digital media, and they will exchange their knowledge with other youth workers from the participating countries. After the seminar they will be encouraged to spread their knowledge further to youth workers in their country of residence.
Hence why this seminar will meet one of the main goals of Erasmus+ "improve the level of key competences and skills of young people, including those with fewer opportunities, as well as to promote participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity, in particular through increased learning mobility opportunities for young people, those active in youth work or youth organisations and youth leaders, and through strengthened links between the youth field and the labour market"
The Apestaartjaren project already is a well-known project about how Flemish youngsters use digital media and is used by many Flemish youth workers to improve their teaching and working methods and their interactions with youngsters. Through this international seminar, we want to facilitate the exchange of knowledge and experience between youth workers from all over Europe in order to empower youngsters in the digital age.

Aims and objectives of the activity:
With this seminar we aim at the exchange of knowledge between youthworkers. We want to do this on a European scale. On the long run we want all European youth workers to have access to documents, good cases, inspiration to deal with digital media. This seminar will be a first step that can hopefully end up in a long term pan-european collaboration between digital youth workers. With this objective we aim at one of the main goals of Erasmus+ "Erasmus+ promotes the open access to materials, documents and media that are useful for learning, teaching, training, youth work and are produced by projects funded by the Programme".
Throughout this seminar we will discuss the widespread possibilities to use digital media to help youngsters to find help when they have problems, find a job, meet the right people, aim at a better life, … The participants will be experienced in the field of youth work and digital media, and they will exchange their knowledge with other youth workers from the participating countries. After the seminar they will be encouraged to spread their knowledge further to youth workers in their country of residence.
Hence why this seminar will meet one of the main goals of Erasmus+ "improve the level of key competences and skills of young people, including those with fewer opportunities, as well as to promote participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity, in particular through increased learning mobility opportunities for young people, those active in youth work or youth organisations and youth leaders, and through strengthened links between the youth field and the labour market"

Working methods:
The seminar's primary goal is to stimulate the exchange of experiences, ideas, good practices and working methods. The participants will acquire insights in how youngsters use digital media, which challenges they face regarding to their media use, but also which opportunities smart digital media use can offer youngsters. During a two day conference on May 12th and 13th in Leuven, which will be attended by the seminar's participants, multiple researches and good practices will be shared on this subject.
By visiting local youth work organisations in Leuven and Brussels and by exchanging experiences amongst each other, the participants will learn new working methods for empowering youngsters using digital media.
Further on, we want to stimulate the participants to continue to look beyond the borders of their country and benefit from the opportunities digital media offer for international exchanges and collaboration.

31) Name of the activity	Obrazi ulic: digitalne zgodbe v mladinskem delu z ranljivimi skupinami
Venue	Slovenia, Ljublijana
Dates	21 July – 29 July 2016 (8 days)

Training Background:
This mobility offers core training on Digital Storytelling – methodology that enables youth workers to critically assess media representation of diversity, and offer alternative view by address social exclusion through photo-stories and video-documentaries. Overall, the project offers an empowerment tool for both youth workers and socially excluded communities. While in Ljubljana, participants will meet with different individuals who represent "the invisible" - migrants, asylum seekers, former detainees, minorities, Roma, youth with special needs and create approximately 10 photo stories and 4 short videos that will connect the viewer to personal stories of exclusion. After the mobility ends, participants will multiply this methodology, working directly with their target groups from fewer opportunity communities.The expectations are that this project will provide partners and participants with the competences to take their collaboration to the next level by implementing these results through a future, larger scale project.

Aims and objectives of the activity:
Immediate objective of the project is to educate inclusion youth workers on how to use Digital Storytelling tool in their work with vulnerable groups. Mid-term objective is to pass this knowledge from youth workers to the communities they work with, and as a result have Digital Stories created directly by young people facing social exclusion. Long-term aim of such initiative is to commence a dialogue on inclusion, between different groups and offer less known image of those living on the margins.

Working methods:
Working methods are based on cooperation and encourage exchange od knowledge among particiants. There will be an online preparatory phase before the activity and they will be encouraged to participate actively throughout the activity. The programme consists of three different elements – expert input, education of participants through working and individual reflection. Methods will be digital storytelling, media literacy, working with photo and video, presentations, discussion, role-play, simulations, developing creative concept and learning by doing.

32) Name of the activity	No return – the way forward?
Venue	Slovenia, Maribor
Dates	22 August – 26 August 2016 (4 days)

Training Background:
Immigration flows in today's Europe are bringing the challenges that the young generation will inevitably face both in private life and in the professional work environment. Through lectures, workshops and fieldwork, participants will draw on expertise from the reference leaders, scholars and youth leaders. We will expand the meaning of European citizenship, active political participation and intercultural dialogue, which is crucial for the successful senzilibation of society in resolving the refugee issue.

Aims and objectives of the activity:
- To improve thoese competences of young people and youth workers which are needed for everyday and professional behavior when solving this day's conflicts in a European society.

- To increase the undestandnig of global migrations and individual's psychological reactions to its consequesnces.
- To increase the inclusion of migrants into society.
- To provide knowledge and tools to young people and youth workers to be able to identify potentially critical situations and to react appropriately to them.

Working methods:
Working methods will be different and will consist of lectures, scientific lectures, various workshops, living library, field work and learning about media literacy and fake news.

33) Name of the activity	Coaching for a change
Venue	Slovenia, Medvode
Dates	25 August – 03 September 2016 (9 days)

Training Background:
This project equips youth workers with simple strategies and techniques, skills and competencies through Brief Coaching practices to engage with the young people with fewer opportunities they work with and make change easier. The approach we have chosen is underpinned by values, crucial for Europe today – democracy, human rights, respect for law, tolerance, acceptance, curiosity and courage. The training methodology (Brief Coaching) is enriched through the experience and expertise of partners from different backgrounds, working with diverse groups of young people with fewer opportunities. When individuals (youth workers as well as through them young people with fewer opportunities) learn to cope better and expand their minds, so expands their level of tolerance, acceptance, curiosity and courage. These values are crucial in a new-forming Europe, where we need people with expanded minds to address the issues of migration, refugees, asylum seekers in a way that embraces diversity as a value, instead of a thread.

Aims and objectives of the activity:
This project corresponds to two goals of Erasmus+ Youth in Action Inclusion and Diversity Strategy:
- To increase the commintment of different stakeholders to inclusion and diversity
- To support organisations at developing quality inclusion projects

Other goals:
- Through training this project want to offer strategies and tools to youth workers in order to better work with young people with fewer opportunities
- To equip youth workers with the competences of coaching and leading discussions
- To increase the competences and professional and personal development of youth workers.
- To increase the international cooperation of the participating organisations.

Working methods:
Working methods will be brief Coaching, non-formal, informal, experimental learning, learnig-by-doing, constructivism, postmodern methods of soft skulls, participatory methods and art of hoasting meaningful conversations.

34 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 is 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.

35) Name of the activity	Street Wise - Urban art and critically engaged young Global citizens (Training Course to support youth workers to nurture young people's active global citizenship)
Venue	Ireland, Cork
Dates	16 March – 22 March 2016 (6 days)

Training Background:
The application is focused on one Activity.
This is a training programme that will take place over six days in March 2016 in Cork with 32 people involved. Countries involved: Italy, Hungary, UK

The training is coordinated by Youth work Ireland cork but will offered to Irish youth worker/ young leaders across the country both from youth work Ireland and other youth organisations

The training will provide a space to build skills, competencies, motivation and methodological approaches for Youth workers organisations who engage young people to nurture competencies of young people to enable them to grow a responsible, critically engaged and critical Global Citizens.

THEMES
The engagement and exploration in the themes of
- Active global citizenship
- Global justice themes

- Advocacy and campaigning

The training will guide the youth workers through an experiential process that will help them develop their own personal connection to the themes of active global citizenship, social justice and importance of initiative and advocacy (head and heart)

The training will create meaningful spaces of reflection on the experience and how it can be applied in their direct work with young people. (Head and Heart)

The active experiential approach will support motivation and passion to engage young people in themes and approaches and to put learning into action (heart and hands)

The practical skills based elements will provide specific tools to put the learning into action with young people (hands)

RESULTS IMPACTS
The project aims to impact on the organisations involved
By increasing motivation and confidence of youth workers to work creatively with young people and to engage them with Global Justice themes

It aims to impact on youth workers capacity to nurture young people's sense of and understanding of active global citizenship
The youth workers will leave with new facilitation and skills to enable young people to find their voice and express their opinions advocating for local and global justice issues
The youth workers own creativity will ahve been enhanced to enable them to support young peoples creativity, innovation and entrepreneurship.

The programme has very specific objectives about the application of learning to direct practice with young people within the organisations represented.

The learning and outcomes of the training will be useful for those directly engaging young people who want build the theme of global citizenship in their practice and who also want to develop a more creative approach to their practice both in the youth work field and beyond

Aims and objectives of the activity:
-To support youth workers to nurture young people's sense of and understanding of active global citizenship
-To equip youth workers with facilitation and skills to enable young people to find their voice and express their opinions advocating for local and global justice issues
-To explore useful competences for young global citizens and explore how to nurture competences such as empathy, ability to advocate for self and others, curiosity, initiative/ participation critical thinking skills etc
-To support youth workers to develop practical skills to support young people to create public street art expressing their opinions and ideas. eg Graffiti, Stencil, Paste-ups.
-To nurture youth workers own creativity to enable them to support young peoples creativity, innovation and entrepreneurship.

Working methods:
The methodology with focus on the model of learning that connects the
- HEAD- knowledge, know-how,
- HANDS- Practical skills and motivation and initiative to be active
- & HEART- understanding, empathy, emotional relationship to themes and connection to personal values and attitudes.

36) Name of the activity	Re-ENACT (Empowerment through Nature, Authentic Communication and Theatre)
Venue	Ireland, Clare
Dates	03 April – 09 April 2016 (6 days)

Training Background:
"Re-EnACT - Empowerment through Nature, Authentic Communication & Theatre" training course aims to develop the competences of youth workers to engage and empower young people to become responsible citizens through enhanced communication skills, conflict resolution techniques, entrepreneurial thinking and active participation in their lives, work and communities.There is a huge need for young people to be more empowered to realise their dreams, to turn their ideas into actions and to play an active part in the life of their communities and societies. Youth workers, volunteers and trainers need more creative and innovative methods and effective techniques to engage young people more actively. With our training course we seek to address the need of empowering youth through engaging and effective non-formal and informal learning methods. We are ready to introduce different methods to address these issues such as communication development, conflict resolution and effective team-work. During our training course we are going to use and introduce non-formal and informal educational tools with a special attention to outdoor training elements and theatrical methods.With this training course we seek to improve the level of key competences and skills of youth workers, such as sense of initiative and entrepreneurship and multilingualism, in order to improve the quality of their work and the activities they organise, and to reach further into the european dimension of youth work. At the end of the training course, our participants will be motivated to participate more actively in the lives of their organisations, develop more projects with and for young people and will be better equipped to provide a higher quality of youth work delivery due to their experience and use of different innovative & effective methods.The Training course will be based on an interactive and participative approach. The processes of learning from each other and learning by doing will be crucial. The training course will stimulate creativity, communication and active participation. The venue place of the project is The East Clare Golf Course, County Clare, Ireland. It is a 7-day training course with 24 participants and 4 trainers/facilitators/experts/logistic assistants from the following countries: Armenia, Czech Republic, Estonia, Georgia, Hungary, Italy, Lebanon, Morocco, Portugal, Turkey, UK and Ireland. During the training methods of non-formal and informal education will be used, such as individual, pair and group work, creative workshops, theatre methods, simulation and situation games, problem solving and debate exercises, presentations and discussions, indoor and outdoor elements.

Aims and objectives of the activity:
The main aim of the training course is to develop the competences of youth workers to engage and empower young people to become responsible citizens through enhanced communication skills, conflict resolution techniques, entrepreneurial thinking and active participation in their lives, work and communities.

Our Objectives:
- To identify effective and creative methods to engage young people to be active in their lives and communities
- To explore and understand how theatre & outdoor based methods can be used as tools for youth empowerment
- To introduce effective communication techniques in order to create positive dialogue and authentic communication
- To develop competences to implement tools, non-formal and informal educational methods of conflict resolution
- To provide space for participants for discussion and sharing best practices and to develop their training skills and competences
- To improve knowledge about Erasmus+ Youth Programme as a tool for improving the quality and enhancing the international dimension of youth work through capacity building activities

The training course will be based on an interactive and participative approach. The processes of learning from each other and learning by doing will be crucial. The training course will stimulate creativity, communication and active participation.

With this training course we seek to improve the level of key competences and skills of youth workers, such as sense of initiative and entrepreneurship and multilingualism, in order to improve the quality of their work and the activities they organise, and to reach further into the European dimension of their youth work.

We will broaden participants understanding of social, economical and cultural diversity and increase their ability to work with disadvantaged youth and for them to include marginalised young people in the work of their organisations.

We promote the importance of international cooperations in the youth field and promote the possibilities of mobility activities offered by the Erasmus+ Youth Programme. By sharing knowledge and best practices we aim to foster the quality of European organisations and youth work. We foster quality improvements and innovation in youth work through developing new methods and disseminating good practices.

At the end of the training course, our participants will be motivated to participate more actively in the lives of their organisations, develop more projects with and for young people and will be better equipped to provide a higher quality of youth work delivery due to their experience and use of different innovative & effective methods.

Working methods:

The programme of the training course was planned by the 3 trainers leading the project. They prepared the programme what is clearly defined, realistic, balanced and linked to the objectives of the project. It provides learning opportunities for the participants involved. During the activities we use a variety of working methods in order to ensure the best potential learning outcomes. After the participants are selected we might make little changes in the planned activities to adapt the programme as much as possible to the profile of participants in order to ensure the potentially best learning outcomes.

The main topic and aim of the training is course is to develop the competences of youth workers to engage and empower young people to become responsible citizens through enhanced communication skills, conflict resolution techniques, entrepreneurial thinking and active participation in their lives, work and communities.

In order to empower young people you must first engage them. We have employed creative and innovative methods in the programme that are designed specifically to catch the attention of and engage young people. The methods are different, practical, novel, fun, easy to access, requiring little or no materials and are powerful. They are methods that are designed to be and are implemented in a variety of situations and spaces.

Overall the sessions will use a non-formal and informal educational experiential approach, and participants will learn by doing. In order for the learning to land we will embed reflection and evaluation into the sessions. Dedicated reflection and evaluation sessions will be incorporated into the programme.

The main methodologies are theatre, authentic communication and nature-based tools. The theatre methods include specifically Forum Theatre, Theatre of the Oppressed and improvisational exercises and creative games adapted from general drama and theatre methods. Authentic Communication involves various methods including Non Violent Communication, role-playing, non-verbal communication and learning styles. The outdoor and nature-based methods are inspired by and adapted from traditional cultures, modern deep ecology and creative non-formal learning approaches and have been chosen for this course for their effectiveness and immediate accessibility - especially with young people. Sensory awareness exercises increase the effectiveness of our more marginalised senses and encourage group building and cooperation. The mirror of nature and threshold walk are techniques that employ the natural world as a facilitative tool for evaluation of inner and outer processes. These techniques are simple, generally instantly accessible and support: building inner strength, powerful inner reflection and development of interest and motivation for future projects and working life.

Our first two objectives will be reached through our selection of the methods and participants own experience of them. There will be time for discussion, reflection and evaluation in order to anchor the learning.

We will be introducing communication techniques to help participants learn how to create positive dialogue and authentic communication. The practical sessions including the group project provide the opportunity to practice and reach this objective in a live situation.

Conflict resolution methods and techniques form part of the theatre-based and communication sessions providing very creative methods to deal with conflict resolution along with tools and non-formal and informal methods.
Reflection time, evaluation and informal times give participants ample structures and unstructured time to discuss and share in many ways. We will be sharing and demonstrating best practices throughout the training course, and the Open Space sessions will give the opportunity for participants to share their best practices and develop their training skills and competences. There will be a dedicated time and format for feedback of the sessions, and the trainers will offer and give feedback to those who request it.

The Youthpass, Introduction and Completion sessions, in addition to on-going information about the programme embedded in sessions, will provide the opportunity for participants to improve their knowledge

and understanding of Erasmus+ as a tool for enhancing the international dimension of youth work through capacity building initiatives.

37) Name of the activity	International Rural Regions; Youth Work in the Countryside (Study Visit)
Venue	Poland
Dates	20 April – 24 April 2016 (4 days)

Training Background: Not available
Aims and objectives of the activity: Not available
Working methods: Not available

38) Name of the activity	Street Work – Cooperation & Practice (Study Visit)
Venue	Finland, Jyväskylä and Helsinki
Dates	16 June – 20 June 2016 (6 days)

Training Background: Not available
Aims and objectives of the activity: Not available
Working methods: Not available

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), Czechia, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Lithuania, Poland, Romania, Slovenia and Turkey. National research reports can be requested from the respective National Agencies and their research partners listed below.

Austria

IZ – Vielfalt, Dialog, Bildung
Österreichische Nationalagentur
Erasmus+: Jugend in Aktion & Europäisches Solidaritätskorps
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 Vienna

Belgium

YIA-BEFL
JINT
Grétrystraat, 26
1000 Brussel (Belgium)
http://www.jint.be

Department of Social Work and Social Care
University College West-Flanders (Howest)
Sint-Jorisstraat 71
8000 Bruges (Belgium)
http://www.howest.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 (France)
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 (Germany)
https://www.jugendfuereuropa.de
http://www.jugend-in-aktion.de

IKAB e.V.
Institut für angewandte Kommunikationsforschung in der außerschulischen Bildung
Poppelsdorfer Allee 91
D - 53115 Bonn (Germany)
www.ikab.de

Hungary

Tempus Közalapítvány / Tempus Public Foundation
Kéthly Anna tér 1.
1077 Budapest (Hungary)
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.spsc.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 (Poland)
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 in 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	Kowledge of politics, society, power relations, policies relevant to young people	Skills in political literacy, active listening, ciritcal 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

competence areas	competences	political dimension knowledge	skills	attitudes, values & behaviours
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

competence areas	competences	political dimension knowledge	skills	attitudes, values & behaviours
Networking and advocating	**Youth policy**	Knowledge about youth policy and youth work in the working context (community, religion, etc.)	Skills to identify and name European dimension in the working context	Openness to cooperation with other actors and stakeholders
		Knowledge about youth rights		Stay up-to-date on the latest youth research on the situation and needs of the young people Readiness to unlearn
		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]	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		
competence areas	**competences**	knowledge	skills	attitudes, values & behaviours
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	Skills to enhance the outcomes of an awareness-raising process for the learners' benefit and use methods for supporting awareness of one's identity	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
		Knowledge of identity-related mechanisms and theories (with a focus on cultural contexts)	Skills to raise identity-related awareness within the group	Encourages exploring their own identity and deal with the resulting emotional potential Expressing various points of views
			Skills to generate and support self-confidence of the young people	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		
competence areas	**competences**	knowledge	skills	attitudes, values & behaviours
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	Sensitivity and openness to diversity, empathy, respect for differences, flexibility
			Skills to work with diverse groups in a non-formal learning context	Deals with emotions
	Integrating socio-political & economoic 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
			Skills to identify the potential of the environment	Openness and sensitivity to socio-political contexts of learners
			Skills to identify risk factors	Attentives to the safety of the learner group
				Understand the social context of young people's lives

competence areas	competences	intercultural dimension knowledge	skills	attitudes, values & behaviours
Intercultural education & learning	**Integrating socio-political & economoic 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 Recognises and interprets words, body language and non-verbal cues in a culturally appropriate manner; Encourages observation, experience, reflection, reasoning and communication among learners
		Knowledge of the theories and concepts of power relations		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 identiy 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 identiy and culture from different perspectives

		intercultural dimension		
competence areas	**competences**	knowledge	skills	attitudes, values & behaviours
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	Identifies one's own feelings and emotions on their impact on others	
		Knowledge about emotions and related mechanisms		Openness and support to expression of feelings and emotions (self and of others)
	Ethics	Knowledge of ethics of youth work	Skills in management of one's own emotions	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
		Knowledge of ethical boundaries	Skills to share one's own emotions with the group in an educational way and maintain ethical boundaries	Empathy, honesty, respect, acceptance of ambiguity
	Conflict management	Knowledge of conflict management	Skills in facilitation, conflict transformation, mediation, dealing with unexpected situation	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
			Skills to generate and support self-confidence of the young people	Manages emotions in activities
			Skills to apply empathy practices in a way that others can learn from the experience	Demonstrates an understanding of what sparks one's own emotions

		professional/quality dimension		
competence areas	**competences**	knowledge	skills	attitudes, values & behaviours
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

competence areas	competences	professional/quality dimension knowledge	skills	attitudes, values & behaviours
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
Edcuational 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
		Knowledge of group processes and of the principles of creating an ecouraging 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]	Empathy, honesty and respect, creativity
		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	Willingness to experiment, support for young people taking the lead, acceptance of the positive potential of conflict
			Skills to apply empathy practices in a way that others can learn from the experience	Demonstrates an understanding of what sparks one's own emotions

competence areas	competences	professional/quality dimension knowledge	skills	attitudes, values & behaviours
Edcuational approach	**Acknowledging and dealing with unexpectd learning moments and outcomes**	Knowledge of learning as a continous process	Skills to reflect and adjust the learning process	Openness for and readiness to balance between planned and unplanned learning objectives
			Skills to improvise according to a changing training situation	Courage to improvise, adjust and deal with unknown and unpredicted situations
		Knowledge of group processes	Skills to identify group processes and act accordingly	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	Curiosity about learners' needs
			Skills to identify specific way of learning of different learners	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		
competence areas	**competences**	knowledge	skills	attitudes, values & behaviours
Edcuational approach	**Implementing non-formal learning**			Establishes a supportive relationship with the learner: Emapthy, honesty and respect, openness, reflectiveness
			Skills to identify, organise and refer to appropriate resources to support one's learning	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		
competence areas	**competences**	knowledge	skills	attitudes, values & behaviours
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	Openness to team processes and recognition of their importance
			Skills to mediate conflict situations based on polarisation in different groups [TCA officers' survey]	
			Skills to involve other team members and to foster cooperation among team members	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 distrubed 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
				Conributes 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		
competence areas	competences	knowledge	skills	attitudes, values & behaviours
Cooperation & networking	**Team- and project management**	Knowledge about human resources management	Skills to apply human resources management to non-formal learning settings and to specific target groups	Demonstrates skills in self-management; readiness to be challenged in his/her management style
		Knowledge of existing appropriate resources for supporting learning	Skills to organise existing appropriate resources	Structured and organised approach
				Ethics of youth work
		Knowledge of coaching techniques	Skills to adjust programme development to resources management	Develops the programme or the activity based on an assessment of the needs and opportunities
		Knowledge of emotional mechanisms in groups with individuals	Skills to work with diverse groups in a non-formal learning context	Builds and maintains relationship with individuals and the group of young people
			Skills to manage/handle risks	Provides support for risks-taking, deals with emotions
			Skills to foster cooperation among the member of the group	Motivates and supports the young people, acknowledge and celebrates efforts
		Where relevant, knowledge of financial management (with a focus on projects)		
		Where relevant, knowledge of fundraising		
	Advocacy and networking	Knowledeg of youth policies concepts, actors and mechanisms at different levels (local through European)	Skills in communication, networking, co-operation, partnership building, democratic leadership, advocacy, public speaking, presentation	Willingness to partner with other actors, curiosity, open-mindedness, patience, tolerance of ambiguity, personal initiative
				Co-operate with others to shape youth policies
		Knowledge of different youth work concepts, approaches, frameworks (including geographical and conceptual diversity) [TCA officers' survey]	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]	Open mind attitude [TCA officers' survey]

		professional/quality dimension		
competence areas	**competences**	knowledge	skills	attitudes, values & behaviours
Assessment & evaluation	**Dissemination of information**	Knowledge of different ways to collect information	Skills to collect, choose, interpret and use information according to the context of the activity	Openness to the ambiguity inherent in the information collected and to ist use
		Knowledge about mechanisms of change and how to integrate them in dissemination and exploitation of results		Recognition of the importance of collecting and using information
		Knowledge about youth research approaches, actors and sources	Skills in analysis, information management	Personal initiative to stay up-to-date on the latest youth research on the situation and needs of the young people
		Knowledge about sharing relevant information and practices in youth work with colleagues	Skills of communication, information management	Solidarity, willingness to share resources
		Knowledge of presentation and dissemination	Skills in presentation, public speaking, report writing, capacity to adapt your discourse to different audiences Skills in report writing and presentation for a variety of audiences	Give visiblity to projects, write reports and make presentations, for a variety of audiences: self-confidence
	Evaluation & impact assessment	Knowledge of evaluation processes and assessement mechanisms and tools	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	Recognition of the importance of evaluation and impact assessment during and after the educational process
		Knowledge of competence and assessment principles and related methods	Skills to choose appropriate methods to assess young people's learning objectives and needs	Creates a trustful and safe space for young people to reflect upon and work on their transformation Openness to constructive criticsm and feedback

		professional/quality dimension		
competence areas	**competences**	knowledge	skills	attitudes, values & behaviours
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 criticsm and feedback, adaptation to new/unforeseen situations, personal initiative 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
		Knowledge of project management frameworks for developing, conducting and evaluating projects	Skills in management (including finances), leadership, delegation, planning, facilitation, communication	Apply project management approaches: capacity to adapt new/unforseen 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		
competence areas	**competences**	knowledge	skills	attitudes, values & behaviours
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
		Knowledge of seek and give feedback about teamwork	Skills in feedback, active listening, conflict transformaton, mediation	Being constructive, ready to challenge colleagues and be challenged, curiosity, trust
	Implementing learning assessments	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