

EU IS COMING!

youth exchange

HANDBOOK



Erasmus+

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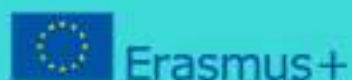
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INTRODUCTION

Hello dear reader(s) of this handbook!

Whether you are a young person interested in learning about the European union and the opportunities it can offer you; or whether you are a youth leader or youth worker looking for inspiration on the EU topics - you are at the right place! In this handbook you can find out about the "EU is coming" youth exchange, about Erasmus+ in general, just as you can learn and explore the topics related to EU youth possibilities.

The handbook consists of several parts. First, you can find out more about the organisations included in the project, learn about the principles of non-formal education, explore the methodology of the youth exchange, just as you can use this handbook to know more about the EU opportunities and find resourceful links. We are especially proud of team and participants included in this youth exchange as it took place live during the Covid-19 pandemic when it was extremely challenging to organize live events - but we made it altogether.

If you wish to know more about this project itself, find out more about our other projects, or if you just wish to learn more about the non-formal education that we implement with and for young people, do not hesitate to contact us.

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ABOUT US...

- **About DrONE**

We are DrONE - Association for Social Development and Non-Formal Education from Karlovac, Croatia. At this moment, we are a young Association by our founding date, but our members are experienced youth workers, youth leaders, and implementers of numerous EU projects. We are particularly working in the field of non-formal education, youth work, human rights, work with vulnerable groups and the promotion and development of civic education. All our members and volunteers share the values of equity, diversity and interdependence, and we are guided with an aim to empower, educate and include young people in a participative non-formal process of education. The main goals of DrONE are to promote active citizenship and democratisation of society, to promote the development of civil society and the promotion of education and lifelong learning. We are also focused on participating in the drafting of public policies, especially in the areas of youth's well-being, human rights, and youth work.

DrONE is slowly but steadily becoming recognised in the local community, through direct youth work and online campaigns on non - formal education, opportunities for young people and youth work. We are actively including young people in all of our activities, giving them space to develop a number of important competences and different experiences. We established a non-formal Facebook platform that gathers youth workers on the national level and we are working on the systematisation and formalisation of this platform. We are also proud members of GOOD initiative and Croatian Youth Network (National Youth Council).

We are especially proud of the "EU is coming" youth exchange as this was our first official Erasmus+ project!



ABOUT PARTNERS

Agoraveiro is a non-profit and non-governmental organisation, founded in Aveiro, Portugal. Their main field of activities is the promotion of active citizenship, inclusion, international awareness and healthy lifestyles and most of their activities are planned and based on those principles. From the very beginning, Agoraveiro, covers the topic of active citizenship through both local and international projects. They have coordinated dozens of Youth in Action and Erasmus+ mobility projects, and are most proud of their TEDxAveiro (an annual conference aiming at promotion of innovation, solutions and creativity when it comes to different areas), "Planting the future" (an awarded project that raises awareness of environment), "I love Aveiro" (project that educates citizens and tourists about the deep culture of Aveiro city), and "Human libraries" (an educational project on the topic of inclusion).



EFIM (Europejska Fundacja Inicjatyw Młodzieżowych, Poland) have extensive experience in education, and in organising activities and mobilities at the local and international level. Foundation directs its activities mainly to young people and people who are or want to be working with youth and they are working mostly by applying non-formal methods and experiential learning into their work. Their scope of work involves support of the development of education; training courses and workshops; creating and supporting activities aimed to create favourable conditions for social integration and development; shaping the attitudes of tolerance and mutual understanding; actions implemented for integration, development of contacts and cooperation in local communities and between different organisations (domestic and international).



CET Platform Italy is the Italian branch of the international CET network. They strongly support the dissemination of European culture, citizenship and values at local, national and international level. Their mission is to improve the level of competencies and skills of young people and youth workers, as well as to foster intercultural learning, active citizenship and social inclusion through non-formal education principles and methodologies. CET Platform's vision is to empower youth to shape the world they live and work in, enhancing creativity, innovation and entrepreneurship. They want to help young people in their personal and professional growth to contribute to the sustainable development of European society. In addition, they are focused on spreading European culture and opportunities deriving from EU programmes, as well as on raising local, national and international relations and cooperation to increase the quality of youth projects, sharing experiences and best practises. They work in a network with other local and international organisations to promote active and aware citizenship, non-formal methodologies and intercultural learning.



• **THANK YOU! LIST**

We wish to thank our partners, project coordinators, facilitators, group leaders and most of all - our participants without whom this project would not have been this successful.

This is a huge THANK YOU from the DrONE team!

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WHAT IS ERASMUS+ ?

- **WHAT IS ERASMUS+?**

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. Erasmus+ offers mobility and cooperation opportunities in higher education, vocational education and training, school education (including early childhood education and care), adult education, youth, and sport. In other words, the programme aims to offer all young persons, students, apprentices, school pupils, vocational students, teachers, trainers, staff, job seekers, etc. the possibility to travel abroad to develop their knowledge, skills and employability. Even more, it assists organisations to share expertise and innovation and to flourish in the fields of education, training, youth and sport.

The Erasmus+ programme is structured around the regulations of the European Parliament and Council. It is funded and managed at the European level by Annual Work Programmes.

It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda. The programme also supports the European Pillar of Social Rights, implements the EU Youth Strategy 2019-2027, and develops the European dimension in sport.

- **WHAT IS A YOUTH EXCHANGE?**

Youth exchange (YE) is an Erasmus+ project that allows groups of young people from different countries to meet, live together and work on shared projects for short periods. On a youth exchange, you can expect to participate in activities such as workshops, exercises, debates, role-plays, outdoor activities and more. Youth exchanges are managed by youth organisations, informal groups of young people or other organisations.

Each youth exchange includes a group of participants from a partner organisation (country) and one youth leader per national team. Participants' roles are forming national teams (national groups). They are co-responsible for preparing activities and their quality, as well for implementation of the agreed activities during the youth exchange. Keywords for participants are: active participation, openness, appreciation and understanding.

ABOUT "EU IS COMING" YOUTH EXCHANGE

"EU is coming" is an Erasmus+ youth exchange project developed by young volunteers and youth workers from DrONE, with an aim of raising awareness of the European Union, its opportunities for young people, its institutions and programmes, but also their democracy processes. We also wanted to cherish interculturalism and bring young people together to learn about one another's culture. Therefore, our main aims were:

- To develop a deeper interest in voicing young people's opinion on EU topics;
- To raise awareness about the EU and its opportunities;
- To motivate youth participation and mobility;
- To inspire intercultural exchange and learning.

The project was designed in two parts: first, we had an Advanced Planned Visit (APV) in Karlovac (Croatia), and Youth Exchange in Duga Resa (Croatia).

The **APV meeting** was organised in June 2021., one month prior to the youth exchange activity. Purpose of the APV meeting was to ensure that participants have quality preparation, to assure time to introduce the participants into the topic, create space for getting to know each other and later encourage collaboration and preparation of tasks which were supervised by facilitators. One group leader and one participant from each partner organisation were included in the APV and they all together agreed upon the activities, their roles within the project, their tasks and responsibilities. It also allowed group leaders to meet the organisational team, to make an introduction to Erasmus+ programme, youth exchange, the project and the idea behind it. The APV lasted for three days, and it was crucial for the success of the project.

Youth Exchange took place in July 2021, and it gathered 24 participants, two facilitators, two project coordinators, and three volunteers. It was based on principles of non-formal education, notably on the "learning-by-doing" approach. It lasted from July 23rd - July 30th, and it took place in the Student Dormitory in Duga Resa (Croatia) that turns into a hostel during summer time. By carrying out the activities of this project, like reviewing our identity, finding our place in the EU as a young person and asking ourselves if we feel like a citizen of the EU - we empowered young people for active participation and contributing to the European identity and values.

The youth exchange resulted in encouraging participants to be involved in the democratic processes, with new set of skills such as teamwork, leadership, creating educational programmes, but most of all - it fostered young people's active participation in a society as a whole.

ROLES IN THE “EU IS COMING” YOUTH EXCHANGE

Each youth exchange includes a group of participants from a partner organisation (country) and one youth leader per national team. Here you can find information on roles of our project during the youth exchange: participants, group (team) leaders, facilitators and project coordinators.

- **PARTICIPANTS**

Participants were a crucial part of the project. They make the dreams work! They are co-responsible for preparation of activities (together with group leaders and facilitators), and the quality of the activities. Their task was to actively participate in the project, to be open-minded, respectful towards each other and understanding. Before the youth exchange, their task was to prepare activities in their national teams and implement them during the youth exchange to provide peer to peer learning. After the youth exchange, their task was to implement the envisaged follow-up activities/tasks, with the support of their national group leaders, facilitators and organisational team. Participants in the youth exchange must all be young persons.

- **GROUP LEADERS**

Group leaders (or team/youth leaders) are here to guide the participants on their learning journey. It is not obligatory for group leaders to be young people, but it is important that they have leadership and communication skills. Group leaders were responsible for good and timely communication within the national team, and they are a link between the project team and the national team. They assist the national team in preparing for the project and in preparing their tasks. Also, group leaders share responsibility for program implementation.

• FACILITATORS

Facilitators are co-responsible for preparation of the program and content, for informing participants in a timely manner and facilitating the learning process. They are also responsible for the implementation of the agreed program and provide support to team leaders and all participants in the realisation of the program. They should be able to modify the program on the go, according to the needs of the participants. Also, facilitators provide support to all participants in the creation and implementation of agreed activities, during the dissemination (follow up phase of the project).

• PROJECT COORDINATORS

Each participating country (national team) has a coordinator from a partner organisation. In other words, these are the representatives of the sending (partner) organisation. They are responsible for finding group leaders and participants on time, to introduce participants and group leaders to the project and to provide them support in the process of preparation and follow-up phase. National project coordinators are also co-responsible for timely communication and sharing project information.

• VOLUNTEERS

Depending on the project, volunteers' role is to support the project team in organising youth exchange. During the "EU is coming" project, volunteers were here to help with logistics, to share their experience, to help participants to get to know the local community, to take photos, write social media reports and articles, and socialise with the group. Their task was to be responsible, creative and supportive - and just being around.



WHAT IS FORMAL, INFORMAL, NON-FORMAL LEARNING?

Each project, including youth exchanges, is designed to provide new learning, new skills and values. Education brings a natural and lasting change in an individual's reasoning and ability to achieve the targeted goal. It facilitates us to investigate our own considerations and thoughts and makes us ready to express it in various shapes. There are three types of learning/education:

Formal education or **formal learning** usually takes place in the premises of the school, where a person may learn basic, academic, or trade skills. Its learning environment includes educational institutions, classrooms, specially trained teachers, teaching equipment, extra-curricular activities, competitions, examinations and a curriculum or syllabus. Formal education, as the name suggests, is very structured in nature as proper guidelines are laid, and the students are expected to work under these guidelines.

Informal education or learning is the type of knowledge that one gains through life experiences. This knowledge can be the one that we obtain from our parents, elders, friends or partners. It does not contain the theoretical knowledge of the books, but is gained under the influence of society and the community.

Non-formal education or learning refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, sports clubs and drama and community groups where young people meet, for example, to undertake projects together, play games, discuss, go camping, or make music and drama. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing.



Non-formal education should be based on the following principles:

- voluntary
- accessible to everyone (ideally)
- an organised process with educational objectives
- participatory
- learner-centred
- about learning life skills and preparing for active citizenship
- based on involving both individual and group learning with a collective approach
- holistic and process-oriented
- based on experience and action
- organised on the basis of the needs of the participants.

Formal, non-formal and informal education are complementary and mutually reinforcing elements of a lifelong learning process.

REFLECTION AS ESSENTIAL PART OF NON-FORMAL LEARNING

Reflection is an integral part of the learning process. It allows us to learn more about ourselves and how we learn, but it also aids us in improving our skills and/or exploring our own or other people's attitudes. It encourages learners to reflect on the activities they have participated in, so that they are no longer just focused on "how" of their task or activity but also "why" they are doing it.

At the start of the "EU is coming" youth exchange, reflection was introduced as a strong apparatus to empower learning; and it was held on two levels: **individually and in groups.**



After each task or activity, facilitators were guiding participants to individually reflect on their learning process through **learning diaries**. Learning diary was introduced as a tool of reflection, in the form of a "personal journal". Its purpose is to enhance participant's learning through the process of writing and thinking about their learning experiences. It is not just a diary or record of "What you have done" but a record of what one has learnt, tried and to critically reflect upon it. The best thing about learning diaries is that they are made by participants in any way they want: creative, with words or pictures, sketches, colours and more.

On the very first day of the YE, **reflection groups (teams)** were also formed and introduced as another tool of reflection. Reflection groups are a strong tool of peer reflection as they encourage sharing thoughts, actions, experiences within a group, and they provide insights into other people's thoughts and experiences. These groups met at the end of each day as a part of an official programme, and they were given questions to explore/discuss. Their answers/discussions were later collected by the facilitators and they inspired the adjustment of the programme when it was needed.

Reflection is of extreme importance in non-formal education as it raises awareness within learners to 'own' their learning in a personally meaningful way. Learn and explore more the topic of the reflection in the Methodology part of this handbook!

Reflection through regular meetings: talk to your participants!

Group leaders meetings were held at the very end of each working day, after reflection group meetings, Project team, facilitators and national team leaders sat down in a quiet environment and exchanged information about the day behind them. Main goal of such meetings was to see if there were any situations that required attention. It was imagined as a sort of a bridge between national groups and the YE team, that was built to overcome all the possible obstacles that could have risen during the process.

Mini groups were also formed on the first day, making sure that each group's lineup supports gender equality and consists of participants of different nationalities. Mini groups can be formed by random draw, and/or different fun and funny activities. For example, at this YE, participants blindly drew the names of five different Madonna albums.

RECOGNITION OF LEARNING OUTCOMES

Non-formal education is hard to be recognized as it is not a part of the formal educational system. Still, as the importance of non-formal education is growing each day, so is its recognition and validation. In Erasmus+ projects the learning outcomes are recognized and validated by a Youthpass instrument.

- **What is Youthpass?**

Youthpass is a European recognition instrument for identifying and documenting learning outcomes that are acquired in projects under the Erasmus+ and the European Solidarity Corps programmes.

Youthpass promotes individual reflection and awareness about learning and helps to make learning outcomes visible for the learners themselves as well as for others. It aims to reinforce reflective practices in youth work and solidarity activities, thereby enhancing their quality and recognition. It also supports the continued pathways of young people and youth workers, just as it raises visibility of the value of European engagement.

All participants of the projects approved within these frameworks are entitled to receive a Youthpass certificate, and thus recognition for their non-formal learning outcomes.

The responsibility to issue the Youthpass certificates to the participants/volunteers, lies with the organisation that signs the contract for the Erasmus+ grant. In "EU is coming" youth exchange, Youthpass certificates were issued to all participants and volunteers by the DrONE association.



CHAPTERS OF “EU IS COMING” YOUTH EXCHANGE

A project had five chapters: planning, preparation, implementation, follow-up and reporting. Participating organisations and young people involved in the activities had an active role in all these stages enhancing thus their learning experience.

1. Planning: defining the needs, objectives, learning outcomes, activity formats, development of work programme, schedule of activities etc. before writing a project and before submitting the application.

“EU is coming” was planned with young people from DrONE. They were the ones who decided on final objectives of the YE, on final methods and timetable. These young people also participated in writing an application form, with guidance of youth workers from DrONE.

2.Preparation: practical arrangements, set up of agreements with partners, linguistic/intercultural/learning- and task-related preparation of participants before departure etc. The preparation of “EU is coming” was related to project coordinators, group leaders and participants, in two phases: the Advanced Planned Visit and Youth Exchange mobility.

When the project was approved, the preparation phase started. We had several meetings with our project coordinators (partners) to agree upon all the terms, profile of participants, to discuss the preparatory tasks, set the dates and more. We also communicated regularly via email to keep everyone updated and to make sure for everyone to have all the information. This phase also includes the preparation of the team, of the logistics and detailed methodology.

An **Advanced Planned Visit (APV)** was a great opportunity for the preparation of group leaders. During these few days of the APV group leaders became knowledgeable upon the objectives of the YE, their roles and the roles of the whole team. This was a moment to discuss and agree upon the preparatory tasks, to understand the obligations of group leaders, to understand all the roles in the project, but also a safe space to encourage the co-ownership of the project.

When it comes to the participants, before the youth exchange itself, the communication with them was held online. First, we prepared a closed Facebook group for participants to interact before the YE, to introduce themselves and to meet the team behind the project. Various information was discussed in this group, from preparatory tasks to info pack or current weather conditions.

3. Implementation of activities: implementing a "EU is coming" youth exchange.

This phase is related to the main activity: the youth exchange. Now that everything was well prepared in the preparatory phase, we just needed to put all our vision and ideas into practice. Read all about this phase in the following pages of the handbook.

4. Follow-up: evaluation of the activities, identification and documentation of the learning outcomes of participants, as well as dissemination and use of the project's outcomes.

Evaluation is of great importance for the project and it was held on several levels, and we used evaluation to also identify the learning outcomes of everyone included in the project. At the beginning of the youth exchange, participants were asked to underline the expectations and fears, so that they could later look back at the same to assess to what extent these expectations and fears were fulfilled. Evaluation was also held in reflection groups and in group leaders meetings. We also had a long-term evaluation by collecting feedback from participants in the form of Facebook group discussion and an online survey on how they applied the knowledge and skills they have received during the youth exchange. Group leaders were also asked to reflect on their experience as group leaders. Even more, we had evaluation with partner organisations to collect their inputs. Finally, we evaluated the project internally as a team to make sure what we can do better the next time.

The dissemination and the use of the project's outcomes was implemented in a form of a dissemination challenge to make it more creative and collaborative. On the last day of the YE, participants themselves decided on their follow-up activities that were part of the dissemination challenge (ex. sharing the photos and video from YE, implementing activities in their local community, designing T-shirts and board games, writing an article). The challenge was created so that all the activities could be ranked with points, and a shared online table was created for everyone to follow and insert links, which added to the transparency of the challenge. Also, the info pack on the dissemination challenge was created to make sure that everyone knows their role and obligations. Group leaders were the key for this process as they were the one who were following the participants on a national level, providing support to them, and regularly communicating with the project team to keep the team updated.

5. Reporting phase - Reporting phase means reporting on implemented activities, as well as all decisions that directly affect the content, quality and results of the implemented activities.

Each youth exchange project is produced using an online tool called Mobility Tool+ where you need to enter personal details of all the participants included in your project. Evenmore, the final report consists of questions where you need to describe the implementation of the project, its verified impact and learning outcomes of your participants. Via the Mobility Tool platform, you need to attach all the produced material so that your National Agency could verify them. When this process is done, the final budget will also be checked. Processing of the final report can take up to 60 days, and the last part of the project grant will be paid as soon as the report has been checked.

WHEN AND WHERE TO APPLY (FOR) A YOUTH EXCHANGE PROJECT

- **Are you interested in participating in a youth exchange project?**

If you are looking to participate in a youth exchange, you can either look for offers for Youth Exchanges projects that have already been granted and that are looking for participants. Once you have found a project that is appealing to you, get in contact and start being involved in further developing the activities.

- **You wish to apply your own project?**

You can develop your own project with an organisation you are active in, a youth worker you know or other young people that share your interest. In this case, you have to fill in the application form and submit it to the relevant National Agency. Detailed information on the criteria, on how to submit the project proposal and on the deadlines is available [here](#) or on the National Agencies' websites. Check it all before starting the process!

THE METHODOLOGY BEHIND THE “EU IS COMING” ADVANCED PLANNED VISIT

ADVANCED PLANNED VISIT (APV)

Advanced planning visit (APV) is a work meeting to plan all the details for the youth exchange. It is usually held several weeks before the youth exchange and it involves a project management team, facilitators and group leaders from participating countries.

Before the beginning of the APV during “EU is coming” project, each participant received a short summary of the project and an info pack where all the relevant information about the project, timetable, logistics and venue were provided.

Before the start of APV, each participant received an info pack. You can see it in full version [here](#).

INFO PACK		YOUTH EXCHANGE EU IS COMING!		
 KARLOVAC, CROATIA				
FRIDAY, 25/07		SATURDAY, 26/07	SUNDAY, 27/07	MONDAY, 28/07
 Arrival of the participants		Breakfast	Breakfast	Breakfast
Dinner		Expectations, fears and contributions	Goals and objectives of the project	Departure
Getting together		What is Erasmus? What is YET + Roles	EU is coming	
		Lunch	Lunch	
		How to deal a group?	Task division	
		Non-formal education = methods = practice	Planning preparation	
		Dinner	Dinner	
		Evaluation of the day = Free evening	Internal gathering	

DAY 1

Session 1 : Getting together

INTERVIEW/EE

Objectives: Getting to know each other and enhancing group cohesion

Activity time: 30 min

Group size: 2 (pairs)

Materials: Pens, paper

Participants are divided in random pairs and asked to interview each other and to present themselves. One person is in the role of an interviewer and another person has the role of an interviewee. Interviewee has five minutes to talk about themselves, and the interviewer takes notes. After the five minute mark, they switch roles.

After ten minutes, facilitators ask all participants to form a circle and one by one present their interviewee.

Reflection:

How did you feel during the activity? Which role did you find easier to be in and how come? What did you learn? What similarities/differences would you like to emphasise?



Session 2 : Expectations, fears and contributions

Objectives: Understanding fears and expectations, recognising possible contribution

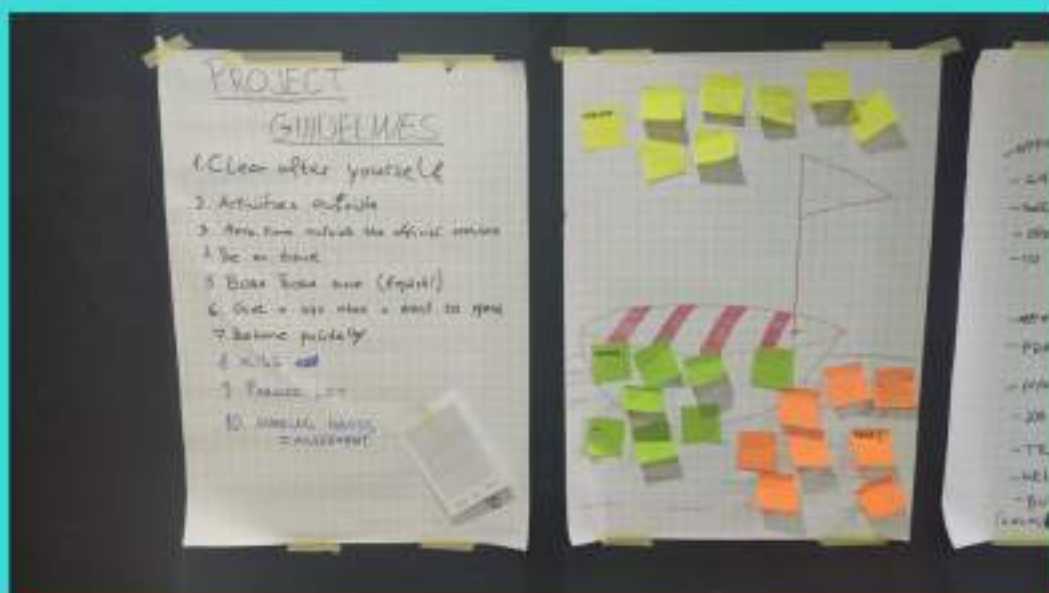
Activity time: 30-60 min

Group size: 4+

Materials: Post-it papers in different colors, flip chart with drawing of a sailboat, pens

After reminding the participants about goals and objectives and after defining the guidelines, facilitators start the conversation about expectations, fears and contributions. After a brief conversation, participants work individually to identify their expectations, fears and personal contributions related to the YE. They are given three post-it papers in different colors and instructed to write down their answers. When everyone is done, ask the participants to stick their papers on the flip chart with the drawing of a sailboat. Each part of the drawing represents a different paper (i.e. boat- expectations, waves- fears, sail- contributions). Read the expectations, relate them to the subject and make a short group discussion and reflection.

Reflection: How did you define what you will write down? What was the easiest part of the activity? What was challenging?



Session 3 / What is Erasmus+ and YE

INTRODUCTION TO ERASMUS+

Objectives: Informing participants about E+

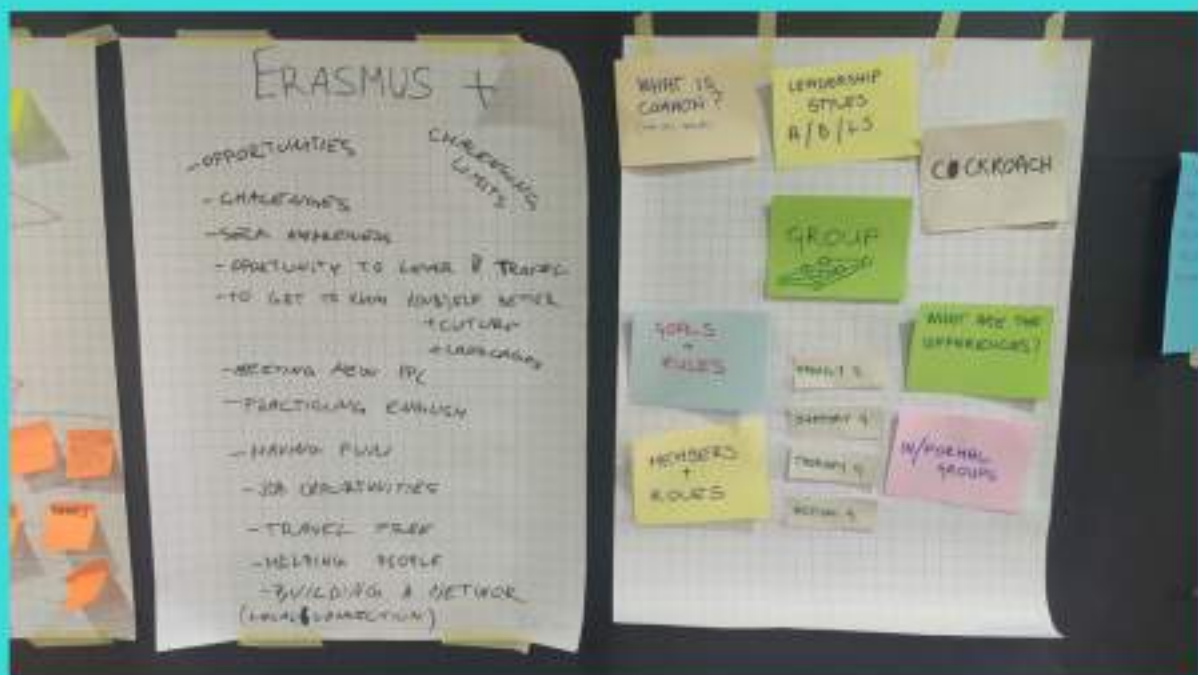
Activity time: 20 min

Group size: 10+

Materials: papers, pens

The session starts with brainstorming. Participants are asked to write down all ideas that they associate with the word Erasmus+. Facilitators have prepared interesting facts about the programme to fulfil the picture about Erasmus+, and discussion on the given results continues.

Reflection: How did you define what you will write down? What was the easiest part of the activity? What was challenging? What information was funny? What information was interesting?



INTRODUCTION TO A YOUTH EXCHANGE

Objectives: Informing participants about YE

Activity time: 20 min

Group size: 10+

Materials: Prepared sentences about YE cut in half

Participants were then randomly assigned to groups. The groups receive sentences, cut in half, on the topic of YE. Groups have up to 20 minutes to make sentences and present in front of the other group, the discussion continues.

INTRODUCTION TO EUROPEAN VALUES

Objectives: Introducing participants to the five key EU values

Activity time: 20 min

Group size: 10+

Materials: Prepared five principles written on papers

The mini groups are given five EU key values. The task is to rank them in order of importance and present them in front of the whole group. Facilitators support the discussion to summarize the information about EU values, and emphasise that there is no correct answer when ranking the EU values.

EU values: Democracy, human dignity, freedom, equality, respect for human rights.

Reflection: What did you learn? How was it for you? How was the group dynamic? Did you rank them easily? Was there a group consensus? How was the process?

*Activity adapted from [theEu&Me](#)



HOW TO DEAL A GROUP

Objectives: informing participants about group management

Activity time: 45 min

Group size: 10+

Materials: prepared statements about group management, flipchart, markers

The facilitator reads the statements and the participants, depending on whether or not they agree with the statement, walk to one side or the other. This is followed by a brief discussion of the activity. After that, the facilitator introduces the group to the types of groups, their fundamental differences, especially with an emphasis on the types of groups that the participants will be in certain phases of the project.

Reflection: How do you feel? What was good about this activity? What could have been better? What did you learn about group management?

Session 4 / EU is coming

TREASURE HUNT



Objectives: Introducing participants to the phases of the project

Activity time: 60 min

Group size: 10+

Materials: Prepared sentences on paper in three colours, flipcharts in different colours representing the phases of the project, glue.

Participants need to find pre-hidden papers in a certain territory. They have 20 minutes for that. After that, they are instructed to arrange the sentences by colour and conclude which phases of the project they represent. To make it easier for them, they have flip charts in different colours at their disposal, where they stick papers according to the roles and phases of the project. The facilitator provides support and explains each role and phase in the project. Participants then discuss.

Reflection: What do you think about this activity? How did you manage the task? Did you work individually or as a group? Are you satisfied with the result?



DAY 2

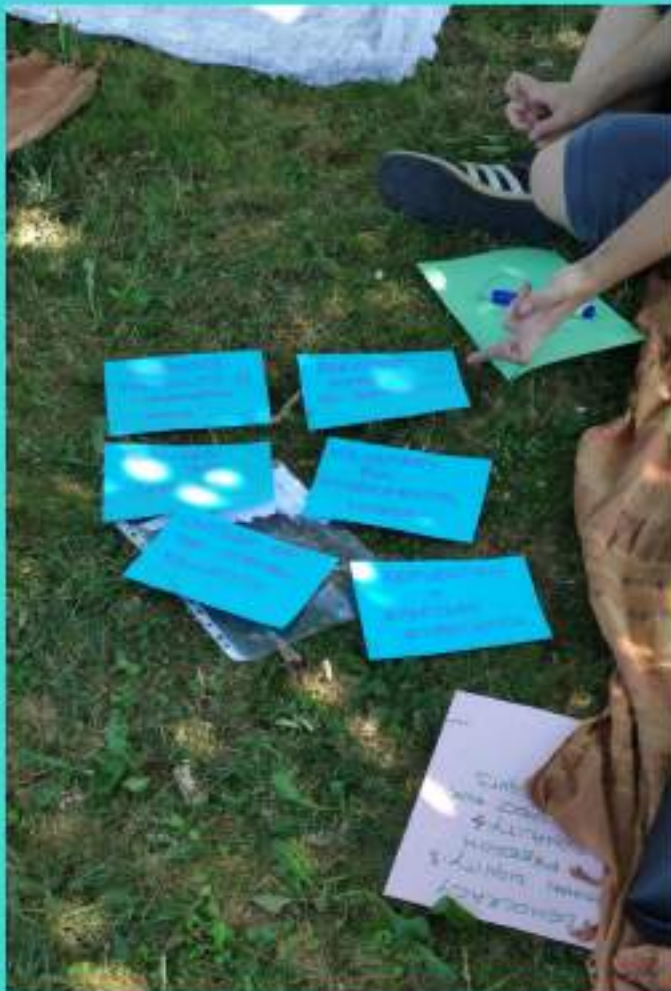
Session 5 / Non-formal education

Objectives: Introducing participants to the concept of non-formal education

Activity time: 30 min

Group size: 10+

Materials: Flip chart, markers



Facilitators present the principles of non-formal education and motivate participants to express their opinions on each. After that, the facilitator asks the question of the difference between formal and non-formal education. The facilitator motivates the participants to conclude what the differences are in the methodology of formal and non-formal education. This is followed by a discussion and conclusion.

Reflection: What was new? Do you recognize these activities? Did you use them before?

Session 6 / Methods of non-formal education

QUICKSAND

Objectives: To introduce participants to methods of non-formal education

Activity time: 20 mins

Group size: 10+

Materials: Pre-drawn fields on the floor, prepared map for the facilitator with marked fields that successfully lead to the other side



The group must cross pre-drawn fields on the floor. Each participant has the right to try one step, if he succeeds he continues the next step, and if he does not go to the end of the line. Participants must remember the previous steps in order to be able to reach the other side of the field. Only one sample is successful. The activity ends when all participants successfully cross the fields. Discussion continues.

Reflection: How did you feel during this activity? What was the hardest for you and what was the easiest? What do you think you did well? How does it feel to help other group members? How does it feel to be helped by other members of the group?

STEP FORWARD

Objectives: To introduce participants to methods of non-formal education

Activity time: 30 mins

Group size: 10+

Materials: Prepared statements



Participants are assigned roles for this activity. Participants stand in one line. The facilitator reads the statements and the participants, according to the agreement or disagreement with the statement, take a step forward or stay in place. After statements are read, participants remain in the same places. The facilitator asks for the roles to be revealed. After that, a discussion is initiated.

Reflection: What do you think about this exercise? How did you feel when you weren't allowed to step forward? How did you feel when you were allowed to step forward? (ask those who were allowed to step more often) When did you realize that others are not moving as fast as you? Can you guess who was who (read a couple of extreme roles)? How hard was it for you to play the role you were given? How did you imagine what kind of person you played was? Are you sure that the information and "pictures" you have about the people you played are real? Or are they based on prejudices and stereotypes? Does this exercise represent our society in any way? How? What are the rights that some people are denied? What should you do to reduce disparities in society? How much do you think social opportunities determine success in society? What all contributes to social success?

For full description of the original activity, visit [COMPASS](#)

INTRODUCTION TO DIXIT

Objectives: To introduce participants to methods of non-formal education

Activity time: 60 mins

Group size: 10+

Materials: Dixit cards, papers, pens

The facilitator introduces the participants to Dixit cards. Participants are divided into two groups and given the task to create a story from the cards. It directs them to think outside the box. Groups have 30 minutes to create a story, followed by a presentation/reading of the story and group discussion.

Reflection: How do you feel? What do you think about this activity? How did you choose a card?



Session 7 / Goals and objectives

Objectives: To introduce participants to goals and objectives of the project

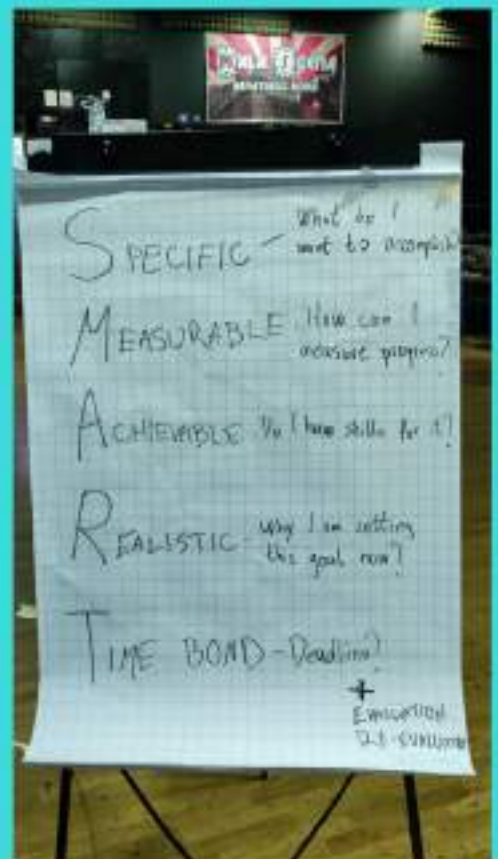
Activity time: 60 mins

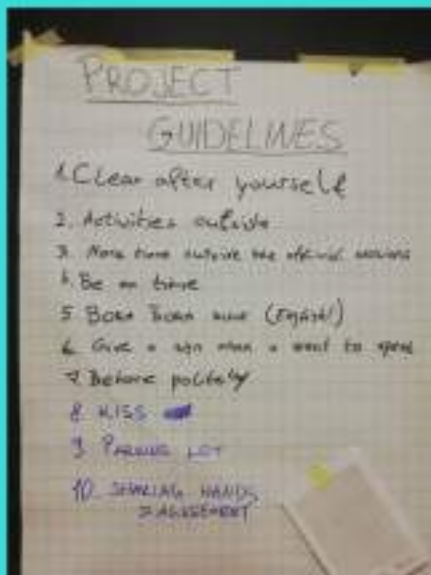
Group size: 10+

Materials: Flip chart, markers, papers, pens

Facilitators introduce participants with the concept of SMART goals, and motivate participants to give examples for each acronym criterion. After that, facilitators present the project's objectives within the SMART frame. This is followed by introducing the participants to the personal SWOT analysis.

Participants are given the task of making their own personal SWOT analysis. Facilitators motivate participants to analyze more deeply by asking sub-questions for each category. After that, participants who wish to present their SWOT analysis. The group discussion continues.





Session 8 / Task division

SOCIAL CONTRACT

Objectives: To ensure smooth cooperation within participants and the project group

Activity time: 20 mins

Group size: 10+

Materials: Flip chart, markers, papers, pens

Facilitators motivate participants to define certain instructions for participating in the project in order for the complete experience to be of better quality. Everything proposed is discussed and, after agreement, included in the social contract.

Reflection: How was it for you? What do you think of the final list? Do you want to add something?

PREPARATORY TASKS

Objectives: Introduce participants to upcoming tasks

Activity time: 60 mins

Group size: 10+

Materials: Flip chart, markers, papers, pens

The facilitator explains in detail each of the upcoming activities for the participants. Participants have half an hour to discuss the tasks, give feedback followed by discussion and agreement on the tasks to prepare for the main activity.

Reflection: How was it for you? What do you think of the final list? Do you want to change something? If yes, what? Are you satisfied with it? If yes, how come; If no, how come?



THE METHODOLOGY BEHIND THE “EU IS COMING” YOUTH EXCHANGE

GOALS

- To develop a deeper interest in voicing young people's opinion on EU topics;
- To raise awareness about the EU and its opportunities;
- To motivate youth participation and mobility;
- To inspire intercultural exchange and learning.

TIMETABLE OF THE YOUTH EXCHANGE

Participants will be given breakfast, lunch and dinner every day.
Tuition classes will be provided twice a day.

23/7 FRI	24/7 SAT	25/7 SUN	26/7 MON	27/7 TUE	28/7 WED	29/7 THU	30/7 FRI	31/7 SAT
Arrival day	Get to know activities Introduction to Erasmus+ and Youthpass "EU is coming" short film and quiz	"What is PE for me?" Problem preparation	EU symbols My values?	"What is democracy?" "What is justice?"	How can I use the proposal? Proposal writing	Activities in the local community Activities in the local community	Individual school Follow up activity 1 Follow up activity 2	Departure day
	Lunch + free time	Lunch + free time	Lunch + free time	Lunch + free time	Lunch + free time	Lunch + free time	Lunch + free time	
	Expectations, fears and contributions Organisation for Reflection group	"EU proposal" Short exercise Reflection group	EU values "Take a stand" Reflection group	First information FIRST Reflection group	How can I use the proposal? Write the proposal Reflection group	"How do we do it?" Reflection group	Overall reflection Final school certificate ceremony	
	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
Workshop evening	Workshop evenings + focus on moral and ethics quiz	International evening	International evening	Project evening	International evening	Project evening	Final self-party	

EXPECTED OUTCOMES

- Encourage young people to participate in the democratic process;
- Foster young people's active participation in a society as a whole;
- Develop a set of skills such as teamwork, leadership, creating educational programmes and more.

Full info pack available [here](#).

DAY 1

Session 1 / Getting to know

INTERVIEW/EE

Participants are divided in random pairs and asked to interview each other and to present themselves. One person is in the role of an interviewer and another person has the role of an interviewee. Interviewee has five minutes to talk about themselves, and the interviewer takes notes. After the five minute mark, they switch roles. After another five minutes, facilitators ask all participants to form a circle and one by one present their interviewee.

Reflection: How did you feel during the activity? Which role did you find easier to be in and how come? What did you learn? What similarities/differences would you like to stress?





MOLECULES

Objectives: Getting to know each other and enhancing group cohesion

Activity time: 15 min

Group size: 10+

Materials: Prepared statements

Facilitators ask the group to move around and to form human molecules according to the proposed statements. Facilitators start the activity by reading the most common sentences and then go deeper into the subject. Also they motivate the groups to talk about their affinities and similarities that put them in the same molecule.

Examples: group by eye color, gender, shoe size, Erasmus+ experience as a participant and/or as an organizer.

Reflection: How did you feel during the activity? What did you learn? Did you have fun?

Session 2 / Erasmus+ and Youthpass

INTRODUCTION TO ERASMUS+ AND YOUTHPASS

Objectives: To inform participants about E+ and the Youthpass certificate

Activity time: 90 min

Group size: 20+

Materials: Eight papers with written Youthpass key competences; eight papers with graphic display of Youthpass key competences

Part 1

Participants are asked to brainstorm the ideas that they associate with the word Erasmus+. After a brief discussion, facilitators share interesting facts about the program to paint the bigger picture about Erasmus+, and discussion on the given information continues.

Part 2

Facilitators place papers with the graphic display of eight key competences on the floor. Participants are asked to walk around the room and stand next to the picture that looks most interesting to them, making sure that every one of eight pictures has approximately the same numbers of participants. After that, facilitators define the competences by putting a paper with the name of the competence next to the picture. Participants are asked to describe the pictures and connect them to their name (multilingual; digital; personal, social and learning to learn; entrepreneurship; mathematical and STEM; citizenship; cultural awareness and expression).



Reflection: Do you know what each picture represents? Do you know where each competence can be gained? Do you now understand the importance of eight competences?

Session 3 / Why are we here?

GOALS AND GUIDELINES

Objectives: To introduce the objectives of this YE; to understand the specific needs and expectations of it; to define the guidelines of behaviour and work.

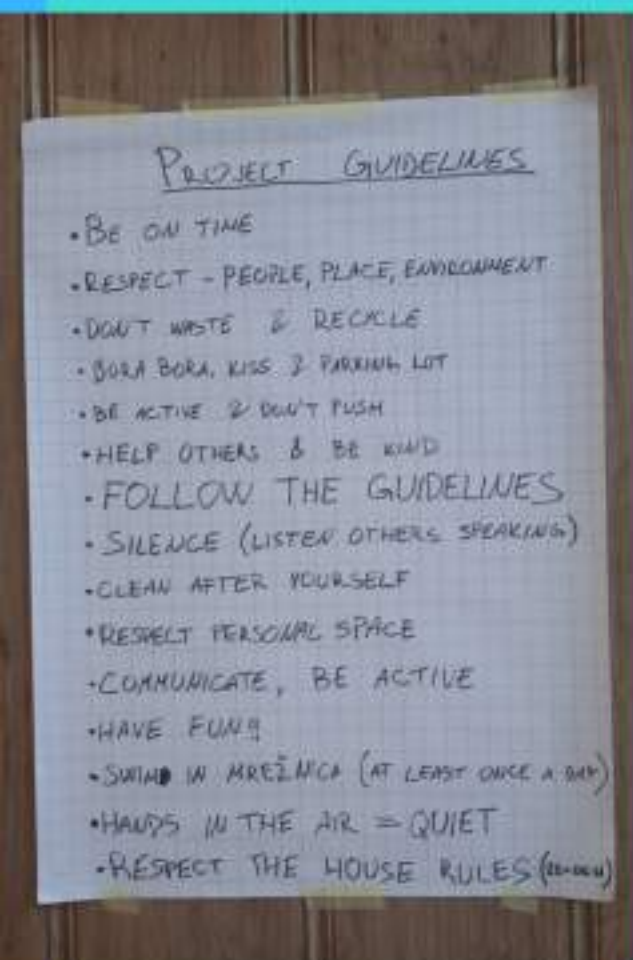
Activity time: 45-60 min

Group size: 20+

Materials: Colorful A4 papers, flip chart, markers, pens, poster with goals of the YE

Facilitators present the goals of the YE and make sure they are clear and understood by all the participants. After that, participants are divided in groups of five. Each group is asked to define, having the goals in mind, three most important guidelines of behaviour during YE. After 10 minutes, groups are gathered and individual guidelines are written on the flip chart. After that, facilitators stimulate participants to talk about proposed guidelines, edit them and add new ones that they think are missing.

Reflection: How was the group process? Did every member get the chance to express their opinion? How did you decide which rules you will write down?



Session 4 / Expectations, fears and contributions

SMOOTH SAILING

Objectives: To become aware of participants' fears, expectations and contributions related to this YE

Activity time: 30-60 min

Group size: 20+

Materials: Post-it papers in different colors, flip chart with drawing of a sailboat, pens

After reminding the participants about goals and objectives and after defining the guidelines, facilitators start the conversation about expectations, fears and contributions. After a brief conversation, participants work individually to identify their expectations, fears and contributions related to the YE. They are given three post-it papers in different colors and instructed to write down their answers. When everyone is done, the participants stick their papers on the flip chart with the drawing of a sailboat. Each part of the drawing represents a different paper (i.e. boat- expectations, waves- fears, sail- contributions). Facilitators read the papers, relate them to the subject, and start a brief group discussion and reflection.

Reflection: How did you define what you will write down? What was the easiest part of the activity? What was challenging?



TEAM BUILDING ACTIVITY - POWER COUPLE

Objectives: Enhancing group cohesion

Activity time: 15 min

Group size: 20+

Materials: Post-it papers with written "members" of power couple (i.e. salt/pepper, sun/moon, Hall/Oates...)

Facilitators stick one post-it paper on the back of each participant, without informing them who or what it is. Participants are instructed to complete their couple by finding "the missing half".

Reflection: What do you think about this activity? How did you find your pair? Did you help other participants finish the activity?



Session 5 / Organization fair

Objectives: To represent organizations and their field of work and activity, and to enhance international collaboration

Activity time: 75 min

Group size: 20+

Materials: Paper, flip charts, pens, markers, and anything that can be used in the presentation



Participants work in the national teams. They have to make a poster and/or presentation that represents their sending organization. Suggested information for the activity are: name of the organization, place of origin, when it was established, contact information, goals and vision of the organization, main projects, examples of good practice. Presentations can be made in the form of a short play, song, sketch, etc... After preparation, national groups present their sending organizations and answer the questions from other participants.

Reflection: How was the process of preparation? How was the group dynamic? Did you discover similarities between organisations?

DAY 2

Session 1 / EU Podcast

Objectives: To motivate participants to get to know more about the EU and get different perspectives of EU

Activity time: 120 min

Group size: 5

Materials: Audio and/or video recording devices



Participants are divided in mini groups and they have a task to record a podcast related to the EU. There are five mini groups and five different topics: "History of the EU", "How does the EU function", "The future of the EU", "EU institutions" and "EU national parliament members". Participants have 30 minutes to explore the topic that was given to their group and after that they have 30 minutes to record their podcast in duration between 7 and 10 minutes. After that, participants play their podcasts in front of the others, discuss the process of producing the podcast and answer the questions about the topics that were included.

Reflection: How was the process? How was the group dynamic? How did you prepare? How did you decide what tools you will use? What tools did you use (to produce the podcast)?



Session 2 / Dixit review

SHOW US IN PICTURES

Objectives: To get an insight into the impression that participants gained about the activities and day in general.

Activity time: 60 min

Group size: 20+

Materials: Stack of Dixit cards

Each participant chooses one or more Dixit cards which represent their thoughts and feelings about the day. If they want, participants can describe the card they have chosen, or they can just show the card to the group, without explaining what it represents and means for them.

DAY 3

Session 1 / My values

MY SHIELD / OUR SHIELD

Objectives: To become aware of one's own values, to enhance group cohesion, to strengthen group cooperation

Activity time: 75 min

Group size: 20+

Materials: Paper, flip charts, pens, markers





Part 1

Facilitators start the conversation about values. What are values? How do we define them? Are there universal values? Do we choose them or are we born with them? How come? After a brief discussion, in the next ten minutes, participants are asked to draw a shield made of five values that lead them through their life.

Part 2

After drawing personal shields, participants form mini groups and have a task to discuss personal shields and values. After the discussion, every mini group gets a flip chart and has to draw a mutual shield made of their personal values in the next twenty minutes. Mutual shield can only have seven values.

After finishing the shields, mini groups present their work in front of the whole group.

Reflection: How was the process? How was the group dynamic? How did you decide what values will you include on the flip chart? How did you feel when some of your personal values were/were not included in the final shield? Looking back, what did you gain in this activity?

Session 2 / EU values

Introducing participants to the five key EU values

Activity time: 60 min

Group size: 20+

Materials: EU's five values written on papers



The mini groups are given five EU values. The task is to rank them in order of importance and present them in front of the whole group. Facilitators support the discussion to summarize the information about EU values, and emphasise that there is no correct answer when ranking the EU values.

EU values: Democracy, human dignity, freedom, equality, respect for human rights.

Reflection: What did you learn? How was it for you? How was the group dynamic? Did you rank them easily? Was there a group consensus? How was the process?

Activity adapted from [theEu&Me](#)

Session 3 / Take a stand

STEP FORWARD

Objectives: To raise awareness about the inequality of opportunities in society, to foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups, to become aware of personal prejudices (about EU countries).

Activity time: 60 min

Group size: 20 +

Materials: Prepared statements, role cards with EU countries' names written on them

Each participant gets a paper with a different EU country's name written on it. Participants are instructed not to share with others which country they were assigned. IN the next few minutes, participants get into the roles. They are supposed to imagine the country they are representing and think of as much information they know and they think they know about a certain country.

Questions to help the participants get into the roles: What was your history like? How is your present? Do other countries perceive you as a threat/rich/poor/successful/friendly/open...? Do you respect the rule of law? Are human rights protected and respected in your country?...

After dealing the countries, participants form a straight line, standing shoulder to shoulder. Facilitators give instruction that they are going to read out a list of situations or events and every time that participants (EU country) can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move. Facilitators read the statements slowly and one by one, making sure that everyone hears and understands the statement. After all the statements have been read, participants do not discover which EU country they represent. For now they just comment on their position in the formation. Facilitator starts the discussion/reflection while everyone remains at their positions.



Questions: How did you feel stepping forward - or not? For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were? For those who did not step forward often, how did you feel while people around you were moving past you? How can we connect this activity to our society? How did you get into the roles? Did you have preconceived thoughts on countries? Prejudices? How do you feel? And at the end - Which country did you represent?

For full description of the original activity, visit [COMPASS](#)



DAY 4

Session 1 / What goes where

CAN YOU CONNECT THE DOTS?

Objectives: To introduce EU institutions and their purposes

Activity time: 45 min

Group size: 5

Materials: Facts and statements about different EU institutions

Participants are dealt in mini groups. Groups get instructions to connect the EU institutions (European Parliament, Court of Justice of the European Union, European Commission, European Council, Council of the European Union,) with the facts about them.

Reflection: What do you think of this activity? How did you solve the task? How was the group dynamic?



Session 2

DRAW ME LIKE ONE OF YOU EU INSTITUTIONS

Objectives: To introduce EU institutions and their purposes, to actively participate in the process of learning and teaching

Activity time: 60 min

Group size: 5

Materials: Paper, pens, markers

After connecting the EU institutions with their descriptions, participants were in charge of simplifying the roles of the institutions via drawings, collages and, in general, creative ways. After completing the task, each group presented their work to others and answered the questions about the institution assigned to their group.

Reflection: How did you decide in which form you will shape your task? Were there any obstacles in the way? What did you learn?



DAY 5

Session 1 / Human library

Objectives: To acknowledge to the participants the possibilities that Erasmus+ is offering to them

Activity time: 75 min

Group size: 20+

Materials: Knowledgeable experts, ESC volunteers and youth workers in the field of Erasmus+

Human library offered different books - humans who work and/or have experience in the field of youth work and Erasmus+ were on loan to readers. Participants formed mini groups and had twenty minutes to read - talk to the books and ask questions about the topic the book was about - the person had an experience in.

Reflection: What do you think about the human library concept? What did you get for yourself? How did you use the time with each book? What did you find interesting/useful/informative?



Session 2 / How can I use this program?

LIGHTS, CAMERA, ACCIÓN

Objectives: To encourage participants to develop project ideas and use the EU opportunities for youth.

Activity time: 90 min

Group size: 5+

Materials: Colorful A4 papers, flip chart, markers, pens, and anything that can be used in the presentation, cards with useful steps and tips for YE plan

After the facilitators' introduction and short discussion about steps and topics necessary when planning a YE, participants form mini groups and start developing their project ideas. Facilitators' instructions include information that will help participants to write the project outline and to plan the YE. Participants have 75 minutes to develop their ideas and to make a poster presentation about the project. Facilitators are going around, and, if needed, direct the groups and give tips.

Cards: Place - venue and country; Timeframe - days and dates; Partner - countries, participants, associations; Topic; Goals - two to three.

Reflection: How was the process? How did you work as a group? What was easy? What was challenging? How did you decide on topics, venue, partners...? What do you bring to the table of this project?



Session 3 / Shine time!

SPOTLIGHT

Objectives: To pitch the project ideas to the group

Activity time: 90 min

Group size: 20+

Materials: Prepared project posters with timetable and brief description of the sessions

After finishing the development of the project ideas, mini groups have five minutes each to present their project ideas to the whole group. After the presentation, mini groups answer questions from other participants and talk about the process of development, putting emphasis on group dynamic and idea development. Facilitators also give their feedback and beam the discussion.

Reflection: How was the process? How did you work as a group? What was easy? What was challenging? What did you learn?



DAY 6

Session 1 / Activities in the local community

MURAL PAINTING

Objectives: To give opportunities to participants to connect to different communities from their own, to learn about different cultures and differences in youth realities, and to promote the possibilities of youth mobility.

Activity time: 120 min

Group size: 20+

Materials: Paint, brushes



Participants were in charge of planning and implementing activities in the local community connected with International Youth day. Participants proposed the idea of joining an art activity held in the local community. At the same time, another youth exchange took place in Duga Resa, and it was organised by local association Avadhuta. One of the main activities was mural painting and the participants from both exchanges joined forces and painted a part of the mural together.



Session 2 / DrONE friday

ON AIR

Objectives: To share personal experiences and contributions to this youth exchange

Activity time: 120 min

Group size: 5

Materials: Mobile phones, laptops, web cameras, internet connection

The idea for this activity was pitched to participants several days before. Initially, the idea was to include only group leaders as participants in the live stream. After pitching the idea to the group leaders, they talked to their national teams and asked if anyone else was interested to join the talk. All participants wanted to be part of the talk and the project team decided to go for it. Participants formed mini groups as national teams. Project team started the Zoom meeting that was streamed live on DrONE's Facebook page. Team leaders presented their team and every team member answered several questions which were given to them in advance and related to this youth exchange. Project team facilitated the meeting. Besides the project team, participants, and ESC volunteers, the general audience joined the talk online and asked the questions and commented on the topic.

Example of questions: Could you describe your experience? What is your role in this youth exchange? What did you get from this youth exchange so far? What about possible future collaborations?



DAY 7

Session 1 / Youthpass island

Objectives: To introduce the eight key competences by way of a 'learning-by-doing' activity and to introduce Youthpass and raise awareness of it as a tool for self-assessment and recognition of non-formal education

Activity time: 60 min

Group size: 5



Materials: Paper, pens, markers, printed examples of Youthpass, cards with key competences (islands)

The facilitators present the Youthpass to the participants, emphasising its importance and advantages. The key competences are divided into islands, so that every island is a separate competence. This way, while being divided in groups, participants also have an equal set of time to go through all of the competences. During this activity, facilitators raise the participants' awareness of learning in diverse contexts and help them reflect on their learning wishes and needs identified at the beginning of the exchange (expectations, fears and contributions). Participants write their personal gain within the key competences, according to the eight island plan. They work in mini groups and reflect on the process of learning, as a group and individually.

Reflection: How did you decide on your competences? How did you recognize them? Which were easy to recognize? What challenged you? How did the group work and group dynamic influence the task? How do you feel?

Activity adapted from: [YOUTHPASS JOURNEY](#)

Session 2 / Follow up

THE DISSEMINATION CHALLENGE

Objectives: To decide which activities will be implemented in the dissemination

Activity time: 60 min

Group size: 5

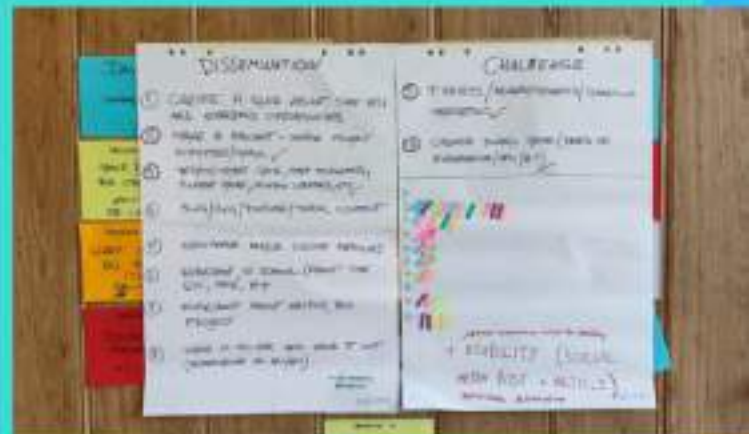
Materials: Flip chart, paper, colorful stickers, pens, markers

Part 1

Facilitators start the activity with a brainstorm. Term "dissemination" is written on the flip chart and participants offer their ideas and mental connections about it. After a short discussion, participants form mini groups.

Part 2

In mini groups, participants talk about different activities that can help ensure implementation of the tasks during the dissemination process. Every group needs to think of three different activities for the dissemination.



Part 3

Each participant gets five stickers and places them on the flip chart with the list of previously written dissemination activities, next to the ones that are most interesting to them. After that, facilitators make a final list of top voted activities.

Reflection part 2: How was it for you? How did you decide which activities will make the list? How was the group dynamic? How was the group cohesion?

Reflection part 3: What do you think of the final list? Do you want to change something? If yes, what? Are you satisfied with it? If yes, how come; If no, how come?

Session 3 / Overall reflection

THOR MEETS DIXIT

Objectives: To get an insight into participants' feeling and thoughts related to this YE

Activity time: 75 min

Group size: 20+

Materials: Stack of Dixit cards, Thor evaluation cards

Part 1

Participants are instructed to choose two different Thor cards and make two separate grids on the floor, using mental connections. One grid is built around "What was the biggest accomplishment?", and another grid answers the question "How can I follow up on my new insight?"

Reflection: How did you choose which cards will you use? What do you think about this activity? What do you think about the two grids? Can you relate to them? If yes, how come? If no, how come?

Thor is also available online





Part 2

Each participant chooses one Dixit card which represents their thoughts and feelings about the youth exchange as a whole. If they want, participants can describe the card they have chosen, or they can just show the card to the group, without explaining what it represents and means for them.

Session 3 / Final ceremony

TAKE A BOW

Objectives: To close the youth exchange, and to share Youthpass certificates

Activity time: 60 min

Group size: 20+

Materials: Printed individual Youthpass certificates



Facilitator holds everyone's Youthpass in a stack. Each participant blindly chooses one Youthpass. If they choose theirs, they choose again. After that, one by one, participants hand out Youthpass certificates to each other through a "secret friend" revelation, by hugging their friend and giving them their Youthpass.

THE METHODOLOGY BEHIND THE DISSEMINATION CHALLENGE

The Dissemination Challenge was intended to raise awareness about the Erasmus+ learning opportunities in the local communities from the countries involved in the Youth Exchange. It was envisioned as a cooperative challenge, which participants will implement in their local communities in order to share information on EU topics and EU opportunities, mainly aiming young people from their local communities.

From the very start of the project, participants were informed about the challenge that will take place after the youth exchange. Then, during the implementation phase, this process was explained to them in detail, and they were inspired to become the co-owners of the Dissemination Challenge. In a session about the dissemination, participants had a task to decide on their own what activities they wish to implement after the youth exchange, and how they wish to divide the tasks (see: Methodology behind the YE; Day 7; Session 2).

DISSEMINATION CHALLENGE

Every participating country has **tasks to complete** (related to your experience of „EU is coming“). These tasks can be done individually within a group, but with an agreement of your group.

Every completed task will give your group a certain number of points and the group with the highest rank of points will win.

Project team are the ones who will decide on the points in accordance with the following criteria:

- quality of preparation of the activities,
- quality of implementation of activities,
- communication with project team,
- proofs that the activity has been done.

Every completed task must be **proven by either a photo or a video**, and any material related to the Challenge posted online has to come with following hashtags: **#EUiscoming, #Erasmus+**. When posting online, don't forget to **tag DrONE!**

The Dissemination Challenge officially starts with **1st of September 2021**, and lasts until the **December 15th 2021**.

This means that all proposed activities must be implemented by Dec 15th.

When the activities were decided, every participating country (that later formed a national team) received certain tasks to complete (related to their experience of „EU is coming“) and each completed task gave the group a certain amount of points. Every completed task was proven by either a photo or a video, and any material related to the Challenge that was posted online had project related hashtags (ex. #erasmus+, #EUiscoming). The group with the highest rank of points was announced as the winner group.

The concept of Dissemination Challenge was created to inspire creativity and competitiveness in participants with the aim of achieving as much as possible different dissemination activities. Final tasks that the whole group agreed upon included:

- recording a podcast on the topic of EU opportunities for youth;
- implementing one activity in the local community;
- design a T-shirt;
- design a board game;
- write an article about the youth exchange;
- hanging a youth exchange poster in a space that young people visit;
- share promo video and photo album of the project.

You can find some of the amazing outcomes of the dissemination challenge on this [link](#).



Sticker designed by one of the participants, Renato Samardžić.

WHY ARE EU TOPICS IMPORTANT?

EU YOUTH STRATEGY 2019-2027

The EU Youth Strategy is the framework for EU policy cooperation for 2019 - 2027. It fosters youth participation in democratic life, supports social and civic engagement and aims to ensure that all young people have the necessary resources to take part in society. The EU Youth Strategy focuses on three core areas of action, around the three words: Engage, Connect, Empower.

EU Youth Strategy follows 11 Youth Goals that reflect the views of European youth and represent the vision of those active in the EU Youth Dialogue (dialogue with young people and youth organisations involving policy and decision makers, as well as experts, researchers and other relevant civil society actors).

EU YOUTH GOALS

EU Youth Goals represent views of young people from all over Europe and are part of the EU Youth Strategy:

1. Connecting EU with Youth
2. Equality of All Genders
3. Inclusive Societies
4. Information & Constructive Dialogue
5. Mental Health & Wellbeing
6. Moving Rural Youth Forward
7. Quality Employment for All
8. Quality Learning
9. Space and Participation for All
10. Sustainable Green Europe
11. Youth Organisations & European Programmes

The EU Youth Strategy should contribute to realising this vision of young people by mobilising EU level policy instruments as well as actions at national, regional and local level by all stakeholders.



EU OPPORTUNITIES FOR YOUTH

Volunteering

Most cross-borders volunteering opportunities in the EU are offered through projects of the **European Solidarity Corps (ESC)**.

These projects are an excellent opportunity to help where needed, learn new skills, spend time abroad, maybe learn a language - and definitely come back with unforgettable memories.

With the wide range of issues covered by the projects (such as environment, health, inclusion, digital technologies, culture, sport), you're sure to find something to match your interests and background.

ESC volunteering activities are open to 18-30 year old people who reside in programme and partner countries.

Solidarity projects

If you want to make a positive change in your local community, then you can join forces with your friends to create a Solidarity Project.

Think about challenges in your neighborhood and the causes that matter to you. Your project should be devoted to these types of challenges, but it can also help tackle regional or even national issues.

Your project should also demonstrate 'European value' - drawing on priorities identified by the EU (inclusion, climate change, democratic engagement, gender equality...)

Your group must have at least 5 people (between 18 and 30 years) who are legally residing in the same country (there is no maximum number of people).

The project can last from 2 to 12 months and will be mainly part-time. So you can do it in your free time.

EU Youth Dialogue

The EU Youth Dialogue is a dialogue mechanism between young people and decision makers taking place in the framework of the EU Youth Strategy.

This is a way to ensure that the opinion, views and needs of young people and youth organisations are taken into account when defining the EU's youth policies.

It supports the implementation of the EU Youth Strategy 2019-2027 which focuses on three main core areas 'connect, engage and empower' and encourages cooperation between the EU countries in respect to all issues concerning young people.

Each EU country has their own EUYD coordinators whom you can contact so that your voice could also be heard!

WORDS SPOKEN

We've reached the very end of our "EU is coming" youth exchange handbook. We hope it will help you on your adventures regardless if you're a young person who wishes to explore the EU topics, or if you're a youth worker supporting young people on their path towards building a EU identity.

In the end, we wish to share with you few words from our facilitators and group leaders who made this adventure possible and amazing!



Participating in the writing and implementation of the project was of great importance to me, empowered and enriched me as a person. The project preparation process has already taught me to adapt to the online environment and work with diverse people. The implementation of the project brought many unexpected situations that were successfully overcome. This is exactly what sharpened many of the skills of project management, time management, listening and adapting to the needs of the group and so on which are useful in any further specter of life. All this would not be possible without the commendable team I worked with, and to whom I would like to thank for their cooperation and support. The team acted encouragingly and leaned towards quality. An indispensable part of the project are certainly the participants without whom this project would not have so much value, so I would like to thank them for their active participation. This handbook, which is in front of you, will certainly ease the preparation and implementation of the Erasmus+ youth exchange. It can also serve as a place of consultation when preparing a workshop for or with youth. Enjoy reading and I wish you all the best in your further Erasmus+ steps.



Jakov Cipurić, facilitator



Writing this Handbook was a bit of both. Both bitter and sweet. Looking back on the project brought so many good, fun, funny, deep and whoa memories back, but it also made me feel kind of nostalgic. Don't get me wrong, I am extremely proud of my team and myself, considering the work we have done. But the thing is that preparation and execution of this youth exchange was one of the impactful events in my professional and personal life. And even though I am looking forward to new occurrences, these kinds of formative experiences did not and do not happen very often.

Planning the exchange in the midst of a pandemic sometimes felt like a Sisyphean loop. That does not mean that it was not productive or meaningful, but the Covid prevention measures were constantly changing, from strict to loose, having us on the edge of our seats. Our little team was, and still is, based all over the country and all the planning and preparation were done exclusively online, and included many late night video calls, meetings and shared documents. We used our own skill sets, experience, previous knowledge, and organised ourselves and the project, in order to fulfil the project objectives and our own expectations. While the project management team (aka puppet masters) was in charge of everything happening behind the curtains, communicating with partner organisations, negotiating accommodation, food, travel and Covid restrictions, the program team was working hard on activity preparation, back up activities and time management. Everything faded into background once we met the team leaders for an APV meeting in Karlovac in June. The meeting was, besides being a work meeting, a simulation of the youth exchange that gave us a glimpse of what's to come. Sole youth exchange was held in Duga Resa between July 23 to July 31 2021.

The handbook you are reading is a comprehensive collection of activities used during the APV meeting and youth exchange. It is based around non-formal education methods, which means that it uses collaborative peer-to-peer learning and teaching and it is based around interactive workshops. Each day is broken down into sessions, and sessions into individual activities. We hope that it will be useful to you, if you decide to implement them in your project and/or work centred around youth.

*I would like to thank and laud the team, group leaders, participants, volunteers and every person included in our project. It really did take a village. But what an amazing village!
Godspeed!*



Jakov Radalj, facilitator

“ I was a group leader of the Croatian national team on the "EU is coming" Youth exchange. It was a very unique and positive experience that I would recommend to any young person.

This was my first time going to a group exchange as a group leader so I wasn't sure what to expect out of the proces. As I said before, it was an awesome experience. I felt that it was so easy working with both my team and the facilitators and organisers. We had no problems in finishing workshops to a successful outcome and we rose to each challenge we faced as a team. I learned a lot during this youth exchange both in the field of EU opportunities and institutions, as well as about myself. I worked on my leadership skills and made a lot of lasting memories. The participants from the Croatian team gave extremely positive feedback on every part of the exchange. **”**

Mislav Šipek, group leader (Croatia)

“ "EU is coming" was quite a challenging project for me, after almost 2 years break from any Erasmus activities I faced the responsibility of being a team leader. During the APV I understood that it's not going to be the next boring Youth Exchange. Whole work we've done there made YE a very different face. Facilitators, two young brave men facing this kind of task for the very first time in their lives. Supported by two amazing, experienced organisers and a very young rest of the Croatian team. I did around 15 YE in my life and I can say, with whole responsibility, and this one was the most amazing experience of Erasmus I could get! Mesmerising! **”**

Szymon Klata, group leader (Poland)

“

I've been working professionally with young adults, and after volunteering with Agora Aveiro promoting active citizenship in the local community since 2014, and participating in several training courses abroad since 2019; the next step for me was to be Team Leader in a Youth Exchange. As the leader, I knew I had to coordinate a team of 5 Portuguese participants with the Sending and Hosting Organisations: travel and health care logistics, paper work, and dissemination and reimbursement processes. However, this role goes way further than that – besides, I felt as a young participant too, since I was also learning about the topic.

I highly recognise the importance of non-formal education in international groups, and I acknowledge the set of skills the participants acquire before, during and after the mobility. In order to prepare for this Youth Exchange, I met my team online some weeks in advance, and we did some searching. Together, we became aware of details from the EU itself that we never came across, namely all the institutions involved, their correlation and their responsibilities. During the exchange itself, we noticed the amount of opportunities that the EU provides to society, to the youth in particular, and learnt about European citizenship opportunities, frameworks, networks and funding programmes. Most of this knowledge was transmitted between the groups, prepared by the different teams. From the DrOne team in particular, we learnt how to write a Youth Exchange project and its main concerns: goals, activities, development skills, timetables, deadline commitments, and predictions.

Non-formal education naturally enables us to search, collect and process information, and for the participants to organise activities to learn with each other. When the Portuguese team had to prepare and facilitate the assigned topic, I felt the particular relevance of my role as team leader, and put my experience into practice to bring the group together. I guided them in how to turn their ideas into activities in a creative and innovative way. We co-planned and co-managed two different activities. With this experience, I found out that one of the most important traits of a team leader is: to know when to step forward and face the challenges, and when to step back, to give the participants the moment to shine and speak up for themselves.

”

Carla V. Leite, group leader (Portugal)

“From the very beginning of the selection for the role, I knew this would have been a great opportunity to challenge my limits. I had already experienced this role in other professional contexts but this time there was something different: as my first time in a youth exchange, I wasn't sure what we were up to, so my improvisation skills were the ones really put to the test.

Being part of the "EU IS COMING" exchange was already a terrific experience, but as a group leader I had the chance to live that same experience from another privileged point of view. I had the responsibility of taking care of my team needs, as well as guiding them towards everyday goals making them aware of their respective skills and abilities. The best part, I have to say, was realising how well we worked together from the very beginning and how our respective creativity combined let us prepare some amazing workshops, as well enjoying every activity with passion and deep interest in the topic.

I loved being their leader, for I could learn their best skills and make them aware of them, helping them work with one another combining their different superpowers. I know for sure, though, I am probably the one who learnt the most from them, since they made me more conscious about my own abilities and skills, something I would be thankful for the rest of my life. None of this would have been possible without all the wonderful souls I had the opportunity to meet in Croatia and I would recommend anyone to challenge themselves and take the role of a leader:

you really don't know where it might lead you until you try.

”

Rossella Ciuccarelli, group leader (Italy)



