



# HANDBOOK

## PBA: PARTNER UP!

CROATIA, SAMOBOR, 28.9. - 4.10.2021.



# Dear readers, welcome to the PBA: PartnerUp! Handbook

With this Handbook we would like to SHARE information we've learned during our PBA that will help you with preparation of partnership building activities. In this document you will find:



WHAT IS ERASMUS?



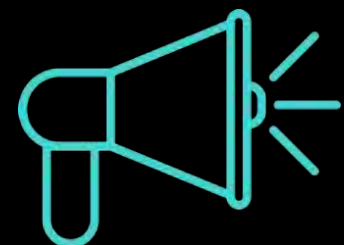
PARTNERSHIP BUILDING  
ACTIVITY



ABOUT THE PROJECT



TIMETABLE



RESULTS AND DISSEMINATION

BYE BYE



**E**

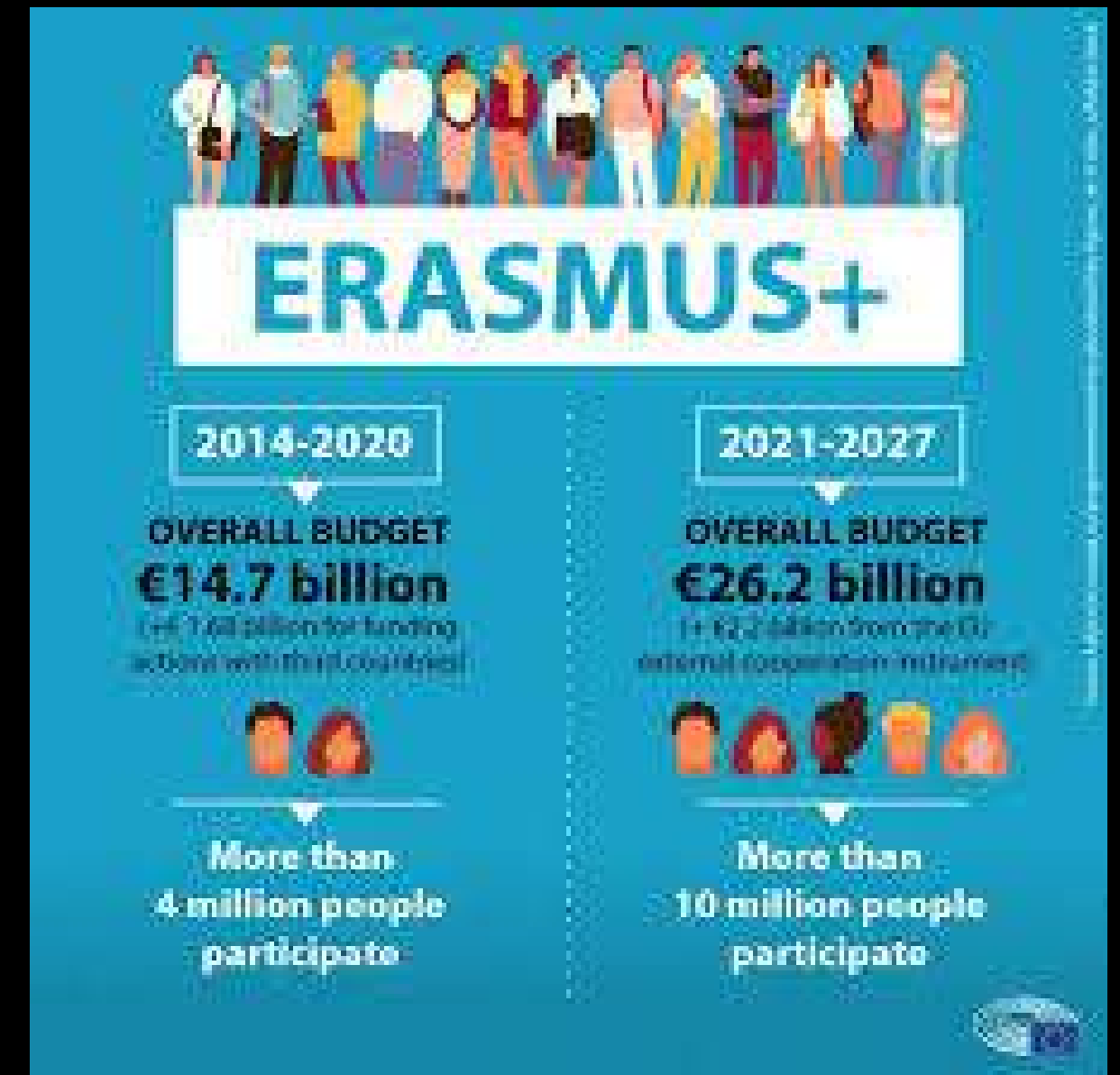
# WHAT IS ERASMUS +?

# ERASMUS +



## WHAT IS IT?

- Erasmus+ is the EU's programme to support education, training, youth and sport in Europe.
- It has an estimated budget of €26.2 billion. This is nearly double the funding compared to its predecessor programme (2014-2020).
- The 2021-2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life.
- 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



## When did the first ERASMUS student go abroad?

**1987** Belgium, Denmark, Germany, Greece, France, Ireland, Italy, the Netherlands, Portugal, Spain, United Kingdom

**1988** Luxembourg

**1992** Austria, Finland, Iceland, Norway, Sweden

**1994** Liechtenstein

**1998** Cyprus, Czech Republic, Hungary, Poland, Romania, Slovakia

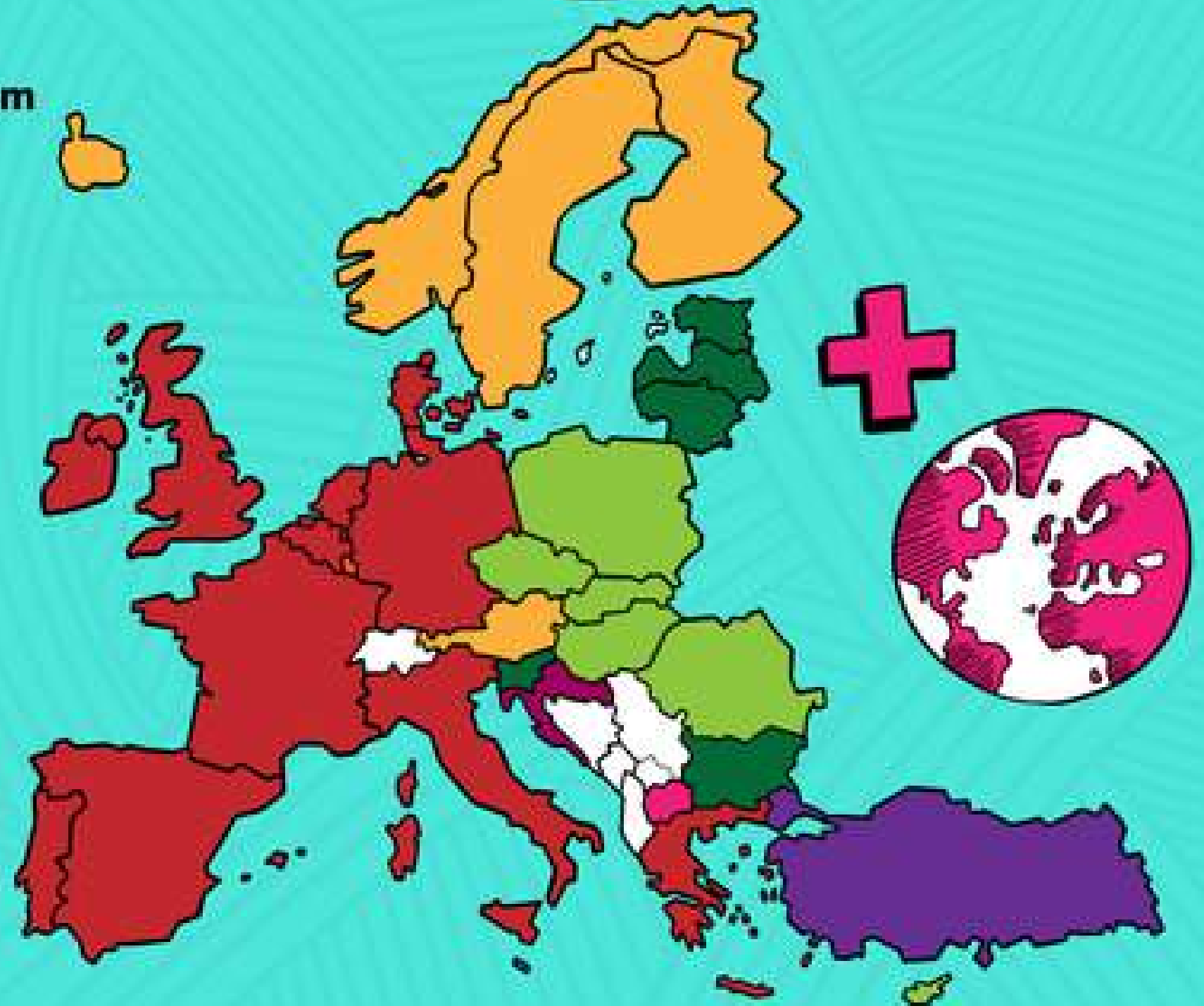
**1999** Bulgaria, Estonia, Latvia, Lithuania, Slovenia

**2000** Malta

**2004** Turkey

**2009** Croatia

**2014** The Former Yugoslav Republic of Macedonia  
Erasmus+ open to the world



# Erasmus+ brings people together



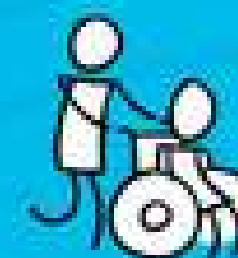
**83% feel more European**  
HIGHER EDUCATION



**94% have become more tolerant**  
YOUTH EXCHANGES

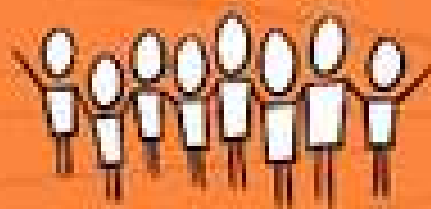


**85% say they are more aware of common European values**  
EUROPEAN VOLUNTARY SERVICE



**88% of pupils increased their social skills**  
EUROPEAN SCHOOL PARTNERSHIPS

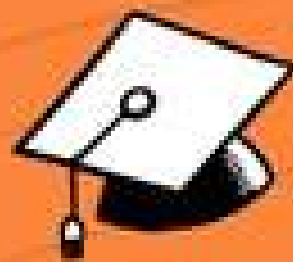
# Erasmus+: 30 years in the making



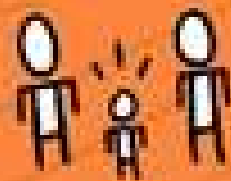
# 9 MILLION



PEOPLE



HIGHER  
EDUCATION  
STUDENTS  
4 400 000



YOUTH  
EXCHANGES  
1 400 000



VOCATIONAL  
TRAINING LEARNERS  
1 300 000



EDUCATION STAFF  
AND YOUTH WORKERS  
1 800 000

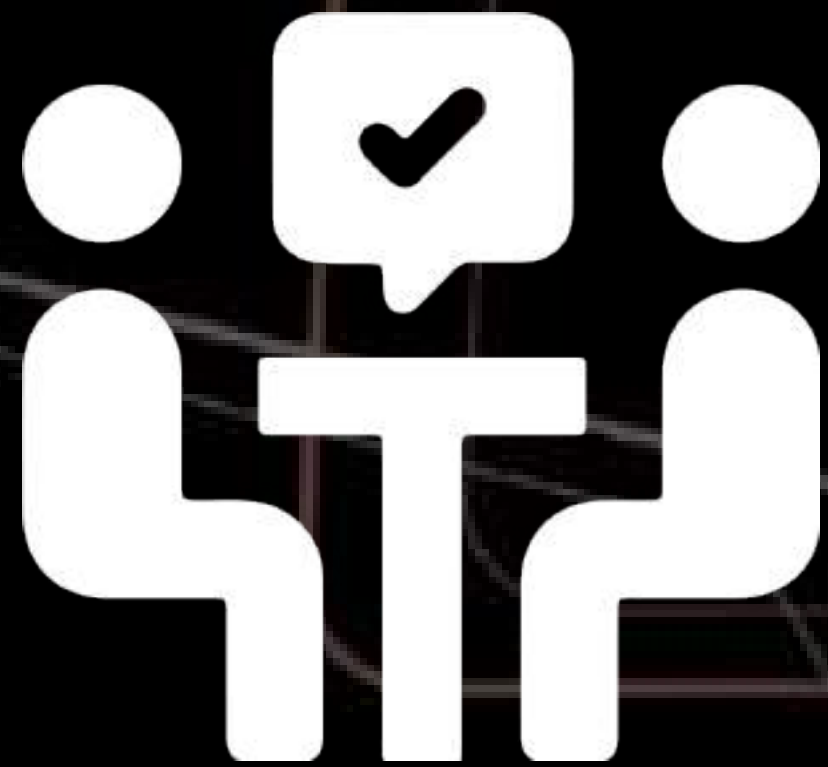


EUROPEAN  
VOLUNTEERS  
100 000



ERASMUS  
MUNDUS STUDENTS  
AND STAFF  
100 000

Source: European Commission, 2017



# WHAT IS A PARTNERSHIP BUILDING ACTIVITY - PBA?



# PBA - WHAT IS IT?

## WHY?

Partnership-building Activity - An event organised with a view to allowing participants to find partners for trans-national cooperation and/or for project development. Partnership-building Activity brings together potential partners and facilitates the development of new projects around a chosen topic within Erasmus + programme.

In other words, PBA aims to help other youth workers and young people from different countries to meet each other and to work together in the multilateral activity - on the development of their own future common activities within the Erasmus + Programme.

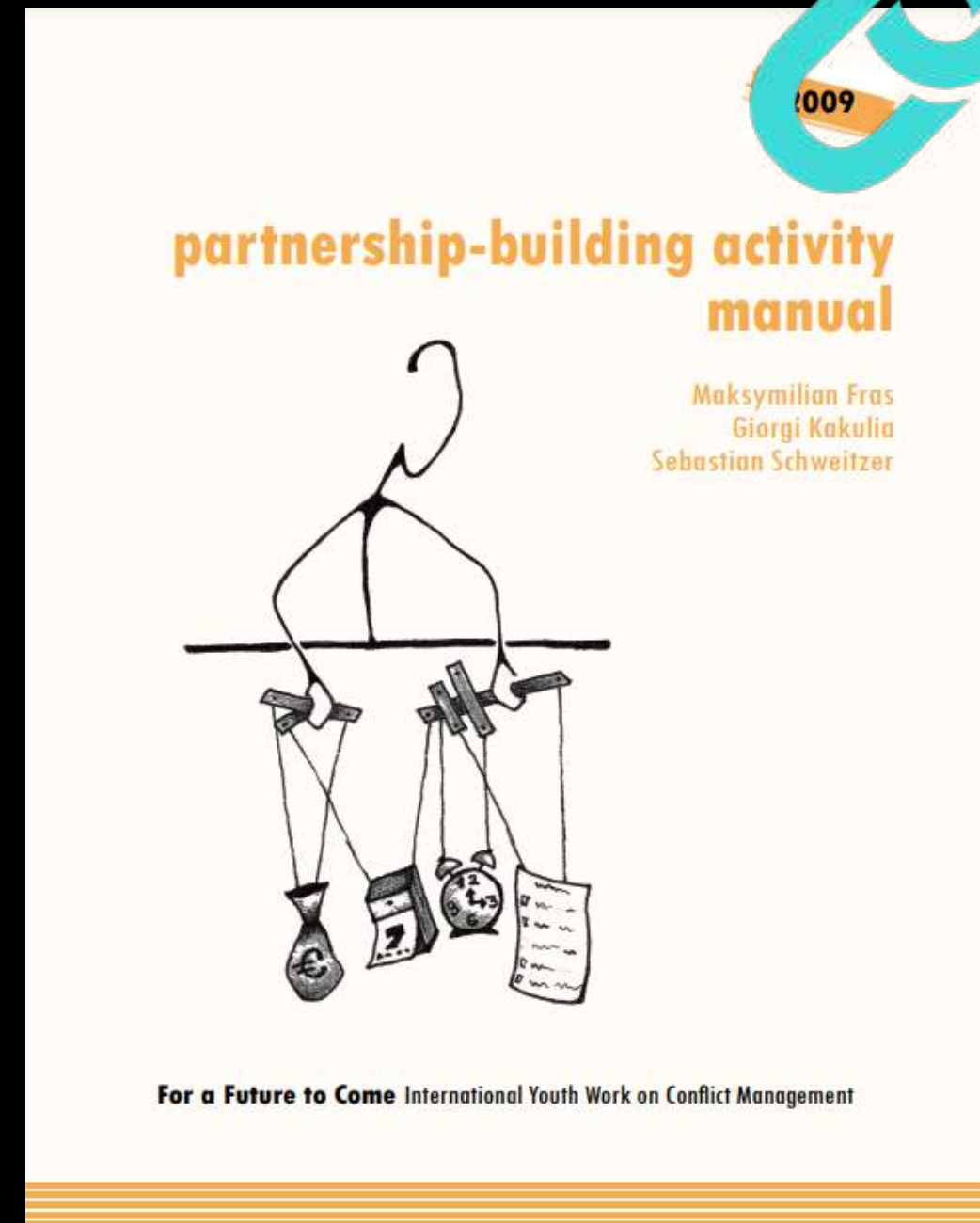


## GOALS?

- **Promoting co-operation and training in the field of youth work between organisations in the EU and other countries:** The core aim of Partnership-Building Activities is to bring together youth organisations and groups from the European Union and other countries for the sake of enhancing sustainable co-operation and promoting opportunities for further work.
- **Capacity-building:** By providing a comfortable space for work and co-operation between project partners, Partnership-Building Activities foster capacity building in youth organisations. This can be achieved through increasing participants' skills and knowledge or offering networking possibilities.
- **Promoting innovation in new Erasmus + projects:** PBAs should contribute towards innovative E+ projects by exploring new working methods, management methods and tools for youth work.
- **Exchanging experience, expertise and good practice among those involved in youth work:** Partnership-Building Activities offer a unique opportunity to share experiences of past projects, realised both within and outside the E+ framework. Participants are offered ample opportunity (both in terms of time and the working environment) to exchange information useful for future work.
- **Developing further projects under the E+ Programme:** An important part of each PBA programme is the self-managed or structured working space devoted to developing further projects, based on participants' past experiences and partnership networks built during the PBA.

# GOALS?

- **Offering support and information required for the development of E+ projects:** PBAs are a useful tool for both inexperienced and proficient Youth in Action beneficiaries seeking information and support for the development of new YiA projects. This can be achieved both through experience-sharing and more formal information sessions or modules, as well as through the participation of external experts.
- **Partner-finding and networking:** One of the key areas of a successful delivery of Erasmus + projects – sustainable and equal partnership – can be fostered during a Partnership-Building Activity. This can happen during the working sessions, as well as open-space and informal parts of the programme. In a more long-term perspective, a networking effect can be achieved through regular co-operation.
- **Quality improvement through the provision of new tools and working methods:** All the knowledge, skills and attitude changes resulting from a Partnership-Building Activity aim to contribute to the improvement of the quality of future projects organised by PBA participants.



Source: PBA Manual, 2009



# ABOUT THE PARTNER UP! PROJECT

# SUMMARY



## 1 WHY

The main objectives of the „Partner Up“ are:

- to bring together youth workers in order to create new project ideas;
- to build the capacity of participating NGO's in project management;
- to provide information about structure and tools



## 2 WHO

10 partner organisations

Izvan fokusa,  
Croatia - applicant

2 youth workers  
per organisation



## 3 HOW

3 phase project:  
tpreparatory phase  
+ implementation  
phase + follow up  
phase (projects  
writing phase)

Non formal  
education methods  
+ facilitators



## 4 WHEN AND WHERE

Croatia, 2021

PBA - 29.9.-3.10.2021.

Project ideas  
deadline: 28.02.2022.



## 5 FEEDBACK

Project application  
status:  
Submitted, 28th of  
February



# SUMMARY

## WHY?

„Partner Up“ Partnership Building Activity, as the name says it, aims at creating concrete partnerships between organizations who provide various cultural activities with and for young people. All of our partner organizations wish to implement quality, efficient and fruitful international activities in the future, and that is where the idea of „Partner Up“ has started. Establishing effective and inclusive partnerships takes time, and it is important for all participating organizations to create the right framework from the start and review the structure and process of the partnership on an ongoing basis. With this project we will address the needs of all participating organizations for quality projects, we will share authority and responsibility which will lead to mutual benefits through concrete project ideas. This project is designed as a multilateral activity and therefore its aim is to bring together potential partners and to facilitate the development of new projects around a chosen topic(s). Participants will not have just an opportunity to develop new project ideas but also to share their past projects, their field of work, to learn about and to experience the programme and methodology of creating a project, monitoring and evaluation, just as the follow-up and the dissemination of project results. All these elements are relevant when it comes to implementation of projects, and for this reason, we will create a space for them to advance their project management skills through creative expression and mentorship. By building partnerships we will accelerate learning and distribute skills and knowledge, and we will become more motivated to add a stronger impact on our local communities. Therefore, this project is an important opportunity for us because our team will have the chance to share their knowledge and local, international experiences in the non-formal education context.

Accordingly, the main objectives of the „Partner Up“ are:

- to bring together youth workers in order to create new project ideas within the Erasmus programme;
- to build the capacity of participating NGO's in project management within the Erasmus programme;
- to provide information about structure and tools aimed to help and improve the quality of youth projects.



# PROJECT TIMELINE



# Project partners



World of  
Change,  
N.Macedonia



DrONE,  
Croatia



Shadows and  
Clouds, N.  
Macedonia



Medijski  
edukativni  
centar, Serbia



Anka Youth  
NGO, Turkey



Youth centar  
Litija,  
Slovenia



Asociacion  
cultural 24  
fotogramas,  
Spain



TDM 2000,  
Italy



Super Tineri,  
Romania



Izvan fokusa,  
Croatia





Branimira Penić (project coordinator)



Domagoj Morić (trainer)



# TIMETABLE

# PARTNER UP!

28.9.	28.9.	30.9.	1.10.	2.10.	3.10.	4.10.
Arrival day	Get-to-know	Erasmus + programme and EU Opportunities for Youth	Study visit	Making the project - Target group, final beneficiaries and stakeholders	Making the proje Evaluation in projects Sustainability of projects	Departure
		Organisation gallery	Project management cycle - CANVAS	Making the project - Activities and methods	Project presentations and let's vote!	
	Expectations, fears, contributions	Open space - Sharing is caring	Making the project - Needs assessment, aims and objectives	Making the project - Risks in projects Results: tangible or intangible	Learning outcomes + Youthpass + follow up	
	Youthpass, comeptences and goals		Free time	Making the project - Impact of projects and dissemination	Evaluation	
<i>Daily reflection</i>				<i>Daily reflection</i>		
Welcome activities	Intercultural evening	Intercultural evening	Free evening	Intercultural evening	Intercultural evening	

# TASK NO.1

## PREPARATORY TASKS

before participants arrived at the venue of the PBA, they got a task to prepare some things that we will use during the training. Preparatory tasks for this PBA were as follows:

- **to reflect upon ideas for youth projects to explore the needs of their sending organisation;**
- **to gather information about their sending organisation;**
- **to gather information about the most meaningful project of their sending organisation;**
- **to reflect upon a method or tool they can share with the rest of the group and prepare to implement it in “Sharing is caring” session during the PBA**
- **to prepare interesting and less-known facts about their countries, to bring food and snacks from their country which they can present and share during intercultural evenings;**

# DAY 1

## Introduction and getting to know each other



- to reflect upon ideas for youth projects to explore the needs of their sending organisation;
- to gather information about their sending organisation;
- to gather information about the most meaningful project of their sending organisation;
- to prepare interesting and less-known facts about their countries, to bring food and snacks from their country which they can present and share during intercultural evenings

### Introduction (20 minutes)

Seminar is opened by the organizer – Izvan fokusa representative. Branimira says a few welcoming words, and why we are here. After she is finished, Domagoj introduces himself and says his role in the seminar, as well as their background. Then, participants are called out to share more information about them. They should share the following information:

- what's their name;
- country they are coming from;
- organization they are representing;
- how long did they travel to come here.

### Name game (15 minutes)

Participants are asked if they remember all the names in the group. They are invited to go into a short energiser where they should throw a ball to the person and tell the name of the person. Next person does the same thing until the circle is finished. The rule is that a person cannot get a ball twice within the same round. When they are finished, ask them to do it backwards - to throw a ball back to the person who gave it to you in the first round. Repeat as many times as needed.

# DAY 1

## Introduction and getting to know each other



- to reflect upon ideas for youth projects to explore the needs of their sending organisation;
- to gather information about their sending organisation;
- to gather information about the most meaningful project of their sending organisation;
- to prepare interesting and less-known facts about their countries, to bring food and snacks from their country which they can present and share during intercultural evenings

### Ask to break the ice! (30 minutes)

Participants are invited to find in each round two people they do not know. They should discuss approximately in 4 minutes each statement:

Participants are invited to participate in a pair-think-share method. They are divided in pairs and each pair receives a card with a different question. They have in total 4 minutes to share about each of the questions and should try to answer them as best as possible. After the one round is finished, they switch pairs and find another pair. They should then receive new cards and discuss the question on the card. Some of the questions are the following (taken from the “Ask-to break the ice” cards):

- Who was your childhood hero? Why?
- If you could choose one age to have forever, what age would you choose and why?
- What would be your ideal vacation?
- What makes you feel old?
- How would you want to change the world to be better?
- If you could choose to be born in another time period, which would it be?

After the session ends, ask participants: How was this for you? Did you find out something surprising about someone else? What was the best question you received (or maybe it was challenging)?

# DAY 1

## Introduction and getting to know each other



- to reflect upon ideas for youth projects to explore the needs of their sending organisation;
- to gather information about their sending organisation;
- to gather information about the most meaningful project of their sending organisation;
- to prepare interesting and less-known facts about their countries, to bring food and snacks from their country which they can present and share during intercultural evenings

### Walk and talk (90 minutes)

Participants are invited for a walk and discussion in pairs. The new questions are given to the group from time to time. At that time the pairs are changed.

- How long have you been involved in youth work? What is your experience?
- What field in youth work calls you the most?
- What are the topics your organisation has been active mostly in the last two years?
- What is the project that gave you the most in recent years? What has it given to you?
- What are the most present needs of young people in your local community?
- What was the biggest success of you and your organisation in recent years?
- What are your (personal and organisational) experiences with EU projects?
- What do you do in your free time?
- What is your favourite book, movie, music, sport ...

After the walk, the harvest of the discussion is done in the plenary. (20 minutes)

# DAY 1

## Introduction and getting to know each other



- to reflect upon ideas for youth projects to explore the needs of their sending organisation;
- to gather information about their sending organisation;
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### Presentation of goals, objectives and schedule (15 minutes)

The trainer gives the presentation of the main aim and objective of this seminar. The background of the seminar is presented – Branimira is also invited to share what was the need for starting this PBA. Afterwards, the schedule is presented. Participants are asked if they would like to change anything within the programme.





# DAY 1

## Expectations and working agreement



- to detect expectations, fears and contributions from participants;
- to create a group agreement.

### Short energiser (15 minutes)

### Expectations (30 minutes)

Participants are divided into trios. They should discuss among themselves the following information:

- HOPEs: what they hope to get out of the course.
- FEARS: what they hope will not happen, or they fear may happen.
- CONTRIBUTIONS: Each person brings some special experience, certain skills and aptitudes, identify their own contribution to the process of learning.

They should write them down on post-its (collect everything) and post them on the flip-chart paper.

Then, three groups are formed. Each group will get one flipchart and should group the post-its and summarize the results. Afterwards, they should present the findings and after each presentation, the findings are discussed (e.g. point out the specific resource if needed to achieve the expectation; discuss fears; and enhance contributions even more – by asking questions and commenting).

# DAY 1

## Expectations and working agreement



- to detect expectations, fears and contributions from participants;
- to create a group agreement.

### Group agreement (30 minutes)

- Step 1: Individually write two things that need to be in place for you to feel safe or to feel that you can work or learn while you're in this seminar. Take two minutes of quiet time to do this.
- Step 2: With the person sitting next to you, share what you both have and together narrow it or combine it into two. Take five minutes.
- Step 3: Share in plenary what you've come up with.

Discussion: do we all agree with what was being written down? Do we need to rephrase anything?

Participants then get a hand-out by R. L. Fulgham („All I Really Need to Know I Learned in Kindergarten“) – they should read it, just to remind ourselves how we learned everything important in kindergarten already. If there is something they would like to emphasize from the list or add to our agreement – they can do it.

# DAY 1

## Youthpass and importance of reflection



- to introduce Youthpass as a certificate and a tool;
- to present 8 key competences for lifelong learning;

Participants are given a short introduction to learning - why is it important to know their learning style, why is it important to plan and think about their learning and what can be the effect.

Trainers tell them that the first step is to think about what they want to learn.

- STEP 1: Setting the learning goals for the training course (30 minutes)
- STEP 2: Importance of reflection (5 minutes)
- STEP 3: Youthpass as a tool for reflection - introduction to Youthpass (5 minutes)
- STEP 4: Eight key competencis (20 minutes)
- STEP 5: Eight key competences and my learning plan (10 minutes)

### Reflection groups (30 minutes)

- The trainer introduces the reflection groups, which will be the same throughout the PBA. They will have two questions to answer: How was the day in general? and What do I take with me?
- Participants work in reflection groups and share feelings, thoughts and impressions. This activity will be implemented every day.

# DAY 2

## Erasmus+ and other funding opportunities in the field of youth



- to present Erasmus+ opportunities for young people;
- to present other funding opportunities in the youth field.

### **Introduction to the day (10 minutes)**

Trainers give an introduction to the day and what we will be doing. They suggest the energiser - 1, 2, 3 - they should repeat one, two, and three in pairs. Later, each number is changed with a movement.

### **Erasmus+ opportunities quiz in teams (60 minutes)**

Participants are divided into groups of 4. They should work in a team and use one mobile phone per group to give a correct answer to the questions below. After each question, the correct answer is discussed and deepened more.

### **Other funding opportunities (20 minutes)**

Trainers then give an overview of other funding opportunities for youth projects.

- Creative Europe
- European Youth Foundation
- Interreg
- iPortunus
- European Social Fund
- CERV

# DAY 2

## Organisations Gallery - preparation and presentation



- to create a short presentation about organisations;
- to provide space for networking between participating organisations and planning of further cooperation

### Preparation (45 minutes)

Trainers introduced the session and its objective. Referring back to instructions they received from the organizers and trainers on the FB group, this session is going to entail the sharing of experiences and organisation market. Trainers prepared instructions on how to make the T-shirts on flip charts with information about participants' organisations. The instructions were presented and participants need to include several elements in the presentation:

- name, location
- mission
- beneficiaries
- activities /programmes/projects
- what are the needs of young people in my local community
- experience in project writing
- experience in the Erasmus+ programme
- list of topics in which we would like to implement a project;
- how we can contribute to project development and implementation – expertise.

# DAY 2

## Organisations Gallery - preparation and presentation



- to create a short presentation about organisations;
- to provide space for networking between participating organisations and planning of further cooperation

### **Presentations (45 minutes)**

Participants have 2-3 minutes to present themselves, their organisation and their motivation for involvement in this training. Presentations will be made with pax wearing their T-shirts then putting them on a wall.



# DAY 2

## Let's talk about projects!



- to introduce Pozitiva Samobor
- to share participants' most memorable projects

### **Introduction to Pozitiva Samobor and their most memorable project (20 minutes)**

Representatives of Pozitiva Samobor are introduced and they are invited to share their most memorable project and explain why it was. There is also some time for questions from the participants.

### **My most memorable project - sharing (30 minutes)**

Participants are then invited to form groups of four. They should, in their small groups, share their most memorable projects. Each person has 6 minutes to share their project and they should talk about the following elements:

- what was the name of the projects
- when did it happen
- what countries/communities were included
- who were the target groups
- what activities did your organisation do
- what was the impact of the project
- why was it the most memorable project

# DAY 2

## Let's talk about projects!



- to introduce Pozitiva Samobor
- to share participants' most memorable projects

### Elements of good projects (25 minutes)

Participants are divided in four groups. Based on the presentations before, and from our own previous experience, participants are invited in groups to detect the following:

- group 1 & 2: what are the factors that make projects successful?
- group 3 & 4: what are the factors that make it harder to implement projects – what should we avoid?

After 15 minutes, participants are invited to 5 minute silent exhibition. Results are posted on the wall, and participants should go through all the factors. Individually, they should choose 2 factors that they feel are the most important to them (from each category: thus, 4 factors in total). They should put a sign/dot/post-it next to each of the factor. In the end, it will be visible what are the most important factors for the group.



# DAY 2

## Market of ideas



- to compare and share the needs of young people in the communities of the organisations;
- to explore the ideas participants bring with them;
- to create new idea outlines.

**What are the needs of young people in our communities (20 minutes)** 4 groups are created. Participants discuss the needs of young people in their communities.

**What are the ideas we are bringing with us? (10 minutes)** Participants in small groups present the ideas they had prior to the meeting.

**Development of new ideas (15 minutes)** Based on the needs and already existing ideas, participants are invited to develop new ideas. They should write their idea on the post-it papers.

**Presentation of the ideas (15 minutes)** Participants (each separately) should present their idea and write their name.

**Selection of the ideas (10 minutes)** Each participant receives 3 small dots (papers), where they need to choose 3 ideas they would work on (voting). After they vote, the ideas with highest votes go into the further planning, while others are kept for the future cooperation of organisations.

# DAY 3

## Study visit to Youth Centre Bunker



- to present Youth Centre Bunker and its activities;
- to introduce the project management cycle and important steps;

### **Introduction to Youth Centre Bunker (20 minutes)**

Representative of the Youth Centre Bunker gives a presentation and talks about the centre.

### **Introduction to PCM and steps in project management (60 minutes)**

Trainer gives an overview of PCM and important steps of project management, including: what is a project; steps in project management. Participants can ask questions and give feedback.



# DAY 3

## Needs assessment and goals of projects



- to introduce needs assessment as a concept and how to implement quality needs assessment;
- to develop the goals and objectives of their projects.

### Needs assessment (45 minutes)

Participants are shown a picture / sketch of a part of a community in Africa. Based on that picture, participants should rank the 10 needs of that population. Needs have already been identified in the list, and they need to give a rank on a scale of 1 to 10.

After creating the individual ranks, the participants are divided into groups of 5 participants in which they have to discuss and make a group rank. The trainer then asks for group ranks and shows them on a flipchart.

The trainer started the discussion:

- How do you like this list?
- What is the reason for the difference between your and group ranks?
- What does this process remind you of (connected with writing projects)?
- The trainer then shows the rank which residents of the Africa themselves said and initiates a discussion: What would you take for yourself from this?

# DAY 3

## Needs assessment and goals of projects



- to introduce needs assessment as a concept and how to implement quality needs assessment;
- to develop the goals and objectives of their projects.

The trainer introduces different ways of researching needs: 1) observation in the community (ethnology); 2) interviews or focus groups with locals; 3) conducting surveys; 4) researching available policies and research results, statistics and other data

### **Overall objective and specific goals - intro (10 minutes)**

The trainer gives an introduction to the overall objective and specific goals (SMART goals). The input is created in an interactive way.

### **Planning of overall objective and specific goals (25 minutes)**

Participants should write 1 overall objective and at least 2 specific goals for their project ideas.

### **Presentation and feedback (15 minutes)**

Groups present their work and get feedback from the trainers and the group.

# DAY 4

## Target group, final beneficiaries and stakeholders; activities and methods



- to plan target groups, beneficiaries and stakeholders for their specific projects, based on goals and objectives;
- to develop activities and methods used in activities.

### Target group, final beneficiaries and stakeholders (45 minutes)

Participants are introduced to the concepts of target group, beneficiaries and stakeholders in projects. They are introduced to the differences between them and how they can influence the project. Furthermore, participants are introduced to the Interest-Power matrix, where they can position their stakeholders based on their level of power and interest towards their project. Also, strategies on how to deal with them are presented.

After the short theoretical input, participants are invited to go into their groups and plan their target groups, final beneficiaries and at least three stakeholders.

When they are finished, the results are presented and commented on.

# DAY 4

## Target group, final beneficiaries and stakeholders; activities and methods



- to plan target groups, beneficiaries and stakeholders for their specific projects, based on goals and objectives;
- to develop activities and methods used in activities.

### Activities and methods (45 minutes)

As we are developing Erasmus+ projects, participants were introduced to the concept of NFE activities and why to plan them. They are also introduced to the concept of three project stages:

- preparation (of participants, organisations, partnership...);
- implementation (day by day activities and methods);
- follow-up (strategies to ensure the use of results).

When input is finished, participants plan the frame of their activities and methods envisioned.

In the end, they present their work and feedback is given.

# DAY 4

## Risks in projects

**Results: tangible or intangible**



- to introduce the concept of risks in project management and how to deal with them;
- to plan risks in their projects;
- to discuss types of results in projects and plan them for their project ideas.

## Risks in projects (45 minutes)

Participants are introduced to the concept of risks in projects. Firstly, they are asked what risks could happen in the project. When they answer, the trainer sums it up and says that all of them could significantly influence our project and they need to be planned. Participants are introduced to the Risk analysis method, which includes that they need to identify the risks, impact of the risk and mitigation strategies.

Then, they need for their projects to define at least 1 high, 1 medium and 1 low risk and discuss what the mitigation strategies could be.

When they are finished, results are presented in the plenary and discussed further.

# DAY 4

## Risks in projects

### Results: tangible or intangible



- to introduce the concept of risks in project management and how to deal with them;
- to plan risks in their projects;
- to discuss types of results in projects and plan them for their project ideas.

### Results - tangible and intangible (45 minutes)

Participants are introduced to the different types of results and the difference between tangible and intangible results are described in detail.

When input is finished, participants get the task to write all the possible results their projects could have on different levels.

In the end, they present their work and feedback is given.





# DAY 4

## Impact of projects



- to introduce the concept of impact project management and different levels of impact in Erasmus+ projects;
- to plan the impact of the activities and project;
- to discuss the findings.

### **Impact in projects - input (10 minutes)**

Participants are introduced to the impact and possible level of impact (personal, local, organisational, EU level). Through interactive discussion, examples were given for different levels of impact.

### **Planning the impact (45 minutes)**

Participants have the task to plan all possible impacts on all 4 levels for their projects. They are working in their own project groups.

### **Presentation in plenary (15 minutes)**

When groups are finished with the work, results are presented in the plenary and discussed further. The feedback was given to every group both by the other participants and trainers themselves.

# DAY 4

## Dissemination and visibility of projects



- to introduce the concept of visibility and dissemination in Erasmus+ projects;
- to plan dissemination and visibility activities;
- to discuss the findings.

### **Dissemination vs. visibility - input (15 minutes)**

Trainers introduce the concepts of dissemination and visibility in Erasmus+ projects. As this is the part where beneficiaries are mostly confused with the terminology, trainers put special focus on this part and explain the difference, including practical examples.

### **Planning the dissemination and visibility activities (45 minutes)**

Participants have the task to plan the dissemination and visibility activities. They are working in their own project groups. When thinking about activities, they are encouraged to use 5WH questions: what, who, where, when, why and how.

### **Presentation in plenary (10 minutes)**

When groups are finished with the work, results are presented in the plenary and discussed further. The feedback was given to every group both by the other participants and trainers themselves.

# DAY 5

## **Evaluation in projects** **Sustainability of projects**



- to introduce the evaluation in Erasmus+ projects;
- to plan evaluation in projects;
- to discuss sustainability in project activities and plan it further.

### **Evaluation in Erasmus+ projects (5 minutes)**

Trainers ask participants what kind of evaluation can be done in projects. After the feedback is gathered, trainers present different levels of evaluation in Erasmus+ projects, including evaluation with participants, organisations, local community, teams, etc. Also, the qualitative and quantitative methods are shortly described, as they are connected with evaluation (survey, focus groups, individual interviews).

### **Planning the evaluation in projects (30 minutes)**

Participants are in their own groups planning the projects and evaluation techniques they will use.

### **Presentation in plenary (10 minutes)**

When groups are finished with the work, results are presented in the plenary and discussed further. The feedback was given to every group both by the other participants and the trainers themselves.

# DAY 5

## Evaluation in projects Sustainability of projects



- to introduce the evaluation in Erasmus+ projects;
- to plan evaluation in projects;
- to discuss sustainability in project activities and plan it further.

### **Sustainability of projects (15 minutes)**

Participants are introduced to the concept of sustainability of the projects and how it relates to their projects. They are introduced to the different types of sustainability in their projects (financial, public policy, environmental, institutional). For each of the types, examples were given and discussed with participants.

### **Planning the sustainability (20 minutes)**

Participants are in their own groups planning the projects and sustainability measures they will use.

### **Presentation in plenary (10 minutes)**

When groups are finished with the work, results are presented in the plenary and discussed further. The feedback was given to every group both by the other participants and the trainers themselves.

# DAY 5

## **Working on the projects and consolidation in the Word format**



- to further develop the projects;
- to consolidate project proposals in Word format.

Participants are given the additional time to rewrite all the feedback they have received for their project, so it will be easier to develop project proposals for Erasmus+ in the future. Groups work separately on this task. For this purpose, groups were given the forms, where they should write the following information (taking into consideration all feedback throughout the PBA):

- Name of the project; name of the people developing the project idea
- Countries included and organizations included
- Overall aim
- Objectives
- Activities that lead to goal implementation + non-formal methods included
- Target group; final beneficiaries; stakeholders
- Risks in projects
- Impact of the project
- Results of the project (tangible and intangible)
- Dissemination and visibility activities
- Evaluation of the project

# DAY 5

## Feedback to project ideas

### Who wants to participate?

### Next steps



- to go in the shoes of the evaluator and give feedback on the project ideas;
- to express an interest to participate in the project development;
- to introduce the next steps in the project.

### Feedback to project ideas (60 minutes)

Based on the Word documents with project ideas that were sent to the trainers, participants are in their own project groups. They will receive the outline of other groups and see if everything that is written has logic behind it and is it possible to implement.

Participants are given short instructions that each proposal can have 100 points in total, on which 30 goes to aims and objectives, activities and methodology and target groups, beneficiaries and stakeholders. Next 40 points are awarded for results, impact and risks. The last 30 points go for dissemination, visibility and evaluation. They should evaluate the project based on the logic and clear instructions. Also, they should write a short written feedback to colleagues on what to improve.

### Who wants to participate? (10 minutes)

Participants are then invited to say which project ideas each organisation is supporting. They can use post-its and put their names and contact data on the post-it.

### Next steps (5 minutes)

In the end, organisers give input on the next steps in the project, which includes technical information about visibility, sharing materials, information about travel costs, etc.

# DAY 5

## Evaluation of the PBA



- to evaluate work in their project groups;
- to evaluate the PBA orally and in the written form;
- to have a Youthpass ceremony.

### **Evaluation in project groups (30 minutes)**

As project groups were working for several days together, it is good that they steam out and share how the work was for them. Participants are invited to go into their project groups and should answer the questions: How was the work for me? What were the good sides? What would I change? What was my contribution and what can I do better next time from my side?

### **Dixit oral evaluation (35 minutes)**

Participants are invited to do an oral evaluation and share within the group how the week was for them. In order to do it, they were asked to use Dixit cards. The task is to take a card which corresponds most to them and share why they have chosen this card, with an explanation of how the week was for them.

Besides participants, organisers and trainers also participated in this activity to share their feelings and thoughts.

# DAY 5

## Evaluation of the PBA



- to evaluate work in their project groups;
- to evaluate the PBA orally and in the written form;
- to have a Youthpass ceremony.

### **Written evaluation (15 minutes)**

Afterwards, participants are invited to write an evaluation form, which is available online for them to fill in – they receive the evaluation at their email addresses. The evaluation consists of both open and closed questions to have the best overview of the experience and gained competences.

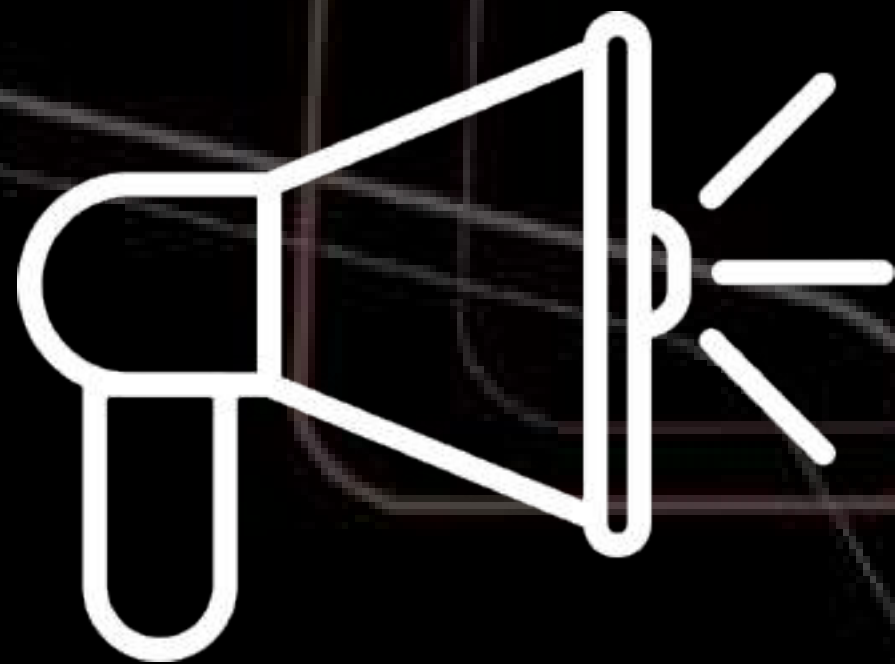
### **Youthpass ceremony (10 minutes)**

In the end, the Youthpass ceremony was held. Each participant received Youthpass from another person. They should find that person, say something nice to them and hand them over the certificate.

Trainers closed the PBA and thanked participants for their active involvement.







# RESULTS and DISSEMINATION






# Dissemination

## Activities

- Project ideas developed during the PBA will be applied for funding in the next Erasmus deadline, but also we will support partner organisations to apply for different funding options. We foresee the project ideas applied for funding. This will be the strongest dissemination activity since we will directly use the results of the PBA project to develop more activities for and with young people. On the February 2022. deadline, one of the projects was applied for funding.
- A PBA handbook (with the all non-formal learning methods used during PBA) is created after the implementation of the PBA, and before the end of the project itself. The handbook is created by trainers with help of all participating organizations and inputs from participants in order to share our methods, ideas and outcomes. Handbook is created in an online version in order to disseminate it effectively and it is environmentally friendly.
- All participants had a meeting with the members and responsible persons of their sending organisations after the activity in order to transfer the knowledge and start working on the further development of the project ideas.
- A video-photo shooting of the PBA will be used as promotional material by sending it to media; it will be also uploaded on the promoter websites and will be spread through the relevant communication channels (social networks of participants and organisations);
- A day recap photos and videos in a form of Facebook posts were used as promotional material and shared on promoter websites and relevant communication channels (social networks of participants and organisations).

# Results



-  Project plan PBA - Be load.docx
-  Project plan PBA - Stategic Team.docx
-  Project plan PBA festi.view.docx
-  Project plan PBA.docx
-  Project plan PBA-human rights through art .docx

- 5 project ideas developed during the PBA, one is applied for funding on the February 2022. Erasmus deadline
- A PBA handbook created, published and disseminated
- A video-photo shooting of the PBA created, published and disseminated
- Established cooperation with Bunker and Udruga Pozitiva from Samobor.

# Video PartnerUp



# IMPRESSUM

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