

HOW TO MAKE YOUTH EXCHANGE

Tool Kit

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make Youth
Exchange

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Chapter 1: Introduction

T-Kit :How to
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This toolkit was created during the training course Step by Step to Opportunity aimed to give competencies and tools to youth workers, to assist disadvantaged young people in realizing the initiatives, gain the self-confidence and employability through organising quality youth exchange project under Erasmus + youth in action program.

The training course promoted youth exchanges and Erasmus + in general and focused on giving the youth workers opportunities to improve the quality of their work and by doing this, increased the chances for young people to successfully plan and implement their first international project

Youth workers had also an opportunity to learn about youth work in other countries. Participants actively reflected on the idea of inclusion and active participation and this theme was explored in the context of international youth work. Learners had possibility to build a network of international contacts. As a result of the training course, participants created this guide on how to make a youth exchange. It is one of the way to transfer the knowledge to young people.

The training courses was based on the specific needs of the participants and partner organisations, and was highly based on non-formal education.

As non-formal educational method allowing all participants to be involved in educational process, strengthen the learning outcomes, give competencies to youth workers and raise their confidence that they are one who can make impact on their local society.

As participants were coming from different ethnic and social background, it had been foreseen as a resource for the sharing and transfer of competences, as well as special attention is paid to the inter-cultural dimension of the project. There was theoretical input, the main part of the training course was delivered in the form of practical sessions implemented by the participants in a learning-by-doing fashion, using the full toolbox of non-formal education and experiential learning

During the training course, we implemented different team building activities and games, ice-breakers, expectations-fear-contribution activities in order start building the process of group and strengthen group spirit from the beginning which ensured a more active and productive communication and partnership in future perspectives. We organised practical workshops giving possibility to exchange information's about key stages of project writing, implementation and evaluation in order to ensure its success, impact and quality.

Chapter 2: Basic Knowledge

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What is Erasmus + ?

The Erasmus Programme (European Region Action Scheme for the Mobility of University Students) is a European Union (EU) student exchange programme established in 1987. Erasmus+, or Erasmus Plus, is the new programme combining all the EU's current schemes for education, training, youth and sport, which was started in January 2014.

The Erasmus Programme, together with a number of other independent programmes, was incorporated into the Socrates programme established by the European Commission in 1994. The Socrates programme ended on 31 December 1999 and was replaced with the Socrates II programme on 24 January 2000, which in turn was replaced by the Lifelong Learning Programme 2007–2013 on 1 January 2007

What is Youth Exchange?

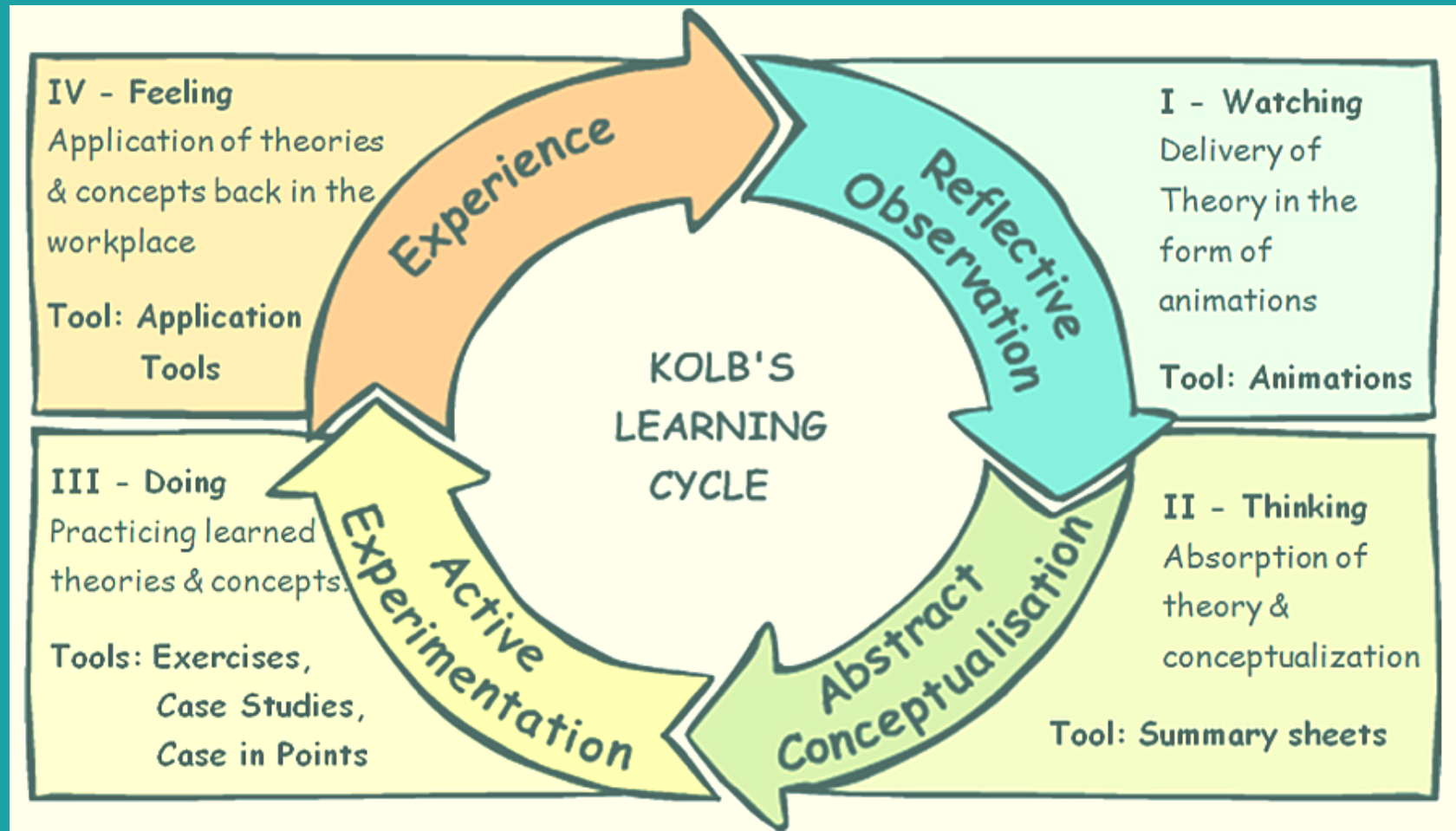
Youth Exchange is meeting of young people from different countries to exchange views and opinions and to learn. Youth exchange is based on needs of young people and requires their active involvement. During the youth exchange, young people will take part in activities such as workshops; exercises, debates, role-plays, outdoor activities etc which are designed and prepared by young people themselves.

Process starts with planning and preparing Youth Exchange. It continues through sending online application form to National Agencies, organising meeting of young people, dissemination of project and finally with report to National Agency (what did young people learn and achieve).

Chapter 3: Learning

KOLB THEORY

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01

Experience - a new experience of situation is encountered, or a reinterpretation of existing experience

02

Reflective Observation - of the new experience. Of particular importance are any inconsistencies between experience and understanding

03

Abstract Conceptualization - Reflection gives rise to a new idea, or a modification of an existing abstract concept

04

Active Experimentation - the learner applies them to the world around them to see what results

Write below your personal concrete example
of Kolb Cycle from your life

Experience

Reflective Observation

Abstract Conceptualization

Active Experimentation

LEARNING TO LEARN

Learning:

Brainstorming: write down what is learning for you

knowledge	skills	to play		

Learning:

Learning to learn is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

organizing own learning	self motivation
collecting outcomes	

PARTICIPATION LADDER

In Youth Exchange projects, there is required to active participate from participants. There is a tool called Participation ladder which helps you to see opportunities and find level of participation you will want from your participants. The highest level you choose the most active participation you will get.

Read description of following levels of participation ladder and try to connect them with number from lowest participation (1) to highest (7).

- 01 Partnership:** Power is in fact redistributed through negotiation between citizens and power holders. Planning and decision-making responsibilities are shared e.g. through joint committees.
- 02 Informing:** A most important first step to legitimate participation. But too frequently the emphasis is on a one-way flow of information. No channel for feedback.
- 03 Consultation:** Again, a legitimate step - attitude surveys, neighbourhood meetings and public enquiries. But Arnstein still feels this is just a window dressing ritual.
- 04 Manipulation:** Non-participative. The aim is to cure or educate the participants. The proposed plan is best and the job of participation is to achieve public support by public relations.
- 05 Delegated power:** Citizens holding a clear majority of seats on committees with delegated powers to make decisions. Public now has the power to assure accountability of the programme to them.
- 06 Citizen Control:** Have-nots handle the entire job of planning, policy making and managing a programme e.g. neighbourhood corporation with no intermediaries between it and the source of funds.
- 07 Placation:** For example, co-option of hand-picked 'worthies' onto committees. It allows citizens to advise or plan ad infinitum but retains for power holders the right to judge the legitimacy or feasibility of the advice.

PARTICIPATION LADDER

Explanation with correct order of levels.

01

Manipulation: Non-participative. The aim is to cure or educate the participants. The proposed plan is best and the job of participation is to achieve public support by public relations.

Informing: A most important first step to legitimate participation. But too frequently the emphasis is on a one-way flow of information. No channel for feedback.

02

03

Consultation: Again, a legitimate step - attitude surveys, neighbourhood meetings and public enquiries. But Arnstein still feels this is just a window dressing ritual.

Placation: For example, co-option of hand-picked 'worthies' onto committees. It allows citizens to advise or plan ad infinitum but retains for power holders the right to judge the legitimacy or feasibility of the advice.

04

05

Partnership: Power is in fact redistributed through negotiation between citizens and power holders. Planning and decision-making responsibilities are shared e.g. through joint committees.

Delegated power: Citizens holding a clear majority of seats on committees with delegated powers to make decisions. Public now has the power to assure accountability of the programme to them.

06

07

Citizen Control: Have-nots handle the entire job of planning, policy making and managing a programme e.g. neighbourhood corporation with no intermediaries between it and the source of funds.

Chapter 4: project cycle

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Connect projects cycles on the left side with projects elements on the right side



Planning



Implementation



Dissemination
section



- Identify what was learnt
- Write report
- Evaluate finances
- Identify outcomes
- Specify human resources
- Re-evaluate the cost
- Full fill projects objectives
- Evaluate participants satisfaction
- Modify your plan based on current situations
- To do monitoring
- Establish purpose of the project
- Specify budget
- Evaluate schedule effectiveness
- Specify tools
- Prepare the schedule

Check your answers with correct answers in following boxes:

PLANNING

- Establish purpose of the project
- Specify budget
- Specify human resources
- Specify tools
- Prepare the schedule
- Identify outcomes
- Re-evaluate the cost

IMPLEMENTATION

- Full fill projects objectives
- Modify your plan based on current situations
- To do monitoring

DISSEMINATION SECTION

- Identify what was learnt
- Write report
- Evaluate finances
- Evaluate schedule effectiveness
- Evaluate participants satisfaction

Elements of Youth Exchange

1. Aims and Objectives:

Aim and objectives have to be connected with objectives of Erasmus+ programme.

- Promote young people's active citizenship in general and their European citizenship in particular
- develop solidarity and promote tolerance among young people, in particular in order to foster social cohesion in the European Union
- foster mutual understanding between young people in different countries
- contribute to developing the quality of support systems for youth activities and the capabilities of civil society organisations in the youth field
- promote European cooperation in the youth field.

Choose between 1 and 3 objectives and write them down

2. Topics

There are several topics of Erasmus+ you can choose for your topic.

Art and culture, social exclusion, environment, heritage protection, youth information, European awareness, rural/urban development, youth policies, health, measures against delinquency, anti-racism/xenophobia, disability, support for the elderly people, homelessness, migrants, equal opportunities, peer education, unemployment, youth sports, youth leisure, media and communications

Choose between 1 and 3 topics for your Youth Exchange.

3. Hosting country: hosting countries are eligible to receive funds for Youth Exchange. You are able to apply if you are from one of the following countries:

Belgium, Bulgaria, Czech Republic, Denmark, Germany, Estonia, Ireland, Greece, Spain, France, Croatia, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Hungary, Malta, Netherlands, Austria, Poland, Portugal, Romania, Slovenia, Slovakia, Finland, Sweden and United Kingdom.



TRAINING COURSE: STEP BY STEP TO OPPORTUNITY

Misaktsieli, Georgia

The project has been made thanks to all the support and the hard work of the people, which took part in and we would like to thank each one of them !



Erasmus+

