

Content report

from the Training Course

“Leading the intercultural dialogue in our projects for better acceptance of diversity in society”

Zadar, Croatia; 23-30.10.2016.



Erasmus+



Content:

1. SUMMARY
2. ORGANISER AND PARTNER ORGANISATIONS IN THE PROJECT
3. PROGRAMME OF THE TRAINING COURSE
4. METHODOLOGY AND METHODS OF THE TRAINING COURSE
5. SESSIONS' CONTENT OUTCOMES
6. PARTICIPANTS' LEARNING OUTCOMES AND EVALUATION OF THE TRAINING COURSE



The core activity of the project was an 8 days long training course. It was held in Zadar, from the 23rd until the 31st of October 2016. The project gathered 29 participants, trainers and staff from 10 organisations and countries (Croatia, FYR Macedonia, Italy, Czech Republic, Spain, France, Greece, Turkey, Bulgaria and Slovakia).

The project targeted youth workers willing to promote and lead quality inclusion and intercultural dialogue in projects and communities and who are willing to improve intercultural learning/dialogue in their organisations' activities for a more inclusive society that accepts diversity around us.

Objectives:

- To share realities and experiences with discrimination, exclusion and marginalization of different groups (including migrants and refugees) in different European communities/countries
- To explore and promote intercultural acceptance of diversity and respect of Fundamental / Human Rights in Europe
- To increase participants' ability to deeply understand and empathise with different socially excluded and marginalised groups in our communities
- To promote intercultural dialogue as an instrument in acquiring the knowledge and aptitudes for dealing with a more open and more complex environment
- To enable participants to develop and lead quality youth work projects which contribute to intercultural dialogue and acceptance of diversity in communities
- To further develop their competences in communication, conflict transformation and teamwork for quality leadership and facilitation of intercultural dialogue in intercultural youth work
- To introduce the Erasmus+ Youth in Action programme and to develop new projects and future European level cooperation among partners with the topic of intercultural dialogue

This project is funded by European Commission through Erasmus+ programme, Key action: Learning Mobility of Individuals; Action: Mobility of learners and staff; Action type: Youth mobility.

1. Association for improvement of modern living skills "Realization", Croatia

Website: www.udruga-ostvarenje.hr

Short description: Association for improvement of modern living skills "Realization" aims at and works on:

- encouraging personal development,
- strengthening youth initiatives,
- promotion of non-formal education and lifelong learning of all layers of society,
- promotion of European awareness and European citizenship based on interculturality, democracy, knowledge and dialogue.

Association "Realization" organises regular workshops and trainings of mainly unemployed and youth on local level and on European level as a partner or coordinator. Till now, the Association was involved in different projects in the field of non-formal education, global education, volunteerism, social inclusion, intercultural learning and dialogue and (youth) unemployment and entrepreneurship.

Association "Realization" is a member of the formal European network "Youth for Exchange and Understanding" and of an informal European network on social volunteering as tool for inclusion.

2. Center for Intercultural Dialogue (CID), FYR Macedonia

Website: www.cid.mk

Short description: Center for Intercultural Dialogue (CID) is an NGO, non-profit youth organization that works on national level in Macedonia. CID is civil society organization working to promote intercultural acceptance and active citizenship through capacity building processes, education and youth work. CID is youth-led thus our work focuses on many aspects which are of interest for young people: from provision of services and information, to research and support for policy-making and networking. CID is a provider of quality Youth Work and as such is well recognized in Macedonia and Europe for its work. As such, CID is offering training and educational consultancy to various public and private institutions and organizations. CID has 3 working spaces in Kumanovo with 15 people employed on full time and part-time bases. Our pool of trainers has 7 members with various expertise and experience in working with different groups on different topics. CID is especially active in provision of training courses for leadership, organizational and project development, intercultural dialogue and acceptance, conflict resolution, youth policy, youth participation, European citizenship and social media.

Within our work in the past 8 years, CID has developed partnerships with youth organizations in every European country (EU and non-EU) as well as on global level. Within these networks we are especially focused on supporting exchange and cooperation between Macedonian civil society and similar organizations from other countries. CID is a member of Youth for Exchange and Understanding, and Service Civil International as well as a supporter of UNITED for intercultural action. CID is one of the most experienced mobility agencies with contact points across Macedonia, ensuring youth mobility through quality educational exchanges. CID is also involved in general mobility of teachers, school support staff, and people on the labour market. CID offers as well international volunteering opportunities through summer camps and long term volunteering in Europe and globally.

3. ASSOCIAZIONE INFORMAGIOVANI, Italy

Short description: Established in 2001 by a group of volunteers, InformaGiovani aims are: foster and promote human and civil rights, with focus on right to information and participation; defending social and collective rights; promote local and international volunteering as tools for social inclusion and change.

It is accredited as HSC organization for EVS, is member of the Anna Lindh foundation and of Libera, national antimafia network. Since 2009 is leading an informal European network on social volunteering, recognized by the EACEA of the European Commission.

IG runs activities of information, training and counseling, seminars on EU programmes, on social volunteering and international co-operation. The association focuses on activities of social inclusion and rehabilitation of young people who are or risk experiencing social exclusion. Since 2008 IG organizes youth exchanges and international workcamps, involving about 250 participants in local and international activities.

4. EVROPSKE CENTRUM MLADEZE BRECLAV - EUROPEAN YOUTH CENTRE BRECLAV Z.S, Czech Republic

Website: www.eycb.eu

Short description: EYCB is non-profit nongovernmental organization founded by young people for young people in 2007. Our main aims and activities are informing and raising awareness of the European Union and its educational programs; promoting self-fulfilment and personal development of young people through educational programs of the European Union and developing non-formal education, intercultural dialogue, international cooperation and active civil society.

In 2015, we sent 304 young people who attended 77 projects in 26 countries. These projects were supported by Erasmus+: Youth programme. We sent four volunteers to European Voluntary Service. We also organised 8 Youth in Action and Erasmus+ funded training courses and youth exchanges. You can find out about them here.

Altogether, from 2007 until 2015 EYCB sent over 1300 youths to attend 340 Youth in Action projects in 42 countries. Please look at our project map to find out where the projects took place.

5. Fundació Catalunya Voluntària, Spain

Website: www.catalunyavoluntaria.cat

Short description: The private foundation Fundació Catalunya Voluntària is a not for profit independent organization created in 2007, as the initiative of a local youth association which was established in 1999.

Its vision is "a world, where everyone, especially young people, has the willingness and the capacities to take actions with a positive impact in their communities, as global active citizens".

Its mission is "to foster active volunteering for positive social change, through non formal learning and as part of the Culture of Peace, in Catalonia and around the world".

FCV actively promotes solidarity and the Culture of Peace as tools to transform society and as real opportunities to gain relevant competences. It uses non-formal, intercultural and service-based learning methods to empower young people, according to their personal interests and situation, and works together with young leaders and youth workers, to improve the social impact of the work they are doing.

At the local and regional level, FCV provides information on volunteering and mobility opportunities, and organizes workshops on several topics (NFL, volunteering, conflict transformation and entrepreneurship). It also develops innovative training programs and resources focused on supporting active social inclusion of vulnerable youth.

At the international level, FCV is a coordinating, hosting and sending organization for trans-national voluntary service projects, training courses, seminars and youth exchanges; supporting sustainable networking with other NGOs while creating new learning opportunities and intellectual products.

6. Jeunesse et Reconstruction, France

Website: www.volontariat.org

Short description: Jeunesse et Reconstruction (J&R) is a youth organisation founded in 1948 with the aim of developing youth exchanges through international voluntary workcamps and long-term volunteering projects. Workcamps and voluntary work thus form the basis for intercultural exchanges and the place where young people of different countries and backgrounds meet and work for the community. Volunteering gives volunteers the opportunity to acquire a sense of responsibility and an open mind towards other cultures. Every year, J&R sends around 900 volunteers abroad and host around 500 volunteers in France. It organises trainings on different topics (leaders, intercultural, preparation for volunteering, etc.), and cooperates with local communities and local organisations in partnership with which it has developed numerous projects in many regions of France. These projects and organisations, where volunteers serve for a short or long-term period, address issues related to youth, disability, community development, children and education. J&R is a member of the ICYE Federation (an international network), ALLIANCE (a European network), and COTRAVAUX (a French network). It is also recognised by the French Ministry of Youth and Social Cohesion.

7. Youthfully Yours Gr, Greece

Website: www.youthfullyyoursgr.wordpress.com

Short description: Youthfully Yours Gr is a Non-profit Organization (NGO) from Greece, with activity on local, national & European Activity Level, interested in Arts, Environment, Democracy, Unemployment, Sustainability, Creativity and Entrepreneurship, Volunteering, European and Balkan culture as well as urban and regional activities. YYGR promotes friendship, peace, respect for human rights, anti-racism. Voluntary mutual help on the above matters is the subject to our meetings and therefore activities.

YYGR wants to encourage young people to participate in European/International training/exchange/EVS etc. programs, in order to build a stronger future for our country, acquaint the versatile colorful world we are living, free of xenophobic attitudes, with hope for friendships that will last for a lifetime.

8. Toplum Gonulluleri Vakfi (TOG), Turkey

Website: www.tog.org.tr

Short description: Toplum Gönüllüleri Vakfı (TOG – Community Volunteers Foundation) was founded in December 2002. The Foundation contributes to the personal development of young people by encouraging them to participate in social responsibility projects as

volunteers. In doing so, it increases young people's community involvement on a voluntary basis.

TOG:

- Trains trainers who implement peer to peer trainings on subjects such as volunteerism, project management, human rights, social rights, reproductive health, health literacy and organizational management
- Offers face to face support to university student clubs according to their needs
- Provides scholarship opportunities and internships to young people
- Creates a learning environment that increases youth mobility, which in turn supports learning from other young people and youth organizations
- Supports young people's ideas on social problems specific to their projects and helps them find financing for these projects
- Investigates and contacts stakeholders to increase awareness on the needs of university students within the public realm

9. Association Focus-European center for development, Bulgaria

Website: www.foccen.org

Short description: Association "Focus - European Center for Development " - Pazardjik was founded as a non-profit organization. The Association "Focus –European Center for Development " is EVS accredited NGO to host and send volunteers from all over the world.

Aims:

- To create a European community of pupils, teachers and parents in the territory of Pazardjik and surrounding that will support the idea of social integration and professional development of adolescents;
- To implement trainings and experiments about public interest in different problems cooperating with the local authorities.
- To develop solidarity and promote tolerance among the public in order to stimulate social cohesion in the European Union.
- To encourage public participation in social life and to strengthen the links between local groups, schools, businesses and municipal authorities.
- To stimulate youth involvement in the activities related to personal and social development.
- To carry out active work for sustainable social development and democratic principles in a civil society.
- To organize activities and events, to restore and improve the quality of the environment.
- To improve the welfare of disabled people - their acceptance and socialization in their families, among peers, colleagues, friends and among the middle part of the community in which they live.
- To provide an environment where the youth with disabilities will be involved in the activities for their future development.
- To prohibit negative social phenomena's spreading among the youth environment, such as: crime, aggression, addiction, prostitution, xenophobia etc.

10. A.D.E.L. - Association for Development, Education and Labour

Website: www.adelslovakia.org

Short description: We are organization, which creates opportunities for young people who would like to be an active, try and learn something new and gain new experience and knowledge for personal and professional development. We believe that young people must become a driving force in building the society in which they live and therefore we create various opportunities in order to help shape a generation that is determined to change our country and the world for the better.

Our main goals that we promote with a variety of projects and activities are:

- to increase employment of young people and to support their personal and professional development;
- to organize and mediate trainings, youth exchanges, seminars, study mobilities, internships and volunteering programs abroad;
- to encourage and promote active citizenship, civic participation, volunteering
- to stimulate the creation of new and innovative ideas as the basis for entrepreneurial initiatives of young people, to motivate them and support towards his own business;
- to encourage the responsible attitude to the nature and animals, promote a healthy lifestyle and protect the environment;
- to promote development of rural areas and disadvantaged regions and bring various educational opportunities to young people with fewer opportunities;
- to endorse the elimination of gender stereotypes, support integration of minorities (particularly Roma) and refugees into the society and promote equality of opportunity for all ...

Our motto is: "Youth is not just a temporary state on the way to adulthood, but the space for our own journey, opinions and solutions – and we want to fill in this lack of space!"

Programme of the training course

	Day 1 23 rd October 2016 Sunday	Day 2 24 th October 2016 Monday	Day 3 25 th October 2016 Tuesday	Day 4 26 th October 2016 Wednesday	Day 5 27 th October 2016 Thursday	Day 6 28 th October 2016 Friday	Day 7 29 th October 2016 Sunday	Day 8 30 th October 2016 Monday	Day 9 31 st October 2016 Tuesday
08:30-09:00		Breakfast							
09:30-11:00 → session 1 11:00-11:30 → coffee break 11:30-13:00 → session 2	Arrival of participants	Intro to Youthpass in YIA programme and its relevance to this training Participants' expectations towards the TC and their potential contributions to it Group agreements	Intercultural acceptance of diversity; Fundamental/Human Rights in Europe – clarification of basic concepts, the approach and needs analysis	Characteristics of the programmes and activities with the aim of contributing to the intercultural learning and acceptance of diversity	Leadership skills for intercultural and interreligious dialogue	Skills development: Intercultural teamwork Conflict transformation in our activities	Effective Project Cycle Management HOW TO - youth work for inclusion and acceptance of immigrants, refugees and other cultural/ethnic/religious minorities I	Development of new projects within the "Erasmus+ Youth in Action" Programme	Departure of participants
13:00	Lunch break								
16:30-17:30 → session 3 17:30-18:00 → coffee break 18:00-19:30 → session 4 19:30-20:00	18:00 – 19:30 Introduction (participants, team, organisations, programme) Group building	Discrimination, exclusion, marginalisation of different groups (including migrants and refugees) in our communities – sharing realities Daily Evaluation and Reflection round	Understanding "disadvantage" Daily Evaluation and Reflection round	Challenges in implementation of interethnic / interreligious / intercultural activities and programmes Daily Evaluation and Reflection round	Our organisations and best practices' projects concerning youth inclusion and social entrepreneurship Daily Evaluation and Reflection round	Skills development: Communication skills Daily Evaluation and Reflection round	HOW TO - youth work for inclusion and acceptance of immigrants, refugees and other cultural/ethnic/religious minorities II Erasmus+ programme as contribution to competences of young people: practices, possibilities, benefits, challenges etc. Daily Evaluation and Reflection round	Consultations / Open space; Evaluation of the training course Daily Evaluation and Reflection round	
20:00	Dinner								
21:00 →	Welcome evening	Intercultural evening			Exploring the city			"See you again" party	

Methodology and methods of the training course

The training course was based on the pedagogical understanding of the Council of Europe and the European Commission Partnership Programme and our own experience and expertise in youth work for entrepreneurship, employability skills and inclusion. As the training materials we used SALTO booklets, T-kits, Compass, and different EU policy/programmes information. The training course followed the non-formal education approach, principles and methods and was based on participants' experience and exchange. A combination of different creative, participatory and interactive methods were used and designed upon the profile of participants, some of them being: theoretical themes and lectures; individual/group activities; group games and exercises, simulations and role plays; work on examples in a small group; discussions; etc. The learning of new skills, the acquisition of knowledge and the exchange and challenge of each other's attitude and experience were very important for this training course. The training course programme and contents were organised to allow for the maximum participation of the group using active and participatory methods.

Participants' expectations

- what participants wanted to learn:

- Learn more non-formal activities
- Learn how to organize more activities with socially excluded youth in my organization
- New intercultural friends
- Expand my knowledge and horizons and improve my personality
- Learn communication skills
- Understand how other Europe realities work in their country to help refugees
- Organize workshops in order to "mix" cultures in my communities – to raise understanding
- Intercultural network
- Learning a bit of all the languages that are represented here
- Teach others the Cube game
- How to emphatically lead intercultural dialogue
- Increase my patience about other cultures
- Meet people from different countries, learn a little bit of their cultures / way of thinking
- Learn about Croatia
- Being more open-minded
- Different gastronomies and histories
- Experiences about discrimination in their own life or in their environment
- Conflict transformation
- Control of cynicism
- Being more open to different cultures
- Accept and understand conflicting opinions
- Be more open to people
- How to make a deal with people from another country
- How to deal with refugees and how to help their countries
- A wider knowledge of refugee crises
- I want to learn more about what is happening in other countries – to be aware and to understand how can I solve problems in my country
- To learn what is the situation about immigrants in other countries
- Refugees tolerance in European countries
- To improve my languages skills
- Understanding the migration process, dealing with the problem and methodology
- Trying to find a solution for the refugee crises
- Learn about politics and history of Balkan
- To be more sure for taking decisions
- Issues of intercultural dialogue
- To know other youth workers from other NGO's
- Meeting new people
- Information about how NGO's work

- Useful workshops for my organization
- How people from various countries think, show their ideas, how can we make a deal together
- Letting go of fear
- Creating and implementing democratically a social program
- To have the ability to communicate better with other people
- Increase my ability of intercultural communication
- The ability to talk about various political topics in front of other people
- Understand how to create networking in intercultural dialogue



Discrimination, exclusion, marginalisation of different groups (including migrants and refugees) in our communities –sharing realities

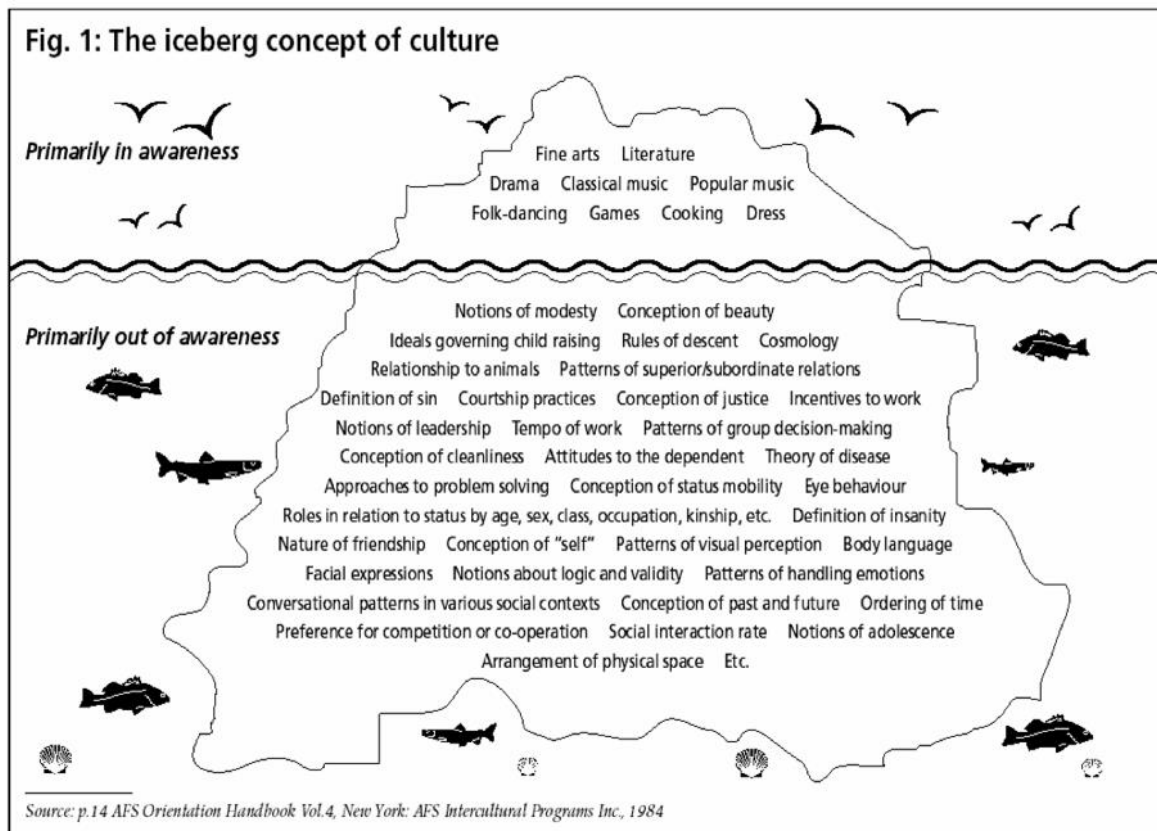


Intercultural acceptance of diversity

From the PowerPoint:

What is Culture?

- ▣ Most commonly used in 3 basic senses:
 - Excellence of taste in the fine arts and humanities, also known as high culture
 - An integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for symbolic thought and social learning
 - The set of shared attitudes, values, goals, and practices that characterizes an institution, organization or group



- ▣ SYMBOLS : words(languages) , gestures, images, objects (cloths, hairstyle, flags,...),...
- ▣ HEROES : persons (dead or alive, ficiton or real) who can be considered as models for behavior...
- ▣ RITUALS : How to greet, social and religious ceremonies , politics, business... Things which stimulate the cohesion of a group.

Values are "given" to us... By???

- ▣ - When you were a baby? (period you can not remember) (0 – 3)
- ▣ - When you were a child (first memory's)(3-6)
- ▣ - When you went to school... (6-12)

- as a teenager... (12 -...)
- as a young adult?
- as a parent?

Levels of culture

- national level
 - regional and/or ethnical and/or religious and/or language level
 - gender level (we are born as...)
 - generation level
 - Social class level (education/profession)
 - organizational/department/enterprise level
-
- Groups, societies, or cultures have values that are largely shared by their members...
 - Cultures change... but do values?
 - Differences of values: f.e. what color do you wear on a funeral?
 - Values are an important part of your "Cultural (mental) programming"

Developmental model of Intercultural sensitiveness by Milton J. Bennett.

- fact: Ambiguity
- Step 1: Getting to know other culture (explore)
- Step 2: Understand other culture (ask)
- Step 3: Tolerance of differences (understand)
- Step 4: Acceptance of differences (emotions...)
- Step 5: Appreciation of diversity (see positive)
- Step 6: Adaptation (personal change of attitude)
- Result: Ability to function in/with the other culture

Stereotypes can be defined as simplified thoughts and mental generalizations of some group of people when we assume that all individuals in that group have same characteristics (stereotypes can be both –positive or negative).

Prejudice are stereotypes + emotions. They also can be positive or negative, but we often use this word to describe strong negative emotions towards some group of people.

Discrimination is prejudice in action. When we have negative stereotype towards some group and have negative emotions, then if we got power it is very likely that we'll discriminate that group of people on many ways.

Link: Intercultural learning T-kit (<http://pip-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning?inheritRedirect=true>)

Fundamental/Human Rights in Europe – clarification of basic concepts, the approach and needs analysis

From the PowerPoint:

What are human rights?

Human rights are moral entitlements that every individual in the world possesses simply in virtue of the fact that he or she is a human being. In claiming our human rights, we are making a moral claim, normally on our own government, that you cannot do that, because it is a violation of my moral sphere and my personal dignity. No-one – no individual, no government – can ever take away our human rights.

Key values

Freedom: because the human will is an important part of human dignity.

To be forced to do something against our will demeans the human spirit.

Respect for others: because a lack of respect for someone fails to appreciate their individuality and essential dignity.

Non-discrimination: because equality in human dignity means we should not judge people on the basis of non-relevant physical (or other) characteristics.

Tolerance: because intolerance indicates a lack of respect for difference; and equality does not signify identity or uniformity.

Justice: because people equal in their humanity deserve fair treatment.

Responsibility: because respecting the rights of others entails responsibility for one's actions.

Characteristics of human rights

1. Human rights are inalienable.
2. They are indivisible, interdependent and interrelated.
3. They are universal.

A historical outline

- Ancient History
- The English Magna Carta and Bill of Rights 1215
- The French Declaration (1789)
- The United States Declaration (1791)
- The Universal Declaration of HR 1948

First generation rights:

- Civil
- Legal
- Political
-

Second generation rights:

- Social
- Economic
- Cultural

Third generation rights:

- collective rights

Legal Protection of human rights

Human rights are recognised by agreements:

- legally binding - Treaty, Convention, Covenant
- non-binding - Declaration, or political agreement

Key international documents:

The International Bill of Rights

=

The International Covenant on Civil and Political Rights (ICCPR)

+

International Covenant on Economic, Social and Cultural Rights (ICESCR)

+

Universal Declaration of Human Rights(UDHR)

European instruments:

- European Convention on Human Rights - ECHR
- implementation machinery - the European Court of Human Rights.

ECJ, ECHR, ICJ: What's the difference?

European Court of Human Rights (ECHR) - council of Europe body

European Court of Justice (ECJ) - body of the European Union

International Court of Justice (ICJ) - principle judicial organ of the United Nations

Links:

- European Convention on Human Rights:
http://www.echr.coe.int/Documents/Convention_ENG.pdf
- European Court of Human Rights:
<http://www.echr.coe.int/Pages/home.aspx?p=home>
- The Charter of Fundamental Rights of the EU:
http://ec.europa.eu/justice/fundamental-rights/charter/index_en.htm
- European Court of Justice: http://curia.europa.eu/jcms/jcms/j_6/en/

Participants assessment of the rights that are most violated in their countries

Macedonia

- Macedonia closed the borders for the refugees thus violating their human rights
- Local criminals abused the refugee situation by overcharging them for "helping"
- Wire-tap scandal in Macedonia. Violation of the privacy of the citizens

Spain

- In Spain, as it happens in a lot of other countries, there are really separated groups of people and neighbourhoods. Roma, immigrants, etc. The question is, "Do this people go away themselves and separate of the general society or they just go away because they are excluded?"
- In Spain, they see the refugees as a bad thing for society because there is not so much information in the media, just bad things about them, so people think they are aggressive people and they want just money and live without working. This is the main problem in Spain with the refugees and because of that, Government doesn't accept them and just few Syrians had come here.

Italy

- In Italy, the main violation of fundamental rights concerns the right of work, education and to have a house. Talking about integration, there is no education about Italian culture (food, recycling, laws...) and there is no possibility to achieve inclusion without a house or a job.

Greece

- Initiatives and services from the Greek society towards the refugee phenomenon
- Greece struggling with financial crisis
- Political instability, an obstacle to social recovery
- Lack of vision composing an explosive mixture towards fundamental problems

Slovakia

- Roma people and how to integrate them into our society
- Hungarian minority and the relations between the nations
- Asian people and their integration to our society.

Czech Republic

- people of Roma; integration of children with disabilities; respecting national minorities; illegal work
- In the Czech Republic, we have no real refugee crisis connected problems, but we have social excluded group of Roma people, who are not integrated in our society and sometimes even don't want to.
- Immigrants from Vietnam, Ukraine, Greece, Romania and other cultures are coming to our country also and they appreciate every working opportunity, but they get very low wage and are employed illegally sometimes. Therefore, they are not respected in society as much as they should be.

- Our educational system isn't capable of sustaining children with disabilities and including them in scholar activities.

Turkey

- The discrimination which includes physical and psychological violence towards minorities causes assimilation of the minority groups and violates their human rights as freedom of speech, being a part of social and cultural life, education and freedom of religion and language.

France

- Social issues and inequalities
Like in some other countries, we face in France high level of inequalities. The thing is that some of them are concentrated in specific areas, cumulating social hurdles that are being translated in lack of opportunities and social ascension. In France, these socially segregated areas are located in suburbs. They have high unemployment rates and feel abandoned by the Republic. Media communicate a terrible image from these areas, hate is being spread and this doesn't help to promote social inclusion and multiculturalism.
- The burkini affaire
Some women were deprived from their right to practice their religion. The constitutional court ruled out these municipal measures.
- Refugee crisis
Refugees deprived from some Human rights, mostly access to education and Human dignity (as we can see in the "jungle" of Calais: a slum where migrants are living in disastrous conditions).

Croatia

- National minorities, like Roma and Serbs, don't have equal rights. Roma are facing segregation in education system and they live in bad conditions. They are not accepted as full members of society and mostly they are looked upon as a problem.
- Refugees are perceived as somebodies' else problem, not Croatian. As they mostly want to go in some country in Western Europe, there is no a support system for them to stay in Croatia and to integrate in the society. During their stay in Croatia they are put in camps that don't provide basic living conditions. Most people have negative opinion about refugees.

Bulgaria

- Roma – no access to health care, no access to education, no access to decent housing, no respect for their culture, people have prejudices towards them and they are discriminated

Understanding "disadvantage"

Exercise "Take a step forward" from *Compass, Manual on Human Rights Education with Young People* – Council of Europe (http://www.eycb.coe.int/compass/en/pdf/2_38.pdf)



Input from PowerPoint "Youth with fewer opportunities – mapping needs and issues":

Social exclusion:

- Social exclusion is a process whereby certain individuals are **pushed to the edge** of society and prevented from participating fully by virtue of their poverty, lack of basic competences and life-long learning opportunities, or as a result of discrimination.
- This **distances them** from job, income, education, opportunities as well as social and community networks and activities.
- They have **little access** to power and decision making bodies and thus often feel powerless and unable to control over the decision that affect their day to day lives

Three aspects of exclusion:

- **Multiple insecurities** – (different insecurities in their lives at the same time, for example: unemployment, discrimination and isolation; or inadequate housing, health problems and inconsistent education and training)
- **Persistence** – (if such multiple insecurities endure over the long-term they can build up and compound one another, for example: inadequate housing can lead to poor health; discrimination can lead to unemployment or problems at school; family break up to isolation.
- **Erosion of rights and responsibilities** – (eventually people's basic social, economic, cultural, civil and political rights and responsibilities are undermined or under threat

wholesale: it is difficult to succeed at school if you face discrimination on a daily basis.)

Social inclusion:

- Social inclusion is a process which ensures that those at risk of poverty and social exclusion gain **opportunities and resources** necessary to participate fully in economic, social, and cultural life and to enjoy a standard of living well-being that is considered normal in the society in which they live.
- It ensures that they have greater participation in decision making which affects their lives and access to their fundamental rights.

Youth with fewer opportunities - youth with disadvantaged backgrounds and fewer opportunities compared to their peers whenever disadvantage limits or prevents participation in transnational activities for reasons such as:

- disability (i.e. participants with special needs): people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities;
- educational difficulties: young people with learning difficulties; early school-leavers; low qualified adults; young people with poor school performance;
- economic obstacles: people with a low standard of living, low income, dependence on social welfare system or homeless; young people in long-term unemployment or poverty; people in debt or with financial problems;
- cultural differences: immigrants or refugees or descendants from immigrant or refugee families; people belonging to a national or ethnic minority; people with linguistic adaptation and cultural inclusion difficulties;
- health problems: people with chronic health problems, severe illnesses or psychiatric conditions;
- social obstacles: people facing discrimination because of gender, age, ethnicity, religion, sexual orientation, disability, etc.; people with limited social skills or anti-social or risky behaviours; people in a precarious situation; (ex-)offenders, (ex-)drug or alcohol abusers; young and/or single parents; orphans;
- geographical obstacles: people from remote or rural areas; people living in small islands or in peripheral regions; people from urban problem zones; people from less serviced areas (limited public transport, poor facilities).

Characteristics of the programmes and activities with the aim of contributing to the intercultural learning and acceptance of diversity

Participants discussing and sharing examples of good practice of a youth work activity / project in order for it to promote inclusion and contribute to the increased intercultural learning and acceptance of diversity in community:



Challenges in implementation of interethnic / interreligious / intercultural activities and programmes

Challenges and possible solutions:

Financial issues

- Fundraising options: crowdfunding, sponsorships, subvention, self-financing

Equality

- Rules when implementing activities and programmes: respect, active participation, talking about rights

Accessibility

- Actions to improve accessibility: publicity, free access, organize transportation

Lack of diversity

- Be selective when choosing participants and team
- Involve people from various groups (accent on multiculturalism)

Communication

- Agree about common language
- Set common rules

- Be clear
- Create natural environment for promoting communication

How to motivate people from different backgrounds to participate in the project

- Got to know your target group
- Show the benefits of the project
- Offer various and interesting activities, so participants can relate

Finding out the most suitable and interesting non-formal methods of learning

- Research and practice

How to attract the attention of the participants

- Give participants leading roles and creative different options for them
- Make them leaders of activity
- Make detailed schedule
- Risk management
- Take care of the quality of the activities

How to deal with the diversity of every participant

- Create a neutral space where people can feel comfortable and secure
- Respect differences and speak about them



Leadership skills for intercultural and Interreligious dialogue

Filling self-assessment questionnaire about their leadership skills and discussing what are most important characteristic that leader can/should possess in intercultural and interreligious projects:



Our organisations and best practices' projects concerning youth inclusion and intercultural acceptance



Skills development: Intercultural teamwork

From the PowerPoint: "Understanding Construction of Social Reality and Developing Intercultural Competence"

What is social reality?

- The prism through which we look at the world
- How we interpret and make sense out of things
- "The thing we know about our world and how it works are not things out there in the world that we merely observe. Rather they were constructed by human meaning making" (Rogers, 1989:26)

Culture

- 'the collective mental programming which distinguishes the members of one group or category of people from another' (Hofstede, 1991: 16)

Intercultural Competence

- to open up to other ways of thinking and other types of logic than just their own
- Learners will learn to see their own view of the world as just one among many
- They will know of the complexities inherent in the establishment of context, the naming of topics, and the participation in various types of interaction
- Find a 'tongue in which we can speak our humanity to each other'
- **'transcending the limitations of one's own world view'** (Fantini 2000:31)

Relativism vs. Dogmatism

Where are you at?



Dogmatism: Ours is the best, in fact the only good one!

Cultural competency: Be competent enough to be able to make informed decisions.

Relativism: Everything under the sun goes by, it is theirs!

Conclusion: Effective youth work and intercultural competence must first of all understand how others construct reality before there can be any meaningful engagement.

Conflict transformation in our activities

Exercise: Balkan Oranges
Conflict questionnaire

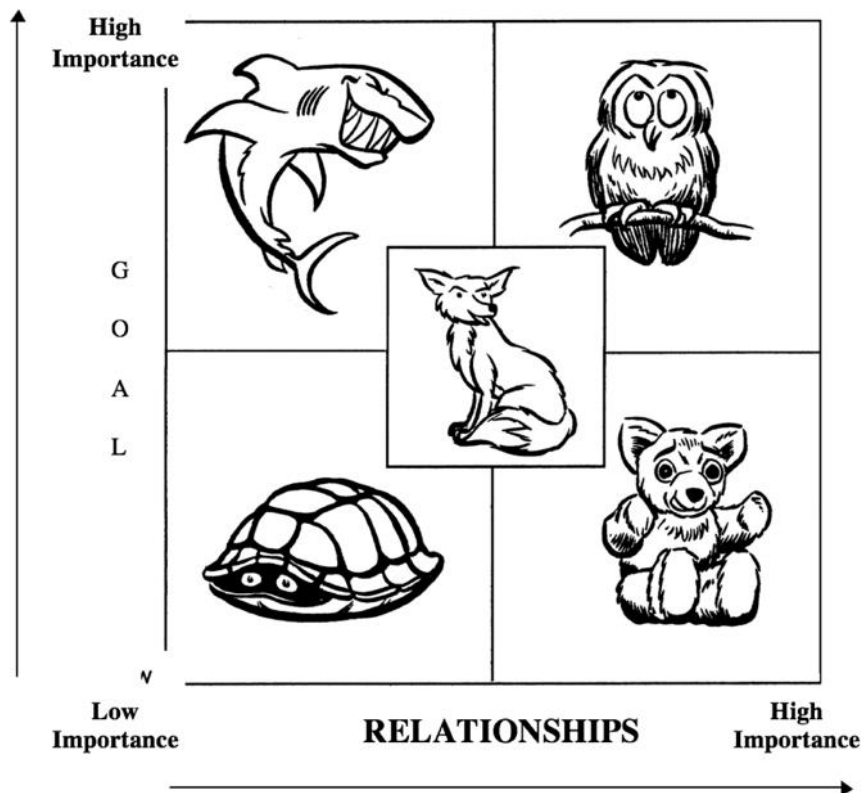
Input by trainer

Different people use different strategies for managing conflicts. These strategies are learned, usually in childhood, and seem to function automatically. Usually we are not aware at the time of how we act in conflict situations. We do whatever seems to come naturally. But we do have a personal strategy; and because it was learned, we can always change it by learning new and more effective ways of managing conflicts.

When you become engaged in a conflict, there are two major concerns you have to take into account:

1. Achieving your personal goals - you are in conflict because you have a goal that conflicts with another person's goal. Your goal may be highly important to you, or it may be of little importance.
2. Keeping good relationship with the other person - you may need to be able to interact effectively with the other person in the future. The relationship may be very important to you, or it may be of little importance.

The importance of these two areas will affect the ways in which you act in any given conflict. From these two concerns it is possible to identify five styles of conflict management:



The Turtle (Avoiding)

Turtles withdraw into their shells to avoid conflicts. They give up their personal goals and relationships. They stay away from the issues over which the conflict is taking place and from the persons they are in conflict with. Turtles believe it is hopeless to try and resolve conflicts. They feel helpless. They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.

The Shark (Competing)

Sharks try to overpower opponents by forcing them to accept their solutions to the conflict. Their goals are highly important to them and relationships of minor importance. They seek to achieve their goals at all costs. They are not concerned with the needs of others. They do not care if others like or accept them. Sharks assume that conflicts are either won or lost and they want to be the winner. This gives them a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy and failure. They try and win by attacking, overpowering, overwhelming and intimidating others.

The Teddy Bear (Accommodating)

To teddy bears the relationship is of great importance while their own goals are of little importance. Teddies want to be accepted and liked by other people. They think that conflict should be avoided in favour of harmony and that people cannot discuss conflicts without damaging relationships. They are afraid that if a conflict continues, someone will get hurt and that could ruin the relationship. They give up their goals to preserve the relationship. They like to smooth things over.

The Fox (COMPROMISING)

Foxes are moderately concerned with their own goals and their relationships with others. They give up part of their own goals and persuade others in a conflict to give up part of theirs. They seek a conflict solution in which both sides gain something - the middle ground between two extreme positions. They compromise; they will give up a part of their goal and relationship in order to find agreement for the common good.

The Owl (Cooperative Problem-Solving)

Owls highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their own and the other person's goals. Owls see conflicts as a means of improving relationships by reducing tension between two people. They try to begin a discussion that identifies the conflict as a problem to be solved. By seeking solutions that satisfy everyone, owls maintain the relationship. They are not happy until a solution is found that both satisfies everyone's goals and resolves the tensions and negative feelings that may have been present.

Skills development: Communication skills

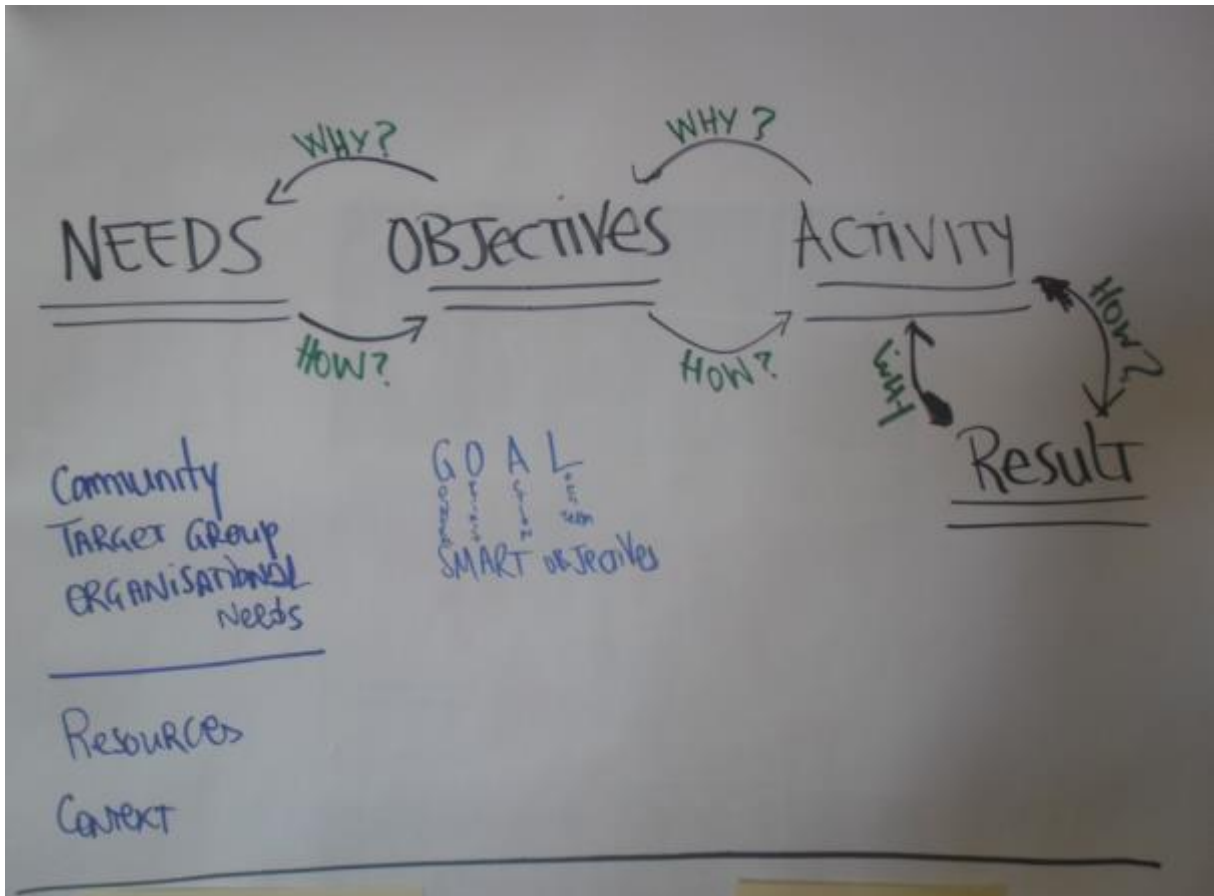
How to improve communication & conflict transformation in your organizations:

- we should use empathy
- be tolerant to other people while they're talking and listen to them
- while communication in a group it's important to divide the tasks
- we need to be open to ourselves' opinions
- we need to distinguish ____ the people and about their points of view
- WE MUST TRY! COMMUNICATE! BE OPEN AND TOLERANT!
- Everybody is different and we need to accommodate to another feelings and personality
- It's all about the training so we must try and train
- Share all the possible important information! Centralize it! Make it available to everyone

How to improve communication & conflict transformation in projects:

- empathy
- be an owl
- avoid conflict escalation
- be aware of your preferences in dealing with conflicts and that framework
- be a good listener
- be respectful
- take social realities in consideration
- talk about your feelings and also take a step back when you are concerned
- Check that information are correct;
- make sure everyone gets all info:
- feel comfortable to ask questions;
- express your own ideas;
- always listen to the others
- finding ways/methods to be active participant and compromised with diversities
- to be active listener it means that the trust between participants in the organization will be increased.
- to respect diversity, different perspectives in order to create more unity and effective work as a result
- to support the teamwork spirit and to be aware of different perspectives especially on sensitive issues
- calm way of solving issues
- talking into consideration other persons' inner issues, conflicts and points of view (perspective)
- open mindess
- finding mutual interests of the participants and use that as a common ground for cooperation

Effective Project Cycle Management



From the Project management T-kit (<http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-3-project-management>):

Structuring the project along “W-questions” (inspired from the Laswell method)

Use questions to identify individual elements of the project and how they interrelate. Your answers will give you an overview of the project and let you see how its constituent parts are linked.

WHO? – FOR WHOM? – WITH WHOM?

- identification of project partners or target groups
- their roles and relationships in the project
- their views on the project
- strengths and weaknesses rooted in these relationships and views

WHAT?

- the main project activities – spontaneous, organised and institutional
- social, economic, cultural, political and educational dimensions
- the project’s impact on these dimensions

WHY?

- needs and wishes satisfied by the project
- motivation and interests of participants
- main objectives of the project
- project funding options
- relationship between participants' objectives and institutional objectives

WHERE?

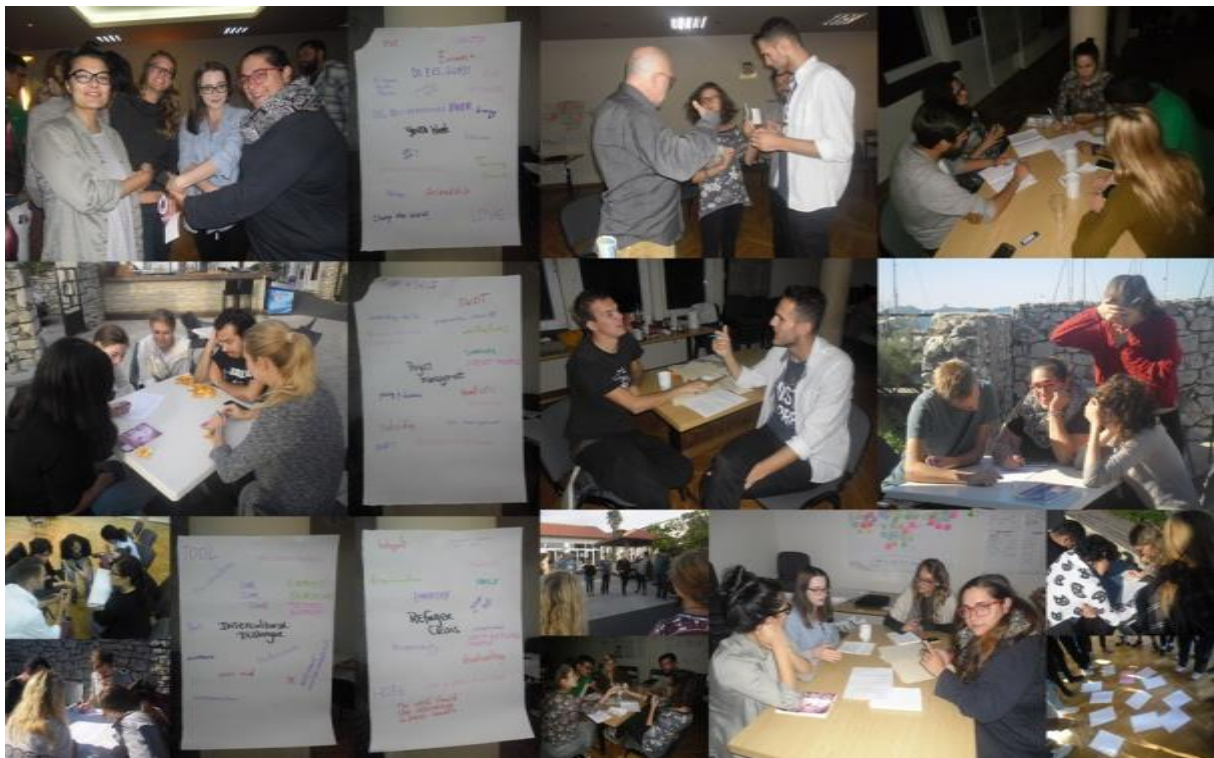
- social context of the project and situation of participants

WHEN?

- what period is being focused on (past, present, future)?
- short, medium or long-term?
- background of participants as it affects the project

HOW?

- how was it done? Organisation and participation process
- techniques and instruments used
- input of participants' experience, theories, other projects, etc.



HOW TO - youth work for inclusion and acceptance of immigrants, refugees and other cultural/ethnic/religious minorities

New tool participants have developed:

Key characteristics / Key issues that should be done....					
When organizing activities for intercultural learning and acceptance of diversity					
	By the leaders of the activity (youth workers)	By the organization which organizes the activity	By the participants of the activity	Approach, methods and activities (how should they be done?)	Technical issues to have in mind (materials, location..)
Preparation Phase (before the activity happens)	<p>Set the objectives; clarify the objectives of the activity and set clear targets. Make sure organizers and youth workers understand those targets</p> <p>Do research and collect information about all relevant aspects of the project (latest news, participants expectations etc.)</p> <p>Make a programme draft and prepare based on it</p> <p>Lead local networking and fundraising (build synergies)</p> <p>Build the project team and support them to set values</p> <p>Specify the problems in the community that you would address and better understand those problems</p> <p>Designing more detailed project – build a communication plan, evaluation plan and approach local stakeholders</p> <p>Create the content of activity based on the learning objectives and needs</p> <p>Assure and plan the financial support</p> <p>Bare in mind that activities need to be adjusted to fit the participants (more interactive and participatory)</p>		<p>Support participants to overcome shyness in the preparation stage</p> <p>Understand that participant has specific issues which can become obstacles to participation so take that into account</p> <p>Ask and assist participants to fill in a questionnaire or application form</p> <p>Try to use as much as possible informal communication which creates better links between participants and youth workers</p> <p>Support participants to prepare for the project topic by assisting them to do the research</p> <p>Support participants with the transportation</p> <p>Check what is the interest in the project/topic for each participants</p>	<p>Build a common set of standards and a codex of ethics</p> <p>Set the rules to ensure supportive learning environment</p> <p>Make a detailed schedule (Plan of work)</p> <p>Be aware of different cultures and needs</p> <p>Ensure each activity has a clear target in its plan</p> <p>Define the roles and rules through a team building processes</p> <p>Connect all the activities with the topic</p>	<p>Make sure the location is accessible for the different groups that participate in the project (people with special needs etc.)</p> <p>Make sure that participants feel safe to come to the location</p> <p>Make sure materials are properly planned so they are enough but not wasted</p>

<p>Implementation Phase (during the activity)</p>	<p>Coordinate and facilitate the flow of activities Be responsible, creative and have empathy Have positive approach Supervise each other during the work Take care of participants and their changing needs Be prepared to do adjustments Follow and respect the rules and teamwork Be available, prepared, patient and ready Motivate and encourage the participants Include participants in the activity and share responsibility with them Have a positive approach, skills and knowledge</p>	<p>Project management issues including the financial issues, providing materials and working conditions. React to unexpected needs Make sure you contact the media and ensure visibility Plan and implement the logistics Keep in touch with project partners and other stakeholders</p>	<p>Keep the participants active and motivated, providing space to exchange knowledge and trust each other Make sure participants are supportive, positive and full of energy Support participants to be aware on what they learn and how they can apply this in their life</p>	<p>Methods and approaches should be planned but flexible and give space to participants. There should be diversity of activities and learning through experience</p>	<p>Make sure there are comfortable working spaces, functional equipment, and enough materials. Plan a backup Ensure participants safety in the learning process</p>
<p>Evaluation Phase (after the activity)</p>	<p>Create feedback opportunities to see if the objectives were met Share the report from the project and the results Identify areas to improve for the next activity. Create evaluation</p>	<p>Do the management report, accounting report and the administrative report Make the visibility of project results. Evaluate the effectiveness of the project with the</p>	<p>Support participants to embrace and share what they've learned and implement it back home Send their opinion, give a realistic and honest evaluation</p>	<p>Use different ways of communication and not only a questionnaire. Evaluation process to be built on alternative methods</p>	

	between the team and with the participants	project partners and other stakeholders			
--	--	---	--	--	--

Erasmus+ programme as contribution to competences of young people: practices, possibilities, benefits, challenges etc.

From the PowerPoint presentation "Erasmus+ a brief introduction"

Erasmus+ aims to support actions in the fields of Education, Training, Youth and Sport for the period 2014-2020

- Europe 2020 Strategy, including the education targets;
- European cooperation in education and training (ET 2020),
- ...development of Partner Countries in the field of higher education;
- **European cooperation in the youth field;**
- ...grassroots sport - EU work plan for sport;
- Promotion of European values in accordance with the Treaty on European Union

Specific objectives in the Youth field of Erasmus Plus

- improve the level of key competences of young people, including those with fewer opportunities
- promote participation in democratic life // active citizenship,
- intercultural dialogue, social inclusion and solidarity
- strengthened links between the youth field and the labour market;
- foster quality improvements in youth work
- policy reforms to support the development of knowledge and evidence-based youth policy as well as the recognition of non-formal and informal learning
- international dimension of youth activities (global cooperation)

Important features

- Recognition of skills and qualifications
- International / European dimension
- Multilingualism
- Dissemination of results and open access to final products from projects of Erasmus+
- Equality and inclusion
- Protection and safety of participants

Key Action 1: Learning Mobility of individuals

- **Youth Exchanges**
Meetings on a certain topic of 2 or more groups of youth lead by group leaders, between 6-21 days
- **European Voluntary Service**

Individual or group volunteering in another country between 2-12 months on a non-profit project

- **Mobility of youth workers** (training courses and other mobility)
Educational or networking activities intended to build capacity of people who work with youth or leaders of youth organizations/clubs/groups

Key Action 2: Cooperation for innovation and exchange of good practices

- Strategic Partnerships between education, training and/or youth organisations and other relevant actors
- Large scale partnerships between education and training establishments and business: Knowledge Alliances & Sector Skills alliances
- IT-Platforms, e-Twinning and EPALE
- Cooperation with Partner Countries
- **More structural and long-term cooperation** with some features such as:
 - *Intellectual Outputs*
 - *Multipliers events*
 - *Learning mobilities*
 - Lasting between 1 and 2 years for youth field and up to 3 years in other fields
 - Projects for: **Exchange of good practices** or **Capacity building projects**

Key Action 3: Support for policy reform

- Open method of Coordination
- EU tools: valorisation and implementation
- Policy dialogue with stakeholders, non-EU countries and international organisations
- Large scale prospective initiatives

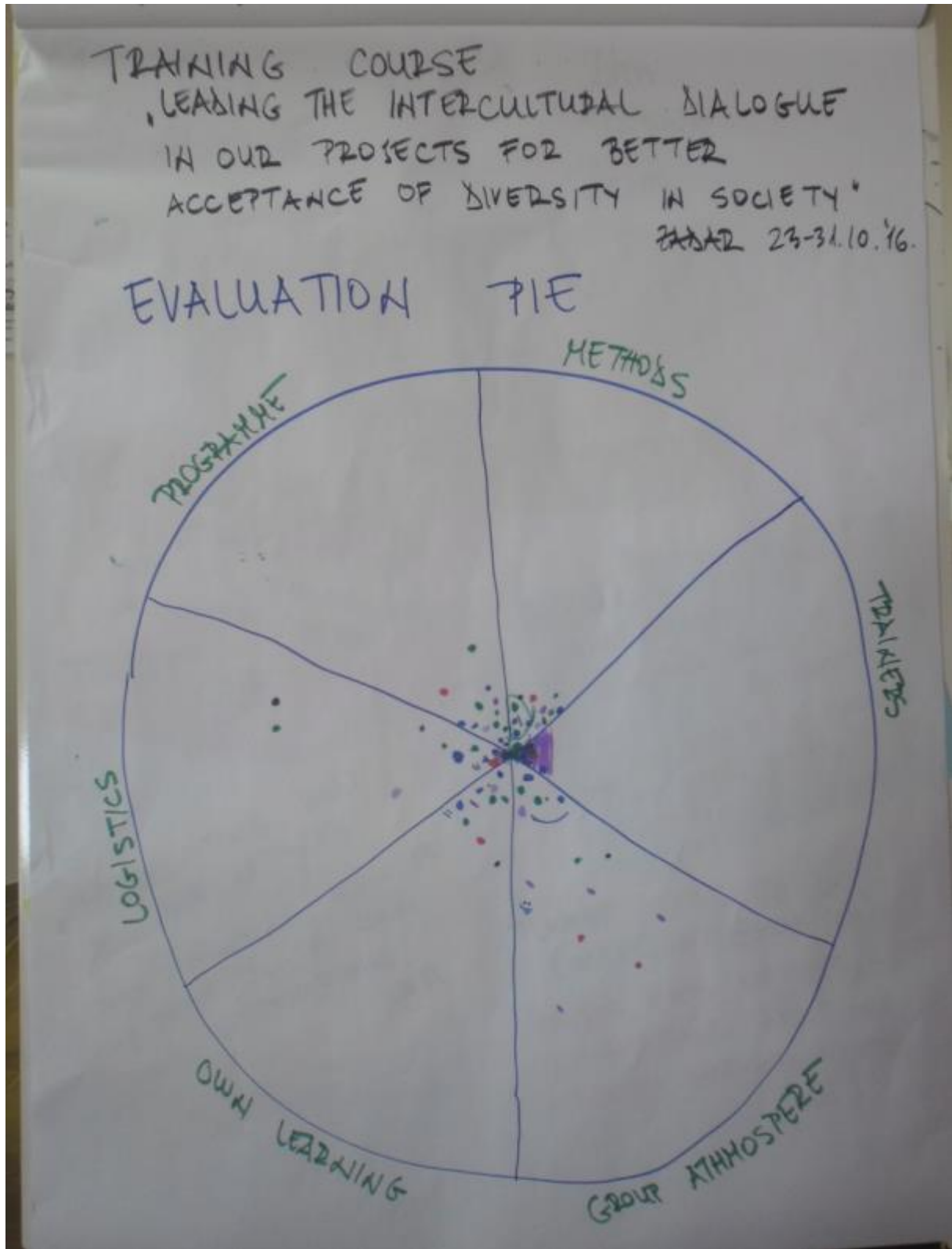
Some conclusions

- Open for innovation
- Cross-sector cooperation and recognition
- Emphasis on employment opportunities
- Multilingualism
- Western Balkans integrates within the entire programme, and from 2015 can also directly apply for KA2 projects within the so-called Western Balkans window.
- Eastern Europe from 2017 can apply as well in the so-called EU4Youth Window

Links:

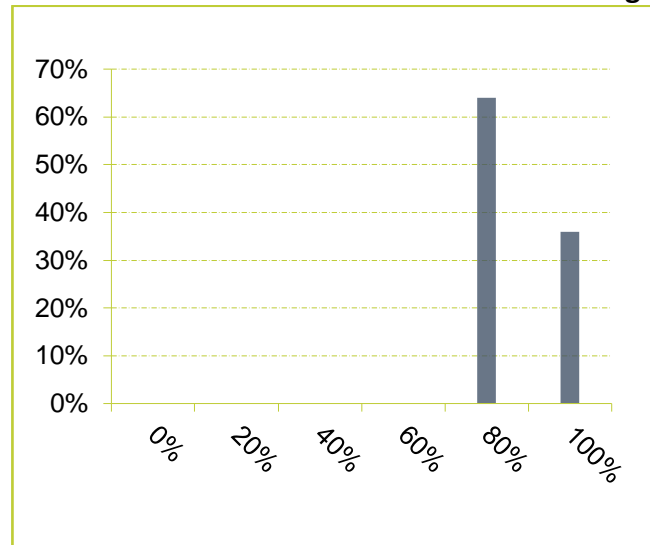
- Erasmus+: https://ec.europa.eu/programmes/erasmus-plus/node_en
- Erasmus+ youth: https://ec.europa.eu/programmes/erasmus-plus/opportunities-for-organisations/learning-mobility/young-people-youth-workers_en
- SALTO-YOUTH Resource Centres: <https://www.salto-youth.net>
- One of the participant (Aurora) shared the video about EVS that was done by her and other EVS volunteers: <https://www.youtube.com/watch?v=2dbDvfH-xu0&app=desktop>

Participants' learning outcomes and evaluation of the training course



Summary analysis of reflection on learning and evaluation forms of participants

1. How would you rate overall satisfaction level from the course in general?



Some comments:

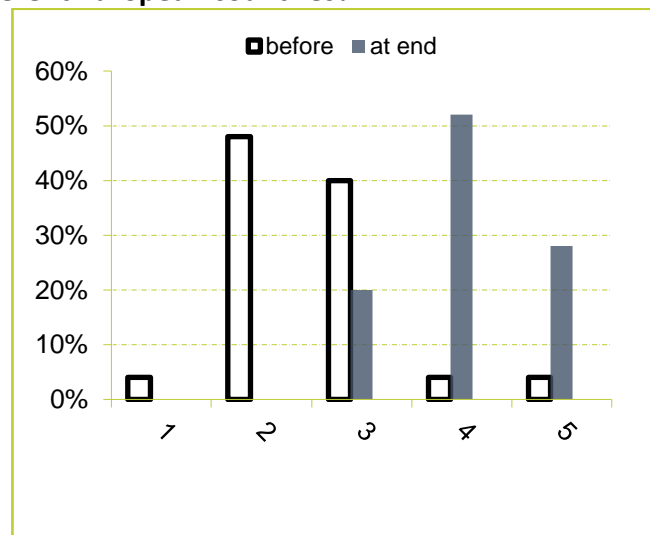
- I really liked debating with people, talking to them, looking at the world from their point of view. They opened my eyes on some things.
- It is a very interesting TC that provides possibility to learn, grow, explore yourself and give perspective on current cultural issues. I love methods and presentations.
- I am really satisfied of the training 😊
- Inspirational and motivating!
- I am satisfied. Really liked the mixture of practical and theoretical activities.
- I liked activities (playful with interaction-they provoke emotions) and dialogue (learning how each one of us think-his/her values, exchange ideas).
- I found the TC very interesting. We had the chance to discuss about many different issues, even if sometimes the time was not enough (in my opinion) to share our thought. It was very important to me to know what the situation is in other countries.
- I am very satisfied with this training course because workshops were good and for some problems we were talking about, we can hear the situations from the «first hand».
- Very useful!
- I am happy, it was fun and interesting.

2. What are the 5 most important things you learnt in this training course?

- I heard and learned about projects, how to start my own project, stages of project management, things to take care when working with different cultures, how plan what I want to learn.
- Erasmus+, experience and stories from others, how to understand people better, communication, about culture.
- Youthpass; Human rights and courts – how to protect them; Cube game 😊, smart objectives, Erasmus+.

- I learned about other countries realities connected with refugees, about Youthpass and 8 key competences, where to find partner for my project, I also learned how to improve projects and my organisation.
- In this training course I learnt to work in team with other people, to resolve conflicts, to understand people from different cultures, that people have different values, to improve communication and take responsibility for misunderstandings, not to be a victim.
- How to use games and role play to work with marginalised youth, to empathise with marginalised youth, to involve them when developing activities, how to promote tolerance, history of Human rights.
- How important it is to communicate in a right way, how to develop a project, how to work on intercultural dialogues, how to be a leader, how to involve refugees in projects.

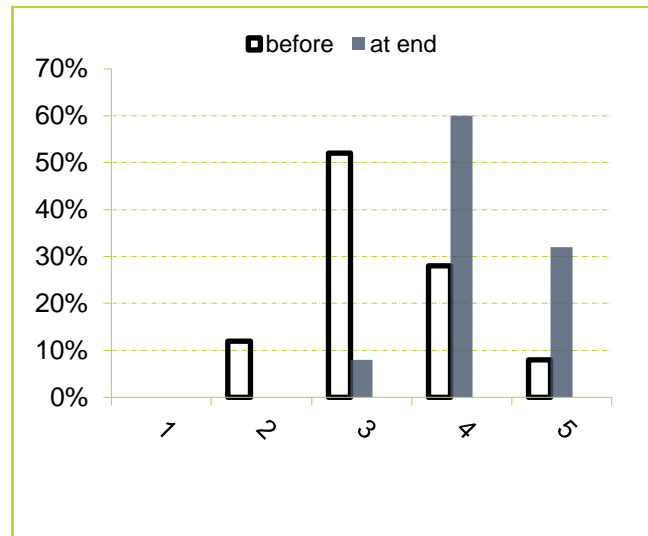
3. How would you rate your awareness of different realities and activities regarding discrimination, exclusion and marginalization of different groups (including migrants and refugees) in our different European countries?



Some comments:

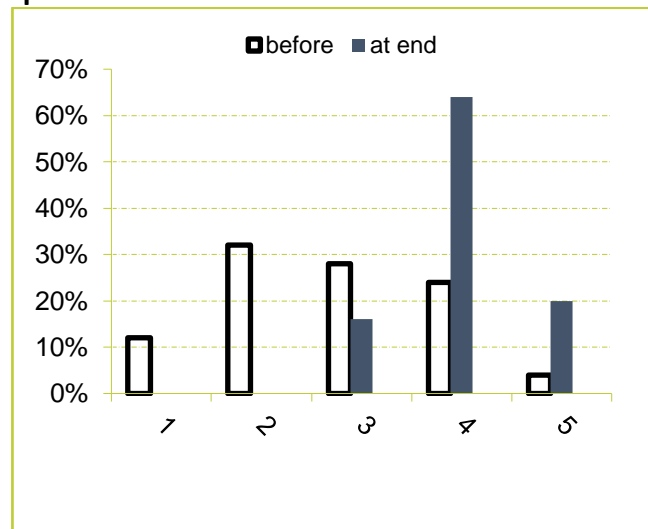
- I traveled a lot and follow news from Europe but still it was nice to hear some info from others, not general as in TV. We all have so many things in common.
- I talked a lot to everybody and it was better than just putting a PowerPoint and showing statistics. I now know much more than before.
- We talked a lot about refugee situation. It is nice to talk to people who see humans in refugees. Some things that are happening are awful but this people gave me hope.
- I talked a lot about my work with refugees, and it was great to hear other people's work and their realities.
- My awareness was raised. I knew about the general issues but stories and I started thinking about what I can do in my town.
- A lot of discussions we had during free time and I learned about reasons for refugee crisis and similarities in countries that are happening at the moment.

4. How would you rate your knowledge and understanding of social exclusion and unequal opportunities?



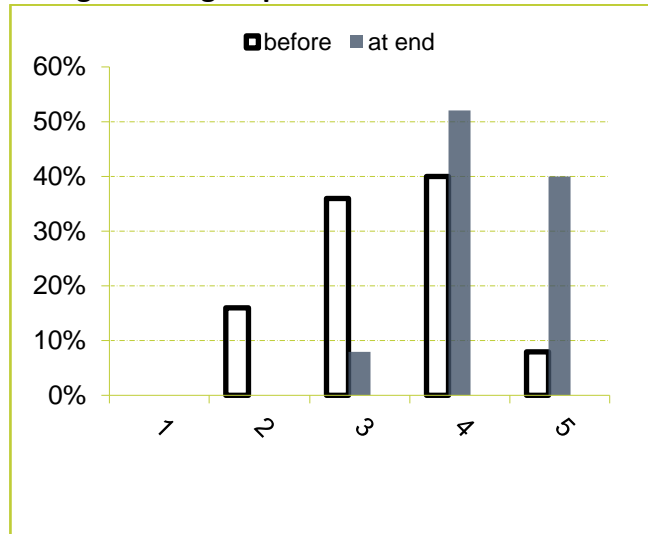
- All people are born equal, but sad is that we don't all have equal opportunities.
- I learned about different groups of marginalized youth and how discrimination is developed.
- My knowledge and awareness is raised. It is important to understand exclusion that people face in order to know their needs and make quality projects.

5. How would you rate your understanding of and competences to promote respect of Human Rights in Europe?



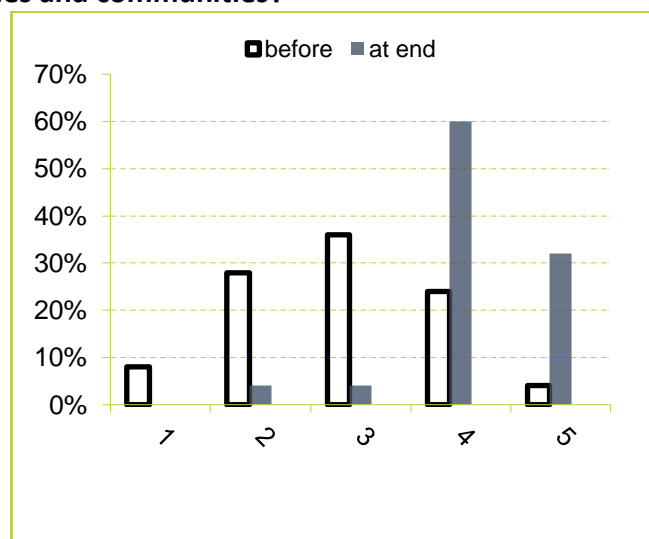
- I didn't know what are exactly human rights so now I know much better.
- My understanding is now higher as we talked about the procedures and courts where countries can be prosecuted.
- I learned about the history of Human rights and how they developed over the time. And that we still have a lot of work today.
- Rarely we think about Human rights if we are not threatened. I learned about categories of different rights, like social, legal, economic...
- I know now about different documents that listed human rights. I searched the webpage that trainer gave us to find out about procedures against my country.

6. How would you rate your ability to deeply understand and empathise with different socially excluded and marginalised groups in our communities?



- Role play was amazing for me, I understand much more how immigrants feel, they are scared and helpless. It was very emotional.
- I learned about the stress, pressure and feelings of people who are discriminated.
- I understand terminology better, what it means included, excluded, that it's not something that people choose themselves.
- After the exercise I can definitely understand and empathise with excluded groups. We were put in their shoes to understand them and it helped. Discussion was also vivid and interesting.
- We went deep in understanding people that are excluded, their childhood and lives. They live differently than me and my family, and I understood how much things I take for granted.

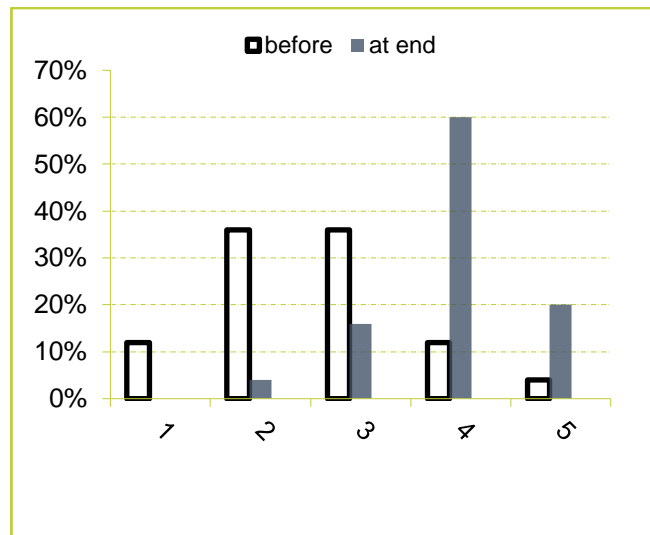
7. How would you rate your motivation and abilities to promote and lead intercultural dialogue in activities and communities?



- Very high, thanks to trainers and other people.

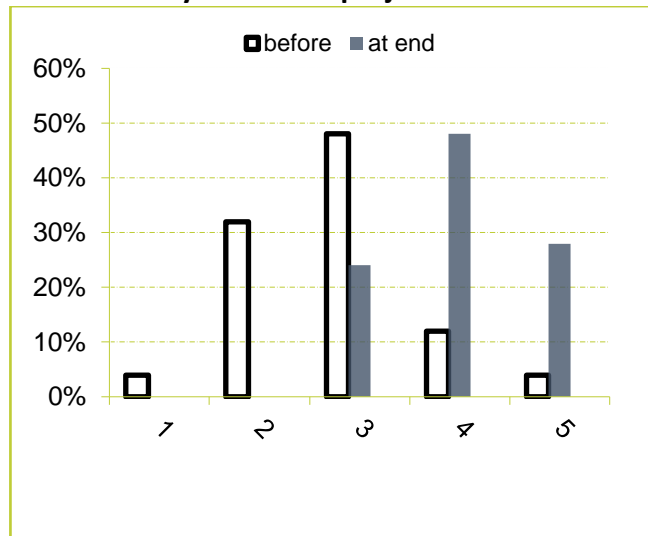
- These days were so positive and I am motivated to promote intercultural dialogue.
- I am highly motivated thanks to this training. I received the knowledge from trainers and inspiration from great people.

8. How would you rate your competences and readiness to develop and lead quality projects which contribute to intercultural dialogue and acceptance of diversity in communities?



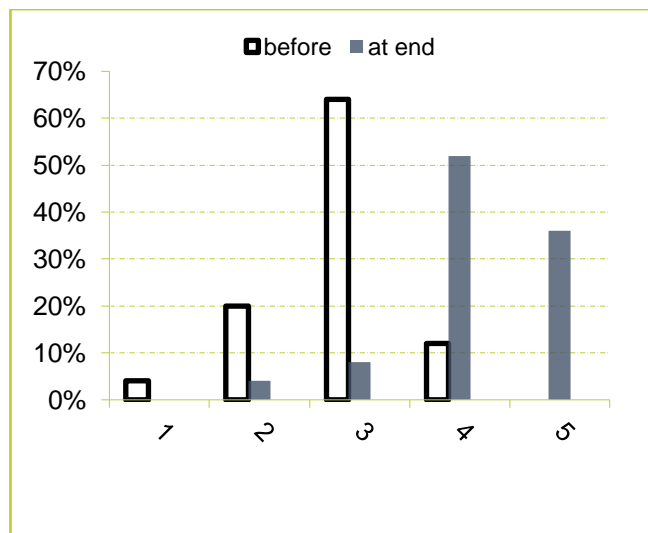
- I feel ready to lead project for intercultural dialogue, because we talked and discussed a lot about what is necessary to do so project will have quality.
- Can't wait to have all the materials from the training and share it with my NGO. I already lead some workshops and now I want to develop my own project for discriminated youth.
- I hope to develop new projects with my colleagues with all I have learned here. Especially to promote antiracism and antidiscrimination.
- I definitely am more ready and I want to contribute more to the society. We need more tolerance and to accept diversity.

9. How would you rate your competences to deal with challenges in intercultural, inter-ethnic, inter-religious and similar youth work projects?



- My competences are improved as now I understand more about culture and values. We see just one part of the iceberg and we don't know what is under the water.
- Cultural competence is important, we have discussed a lot of about it. Before I wasn't aware what does it mean at all, but now I am personally and professionally more capable to deal with challenges in intercultural projects.

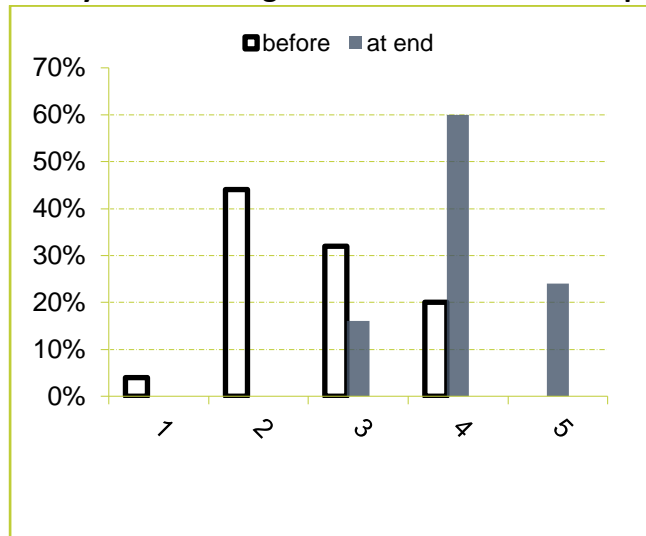
10. How would you rate your competences in communication, conflict transformation and teamwork for quality leadership and facilitation of intercultural dialogue in intercultural volunteer projects?



- The communication is important and to know how we react in conflict. My social and communication competence is better so I am able to work with youth on intercultural projects.
- As youth worker I gain some useful competences, communication skills, conflict resolution skills, leadership skills.

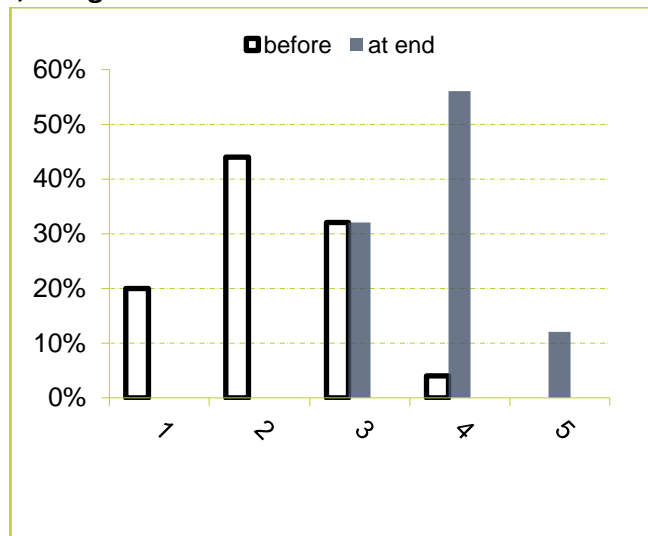
- During this training I talked and worked with people from different countries and it helped to learn how to deal with conflicts and communicate with people from other countries.
- Very good. I still need to work on it, not just talking but also to actively listen to other people.
- I liked the activity when we needed to communicate without talking, it was very interesting even it seemed impossible in the beginning. Learnt a lot!!!

11. How would you rate your knowledge about the Erasmus+ YiA programme?



- Overall I had knowledge about the programme but was interesting to hear stories of people who were on EVS and other projects that others participated in.
- Very informative. I knew about youth exchanges and training courses, but didn't know about the background of the programme and main features.
- Learned most from the examples of other people, as programme guide I can read by myself.
- Method was nice, not only presenting a lot of info but making us to do the digging and work 😊
- A lot of information, very useful, most of all tips and tricks.

12. How would you rate your competences in developing new projects and European level cooperation among partners with topic of inclusion and acceptance for and with target groups of immigrants, refugees and other cultural minorities?



- It's much improved! I knew basic phases of project management but now I know it in details, with practical examples.
- Higher than it was before but I still need to practise. I have the knowledge but I miss writing skill.
- The last few days were really practical, we developed our own ideas and learn how to write project application. So I feel capable to write project application with my friends and partners.
- I am now more competent than before. Maybe I would start with some smaller projects and than to work with my NGO on European partnership.

Co-funded by the Erasmus+ Programme of the European Union

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
