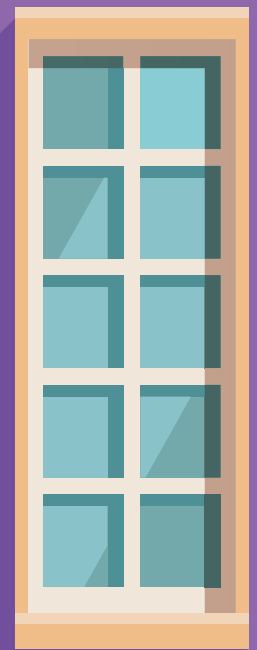
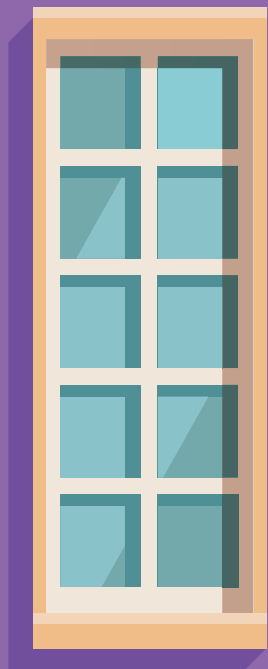
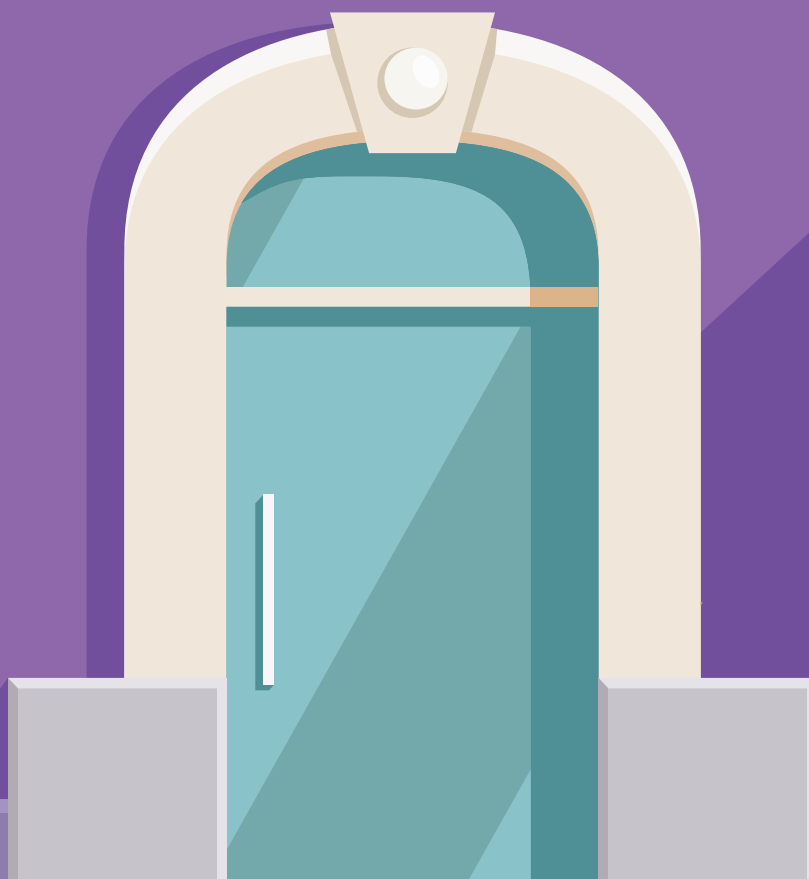
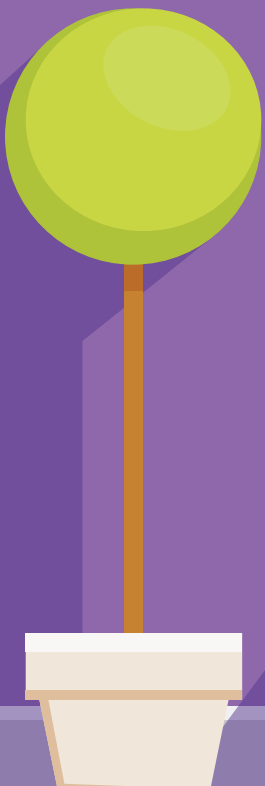


PROJECT HOWs BOOK



WHAT'S INSIDE ?





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INTRODUCTION

ABOUT THE PROJECT

There are projects and Projects and some projects do create Magic !

Those special projects, short and intensive, often lead to life changing experiences of the participants. They provide moments that last for life, they ignite curiosity and future learning and development of participants, who establish new partnerships and at the same time make real friends! What are the secrets of these magical projects?

We decided to implement this project and to explore, analyze and understand the transformation of simple projects into magical projects and what are the ingredients for such projects:

- * how to create a meaningful program and what activities to include?
- * how to work with a group, its dynamics and the strengths and weaknesses of each participant?
- * how to choose a training course/ youth exchange location and create a supportive learning environment?
- * how to direct and support participants in their learning process?
- * how to unite actors and create a group in which participants become content developers?
- * how to create special moments and prepare them, including those small details that bring about great changes?
- * how to set up a project implementation team and what is the role of the partnership?

If you are curious to learn more about what exactly happened during the training, visit website: www.brfonds.lv



PROJECT OBJECTIVES

The overall objective of the project "Magic in the Projects" was to raise the quality of Erasmus+: Youth in Action mobility projects and to improve the quality of work with young people, in particular by improving cooperation between youth organizations and/or other stakeholders.

Project objectives:

- Promote awareness of the quality of implementation of the E+:YA mobility projects and ensure the sustainability of partner organizations;
- Using NFL methods to develop participants' personal and professional competences for further work on project implementation;
- Through project prism to analyze work with young people and develop new approaches to work with young people in the project context;
- Share personal experiences about project implementation and to exchange best practices and failures in the projects;
- Generally promote the improvement of the quality of work with youth and cooperation between organizations;

The main activity of the project was a Training course that took place in July 7-14, 2019 in Latvia.



PARTICIPANTS AND PARTNER ORGANIZATIONS

Altogether 32 people took part in the Training course - project coordinators, assistants, project managers, organization managers, youth workers, trainers, facilitators, etc. As we wanted to mix various experiences, each organization selected people with different backgrounds - one beginner in youth/project field, one with some experience in coordinating/managing projects (1-3 projects) and one experienced project manager/ youth worker.

Our project partners were from 10 different countries :



The project team was established from 3 trainers/ facilitators of Non-formal education:

LIGA SILINA

From Latvia

NATALIA JIVKOVA

From Bulgaria

GINTA SALMINA

From Latvia



ABOUT THE HOWs BOOK

We are happy to share with you information about project implementation, many small details that make projects special and many more secrets on how to create magical projects! We have practiced them during our Training course and it worked, at least for our group.

Please, always keep in mind and take in consideration what objectives you would like to achieve, what the background, needs and expectation of the group you are working with are, as well as time frame, environment, resources and other aspects.

We invite you to use this booklet as ideas and inspiration for your work with projects and to find your own recipe for magical projects.



ABOUT Erasmus+

Erasmus+ is the EU's programme for boosting skills and employability through education, training, youth and sport. In the time frame 2014-2020 the programme will provide opportunities for over 4 million Europeans to study, train, gain work experience and volunteer abroad.

https://ec.europa.eu/programmes/erasmus-plus/about_en

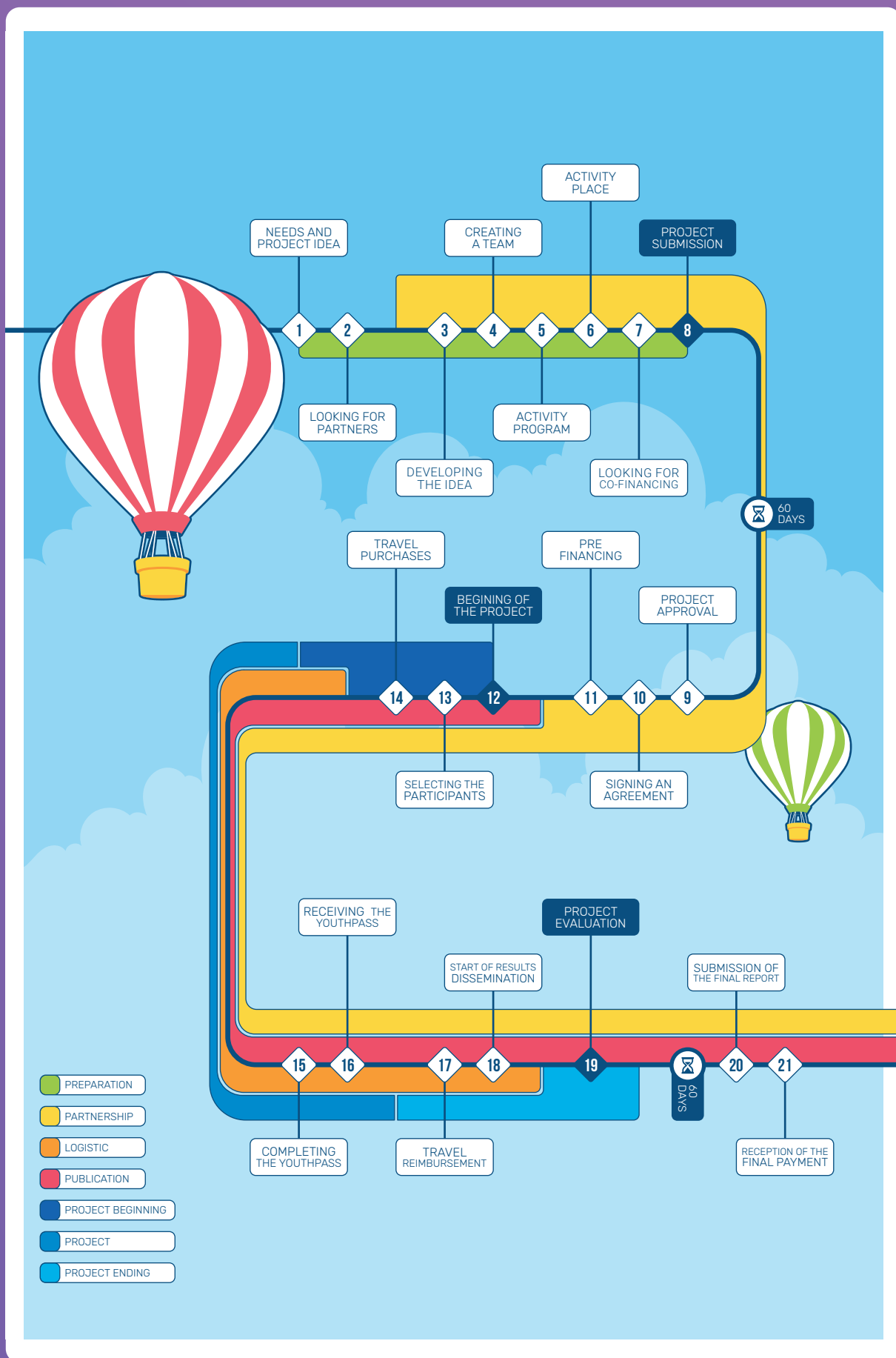
THE PROJECT CYCLE

The project cycle represents a logical sequence of all activities to be carried out to achieve the objectives and intentions. Knowledge of this sequence is significant in principle – this way it is possible to successfully plan all the resources that are needed to engage in the implementation of the project: time, money, personnel, subcontractors, etc. When working with grant projects, knowledge of the project cycle is important as the same principles apply for applications mechanism (when you prepare, implement and run your project) and grants (strategic planning, management, allocation and reporting of resources from the relevant government authorities).

Experience from the TC:

We have looked at the Project cycle using approach from Latvian agency for international projects, and created our own Project Cycle material.





CONTENT

Content is the soul of a training program. Training and development domain has undergone tremendous development over time in terms of delivery of a training course. However, it is indisputable that the cornerstone of any successful training program is still its content. To develop meaningful content for any training program a trainer must keep many essential points in mind, for example:

- Practical and up-to-date information/knowledge that is useful for participants.
- Case studies and real life examples suitable for the topic and the program.
- Materials that can be taken home by participants from the training course.
- Well thought of and clearly defined activities and games to keep participants engaged, actively participating and energized.
- Relevant trends & technologies.

.... and many more points.

EXPERIENCE FROM THE TC

During the TC participants discussed, analyzed, and came with concrete ideas how to deal with challenges connected to the content and program of an event.



PREVENTION:

- Organization of APV (for Youth exchanges) to discuss details such as program, intensivity, methods, activities, free time, etc.
- Adapt program based on participants profile.
- Balanced activities during the day - more intense mornings, softer afternoons and evenings.
- Prepare plans B, C ...Z.
- Time management and schedules.
- Diversity in methods, activities, space.

DURING:

- Flexible approach, adaptation.
- Talk and listen to participants.
- Hug it out.
- Observe and reach.
- Spread positivity.
- Give stage to participants.

IMPORTANT

- Involve participants in all stages of designing the project.
- Focus on the needs of participants which they have mentioned in their application forms, but check participants' experience also after their arrival.
- Peer sharing / Ted talks (prepare or share).
- Select participants according to their motivation and needs, if needed, adapt the program and the activities taking into consideration participants profile.

LEARNING

FORMAL, NON-FORMAL AND INFORMAL LEARNING

Educational systems exist to promote formal learning, which follows a syllabus and is intentional in the sense that learning is the goal of all the activities learners engage in. Learning outcomes are measured by tests and other forms of assessment.

Non-formal learning takes place outside formal learning environments but within some kind of organizational framework. It arises from the learner's conscious decision to master a particular activity, skill or area of knowledge and is thus the result of intentional effort. But it need not follow a formal syllabus or be governed by external accreditation and assessment.

Informal learning takes place outside schools and colleges and arises from the learner's involvement in activities that are not undertaken with a learning purpose in mind. Informal learning is involuntary and an inescapable part of daily life. Informal learning, however, is exclusively incidental.

Resource: <https://www.coe.int/en/web/lang-migrants/formal-non-formal-and-informal-learning>

Erasmus+: Youth in Action projects focus on Non-formal learning (NFL) and also in our TC we used NFL approaches and different types of NFL methods.

For example the Four Pillars of Education by UNESCO:

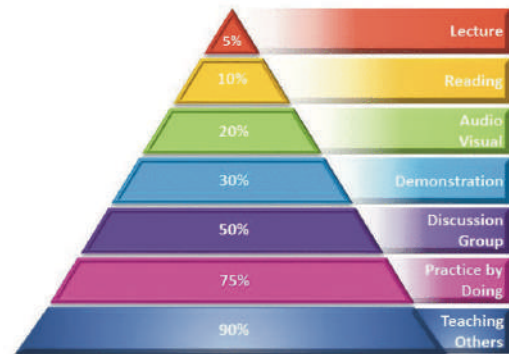
- Learning to know;
- ✦ • Learning to do;
- Learning to live together;
- Learning to be.



The “learning pyramid”, sometimes referred to as the “cone of learning”, developed by the

National Training Laboratory, suggests that most students only remember about 10% of what

they read from textbooks, but retain nearly 90% of what they learn through teaching others.



THE LEARNING PYRAMID

EXPERIENCE FROM THE TC

We have tried to create an inspiring learning environment and encourage participants to be responsible for their own learning. We have used various methods, for example Learning Interview. The aim of the Learning Interview is to raise awareness on how, when and what you learn. Interview is leading through different questions:

Being and Planning :

- Being a learner
- Planning your learning

Others :

- Your way and the Impact
- Your way of learning
- Impact of your learning

Doing It :

- Learning moments
- What do you need for something to become a ‘learning moment’?
- How do you know you learned?

Full Learning Interview you can find as a Annex in this booklet. Resource: https://noored.ee/wp-content/uploads/2014/12/L2L_handbook.pdf

METHODS

Erasmus+:Youth in Action projects focus on Non-formal education learning (NFL) and also in our TC we used different types of NFL methods. Here are some examples:



ENERGIZERS

Energizers are activities used in workshops and group situations to help participants be more alert and active. They can also be an important way of people getting to know and understand one another. There are many different energizers of varying length, complexity, exertion and ingenuity. They need to be enjoyable and to make participants feel safe, so they should always be used in a way that is sensitive to factors such as culture, gender, physical ability and group dynamics. They can be particularly useful at the start of the day, when people are still getting to know one another, and after lunch, when sleepiness can set in.

NAME GAMES & ICE BREAKERS

Icebreakers are short group activities that allow various people inside a new group to get to know each other, to become more comfortable with discussing the topic of group work or to become more comfortable with expressing dissenting views.

EVALUATION

Evaluation is a significant variable in every aspect of teaching (formal, non-formal, informal) and a very important activity for both - participants and facilitators. Evaluation has a strong impact on the overall activities. There are different types of evaluation, depending on its purpose, but overall Evaluation gives information to participants and facilitators on the success of their common work in reaching their goals and the overall learning process.



TEAM BUILDING

Team building refers to various activities undertaken to motivate the team members and increase the overall performance of the team. Team building is one of the most widely used group development activities and it improves leadership skills, finds the barriers that thwart creativity, clearly defines objectives and goals,



improves processes and procedures, improves organizational productivity, identifies a team's strengths and weaknesses and improves the problem solving ability.



GROUP WORK

Group work involves participants working collaboratively on a set of tasks. The aim of working in groups includes the development of intellectual understanding, abilities and skills, communication, personal growth (increased self-esteem and self-confidence), professional growth (development of professional standards, values and ethics), independence and increased responsibility for own learning.

BRAINSTORMING

Brainstorming is a quantitative method, produced ideas are never evaluated. The ideas are later analyzed. Important is to produce the maximum number of ideas. Best to use in smaller groups.



CASE STUDIES

Working individually or in groups, while seeking answers to questions related to the presented example. Through the analysis, understand closer theoretical knowledge in a practical example. Participants are analyzing in advance prepared and presented situation. (Mostly in the form of a printed document.)

ROLE PLAYS

Participants receive pre-prepared situation (usually described on cards), which describes the attitudes and behavior to be used during the activity. Throughout the whole activity, participants should play their role. After the activity, participants analyze the attitudes of each character in relation to the subject. Role-play is used when the trainer wants participants to experience the same situation from different angles. The method provides an experience through attention to the diversity of views and by highlighting the importance of tolerance of other views.



SIMULATIONS

Participants receive pre-prepared situation, act and react to it, and then come back with the feedback. Often used as a simulation of processes taking place in different time in different locations (e.g. simulation of the preparation meeting for the exchanges between multiple groups). Simulation activities can be prepared for a few hours, one day or several days.

OPEN SPACE

Participants propose to one other what kind of discussions or workshops they would like to include in the training program according to their interests, and later make a schedule of all the blocks. Blocks are delivered and facilitated by the participants, the discussion is free, participants may change the group to others or create new ones. In conclusion, the results are presented in plenary. A suitable method for groups that are used to operate standalone, promote self-reliance and responsibility to the participants.



SELF REFLECTION

A suitable method for working on complex subjects and training sessions, which are based on the changing attitudes of participants. Several techniques can be used, whose essence is to analyze participants position on certain issues or situations and to connect them to the present and the future. The classic technique is writing a letter to him/herself, that will be sent to him/her after a long period of time by a trainer of the training course.

DISCUSSION/ DEBATE

- ✦ Conversation (interviewing) between trainers and participants with each other on a common theme. Method is applicable if the group has at least minimal knowledge or experience within the topic. Trainer uses pre-prepared, often provocative questions or arguments, in order to stimulate the group to exchange views and also to direct the discussion.



EXPERIENCE FROM THE TC

Choosing the right training delivery methods can sometimes be a daunting process. But the most important thing is not to forget that before specific methods come many things that should be taken into consideration. In our TC we went through “Fish” concept.



AIMS :

- Activities should lead and take forward to the aim
- Main part – grove the idea
- Guide to build a project-guideline
- MAGIC

TARGET GROUP :

- Age
- Nationalities
- Background of pax
- People with fewer opportunities
- Sharing of multicultural experience
- A certain level of language skills
- If there is a specification of the target group (EVS mentors, youth workers, etc.)

SEQUENCE :

- To create and maintain a proper work flow of the process
- More comfortable for participants
- Easier for the facilitators
- Because we need this go step by step
- To increase the difficulty in theme
- Evaluation case
- To give information in an interesting way
- To combine very active activities (games, outdoor activities) and discussions.

FRAME SETTINGS :

- Weather
- Time frame
- Venue
- Surrounding
- Group dynamics stage
- Subject
- Resources

TRAINERS :

- Proportion between trainers and participants
- Experience (as a trainer)
- Differences between working styles
- Cooperation skills
- Knowledge in the field
- Flexibility

INSTITUTION / ORGANISATION :

- Environmental values target
- Organic/ecological food
- Biodegradable materials
- Recyclable paper
- LED – lights



STORY FROM PARTNER EXPERIENCE

At our NGO “AMICS” from Valencia, Spain we use board games as a tool for inclusion and education. We work at an international level, organising and participating in projects where we create or use board games to raise awareness about different topics. We have created board games for storytelling, gender equality, environmental consciousness, inclusion of different minorities etc. At a local level, we run workshops at different places for young people. We play with them different kinds of games, either the ones we created or commercial ones, mainly for team building and self-reflection. Games like “Dixit”, “Ikonikus”, “Black Stories” develop their imagination and their communication skills and confidence within the group. Some of the youngsters get really involved in the activity and open up their minds and let their imagination flow during all the processes, what helps them to create a good atmosphere with the others.



REFLECTION

We are all learners, at any and every stage and role in life. We need to learn as students, learn as employees, learn as managers. The list goes on forever. One important thing is that reflection is the most important part of the learning process, and whatever is not reflected is usually not learned and retained. The only way for us to grow and improve is to take a good look at what's working and what's not for us.

BENEFITS OF REFLECTION:

1. It helps you learn from your mistakes.
2. It gives you great ideas.
3. It helps you to help others.
4. It makes you happier.
5. It gives you perspective.
6. It helps you to understand yourself better.

EXPERIENCE FROM THE TC

REFLECTION TEAMS

We have formed reflection teams that were meeting every evening during the training course. After each daily meeting each reflection group was asked to send a letter with a summary of their discussions (by FB, E-mail, Handwritten) to the trainers. For each day teams had the same questions:

1. If today was, it would have been
2. How was the day today for you? How did you feel?
3. What new things did you learn today?
4. What did you like the most today that we should keep for the next days?
5. What would you like to improve and how?



PERSONAL DIARY

We have created special personal diaries for participants that also included a place for setting of learning objectives and invitation for everyday reflection.

My learning objectives for the training course:

- ☐
- ☐
- ☐

“This is your personal diary for the project “Magic in the Projects”. We invite you each day to spend at least 7 minutes for the personal reflection of the day and fill this diary.”

For each day individual questions were asked:

DAY 1 – Get to Know

1. Something new I discovered today....
2. This week I would like to speak more with these people...
3. Magic of the day....
4. What I will take from today?

Write/draw your notes

Are you feeling closer to your learning objectives? What has moved you closer?

DAY 2 – Experiences...

1. Best project experiences/examples that inspired me today...
2. Interesting mistakes that turned into learning experiences...
3. Good/great/magic projects are...
4. Thoughts of the day...

Write/draw your notes

Are you feeling closer to your learning objectives? What has moved you closer?

DAY 3 – Topic & People

1. What is a meaningful learning for me?
2. What engages me? What are my passions?
3. Challenge of the day & what I can learn from it...
4. What I enjoyed the most?

Write/draw your notes

Are you feeling closer to your learning objectives? What has moved you closer?



DAY 4 – Logistics & Something Special

1. A great learning environment includes...
2. Ideas for my check list when organizing an event....
3. From today I need to remember....
4. My special moment of the day...

Write/draw your notes

Are you feeling closer to your learning objectives? What has moved you closer?

DAY 5 – We & Our Partners

1. What qualities has a good team?
2. Am I a good team member? (Scale from 1 to 10)
3. How can I improve myself in being a better team member?
4. From Puduri I am taking with me...

Write/draw your notes

Are you feeling closer to your learning objectives? What has moved you closer?

★ DAY 6 – HOWs book & Evaluation

What I will do when I get back home?

July/August/September

For me personally “magic” projects are ...

Unanswered questions & how do I find the answers...

Write/draw your notes

Are you feeling closer to your learning objectives? What has moved you closer?



STORY FROM EXPERIENCE

I was born and raised with the love for books and literature, and fairytales. And as fairytales are usually about magic, here is a fairytale I want to tell.

Magic, we are told, comes out of nowhere; out of places you hardly expect it to – rabbits out of a hat, a Christmas tree with a few moves with a wizard's wand, a cup of tea with just a click of your fingers. In my case, I made a few clicks with the mousepad of my laptop, and not long after I was on my way to the Erasmus + Training course called "Magic in the Projects" in Latvia. This was my first Erasmus experience ever, so you could imagine what I felt: a pinch of anxiety, a dip of uncertainty, a sparkle of curiosity whatsoever. So this plane (or maybe two) took me from Sofia, Bulgaria to Pūrdi, Kuldīga region in Latvia, where Ginta, Natalie and Liga were expecting 30 people from 10 different European countries, different cultures, different backgrounds, different well, everything, except for our mission – to see what is the secret behind a good project. And so, it began. Day by day, we were pointed to the direction of magic, but we were provoked to find it by ourselves and experience it in our own way, but at the same time all together. By Learning to learn, Learning by doing, Learning to be with others, we found where magic is, felt it and were encouraged to implement it immediately in our small projects during the course.

So after a hardly summer-ish week in Latvia, rediscovering people and their abilities to create, to inspire and make you believe that you actually can (hug it out), I came back to Bulgaria ready to share what I have learned and discovered, ready to show that magic lies even in the things that you already know how to do, ready to contaminate with the Erasmus free spirit, an open mind and heart, and meet you with the amazing and full-of-stories to tell people I met there.

I could keep on talking "Latvia and magic" and not finish this text any time soon, but if I have to actually sum it up in a few words, they would most probably be: A big THANK YOU to each and every one of you for the amazing time we spent and the unforgettable memories we created together. Thank you Ginta, Natalie and Liga, for giving us a new insight into what a magical project is! Thank you for guiding us through the way of planning, organizing, and making a project as memorable as this one.

Nina Grueva from Bulgaria

MISTAKES

LEARNING FROM OUR FAILURES AND MISTAKES

No one is immune to making mistakes – we are human, after all! But if we simply apologize and carry on as before, we're in a danger of repeating the same errors. When we don't learn from our mistakes, we inflict unnecessary stress on ourselves and on others, and we risk losing people's confidence and trust in us.

In our TC we encouraged participants to look back and think about failures and mistakes from their previous projects/experiences - what they have learned from these mistakes and how the mistakes have helped them grow and develop. We provided participants a template with the questions to think and speak:

Mistakes and the world

- My mistakes

My favourite mistake ...

The mistake I learned a lot from ...

The mistake I would like to repeat ...

The mistake I would recommend everyone ...

The mistake I am grateful for ...

- Mistakes and the world

How do children learn from mistakes?

What is the response of society to mistakes?

What does school do with mistakes?

What is my friends' attitude towards mistakes?



- **Our reactions**

My feelings when a) I did a mistake and b) now looking back to it (one year or more later) ...

How do i react to other people's mistakes?

Share a reaction to a mistake of someone that you admire (not the person, the reaction :)) ...

What are your strengths that you mobilize when you make a mistake?

- **Embrace the mistake**

What mistakes I have encountered during projects?

The mistake from a project that still makes me laugh ...

How I have faced mistakes and failures during a project?

How I have developed because of the mistakes in the projects?

What a message would I send/say to someone/my colleague who did a mistake during a project?

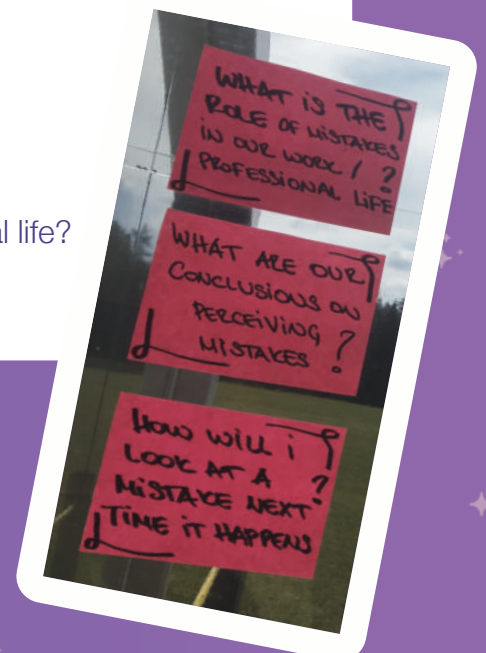
How can I support someone/my colleague when they make a mistake during a project?

Conclusion time

What are our conclusions on perceiving mistakes?

What is the role of mistakes in our work and professional life?

How will I look at a mistake next time it happens?



EXPERIENCE FROM THE TC

Participants have worked on this topic and created some conclusions.

Mistakes are/bring:

- personal/professional/organizational development
- learning experience, enriching us, a natural way to learn in life
- through mistakes you discover yourself
- you have to make mistakes in order to grow as a person
- it is not something we should call mistakes, it is just a decision it can be good or bad
- perceived as lessons/experience, not a wrong choice
- mistake is a decision made in a wrong time
- you cannot avoid mistakes
- you shall not overthink
- try to accept them and see the positive side of them
- show area of life we need to improve
- a barrier that stops you from achieving your goals
- train your resilience
- an opportunity to learn and to improve yourself and not repeat it :)



Additional resources:

Better By Mistake: The Unexpected Benefits of Being Wrong by Alina Tugend

<https://www.amazon.com/Better-Mistake-Unexpected-Benefits-Being/dp/1594485674>

Being Wrong: Adventures in the Margin of Error by Kathryn Schulz

[https://www.amazon.com/Being-Wrong-Adventures-Margin-](https://www.amazon.com/Being-Wrong-Adventures-Margin-Error/dp/0061176052/ref=sr_1_1?keywords=being+wrong&qid=1566375440&s=books&am)

[Error/dp/0061176052/ref=sr_1_1?keywords=being+wrong&qid=1566375440&s=books&am](https://www.amazon.com/Being-Wrong-Adventures-Margin-Error/dp/0061176052/ref=sr_1_1?keywords=being+wrong&qid=1566375440&s=books&am)
[p:sr=1-1](https://www.amazon.com/Being-Wrong-Adventures-Margin-Error/dp/0061176052/ref=sr_1_1?keywords=being+wrong&qid=1566375440&s=books&am)

Steve Jobs - Connecting The Dots

“You can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future.”

<https://www.youtube.com/watch?v=wz0j7z38Llg>

STORY FROM EXPERIENCE

When we failed or not?

Inovatyvi karta was implementing Training Course about Volunteering (project was financed by Erasmus+ programme of the European Union) and one of the activities we made was “Volunteering Jam” during which various groups of participants were simultaneously volunteering in different places. We volunteered in „Carito“, a day center for kids, Employment Center for People with Disabilities and in a center of support for the family and kids. It was a splendid experience. During the last day of volunteering, when leaving, one of the kids hugged our volunteer in such a powerful way that everyone came back into tears during reflection. Our question and doubt - did we do worse or better showing love to the kids for such a short period of time? We were discussing and reflecting on it in a group a lot, trying to find the real answer. For sure, it was strong learning experience for every single element of this project - participants, organisers and the youngest ones - kids.

Raminta Rusoviciute from Lithuania

PEOPLE

What does make a project unforgettable or magical? For sure - people, as without them nothing has a meaning and nothing could be implemented. When it comes to the project implementation, “3P” formula works and no “P” is less important than the other:

PARTICIPANTS

PARTNERS

PROJECT TEAM

PARTICIPANTS

The management of relationships including roles and responsibilities of each participant in a project is the key to the delivery of a successful project. It is crucial to make participants feeling that they are part of a project and not just random people.

PARTNERS

A good reason to partner up on a project is because the other person/organization probably has skills that you don't have and the combination of both of your skill sets results in some magical sauce. What most people don't consider is that it's also important to have various strengths, not just different skills. Common agreement about the most important things from the very beginning later helps to avoid unnecessary problems/situations. It is very important to define essential questions and to make an agreement, for example - How would each of you define the success of the project? What metrics would you use to measure it? How much are you willing to invest your own time in the project?

PROJECT TEAMS

The project team are those people who have a role in the same project. Team members can be grouped but each individual has a certain role and function and thus can be assigned certain tasks. The project team fulfills these roles and functions within the time frame of the project and is usually dismantled after the project completion. During that time, the project team works towards the common goal of delivering the project's scope within time and budget/costs. Each team member has certain responsibilities based on their role, function and assigned tasks.



SEVEN WAYS TO REALLY ENGAGE PEOPLE

Meaning

People want to be a part of something useful, valuable and bigger than themselves. Help people to see that what they do, makes a difference for others, for the community, the world or whatever. Make sure people can see the mission of the organization and understand how they can fit into it. Even more importantly, help them to see why this mission is important.

Expectations

People want to know what is expected of them and what behaviors are valued. When people know what is really expected, they work with less stress and higher confidence and productivity. Do your team members know what you expect of them? Do they really know? Have you taken time (lately) to discuss and clarify the expectations and needs of the work?

Targets

People are naturally competitive (if only with themselves), so help them compete by giving them (or helping them to create) goals. Whether the work is highly creative or more mundane and repetitive, goals drive satisfaction and fun. Do your people have clear targets to shoot for?

Relationships

Human beings want to feel connected to other people, and work is a logical place to have that need met – after all we spend more waking hours at work than in any other activity. Does the working environment allow for and promote the development of strong working relationships? Do people feel a personal connection to you?

Input

The people who do the work have a valuable perspective. They have ideas, and they'd like to share them. You don't need to implement every idea, or accept every solution suggested; but if you openly ask for and value those ideas, some will make a difference. And the process of asking will engage people in powerful ways. Are you making it easy (and expected) for people to share their ideas?



Belief

People want to be around people who believe in them. We will do our best work when we know that those around us want the best for us and believe we can achieve the best. Do you believe in the capacity and potential of your people? If so, do they know? If not, why not?

Freedom

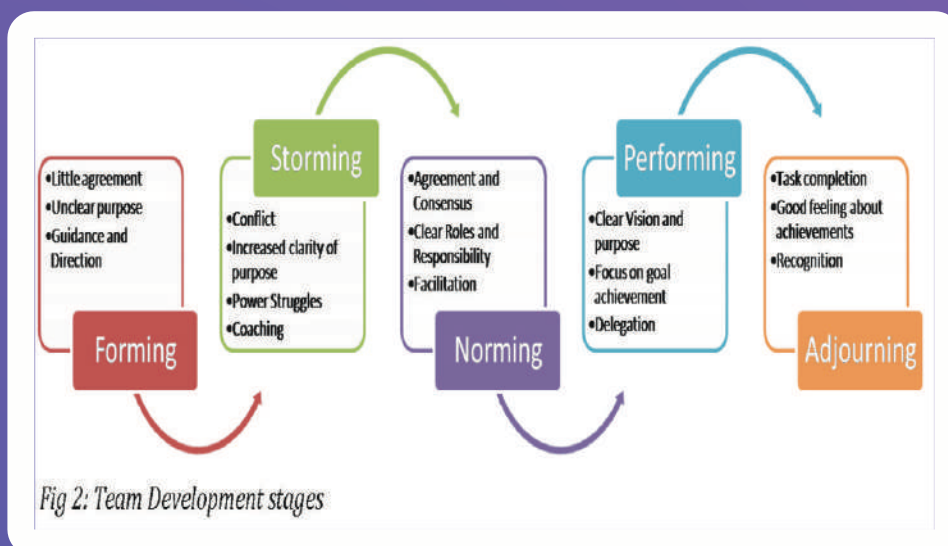
We are talking about human beings here, not robots – and people don't want to be robots. Even in the most regulated and procedure-driven job, there is room for freedom and personal choices. Are you giving people the chance to express themselves and make adjustments, while still reaching the quality and quantity targets a job requires?

Resource: Leadership & Learning with Kevin Eikenberry:

<https://blog.kevineikenberry.com/leadership-supervisory-skills/seven-ways-to-really-engage-people/>

TUCKMAN'S STAGES OF GROUP DEVELOPMENT

A psychologist named Bruce Tuckman said that teams go through 5 stages of development: forming, storming, norming, performing and adjourning. The stages start from the time that a group first meets until the project ends. Each stage plays a vital part in building a high-functioning team.



Information about Tuckman's stages of group development :

<http://www.mspguide.org/tool/tuckman-forming-norming-storming-performing>



EXPERIENCE FROM THE TC

We have tried to understand the different reasons why participants/people are not fully involved in activities (before & during) and here is the list participants created:

Lack of motivation, Language barriers, Shock, Lack of experience, Insecurity, Personal problems, Other expectations, Not interested in topic, Too strong (bossy) leaders, Low self-esteem, Too confident (overconfident), Weather issues, Lack of trust, Not enough sleep, Too intense program, Lack of secure environment, Inappropriate accommodation, Food issues, Health issues, Boring methods & trainers, Conflicts, Cultural issues, Lack of privacy, Lack of team building, Too many participants, Problems at work (home), Not prepared from organization, Personal character, Other issues.

Taking into consideration these factors that may occur, try to deal with and thus engage the participants as much as possible in the learning and working process before and during the event.



During the training we also discussed how to deal with challenging situations connected with people when implementing a project. Here come the suggestions:

WHAT TO DO IF... PROBLEMS WITH PARTNERS APPEAR

TRY TO PREVENT :

- Know your partners.
- Participate in Partnership-building activities or Contact-making seminars.
- Visit your partners in order to meet them personally and see the organisation.
- Keep official documents and invoices transparent and open for all the partners.
- Have an Agreement.
- Write clear rights, responsibilities and consequences of all the involved parts (partners).
- Sign the agreement in advance.
- Try to design the agreement together.

IF IT HAPPENS - ACTION

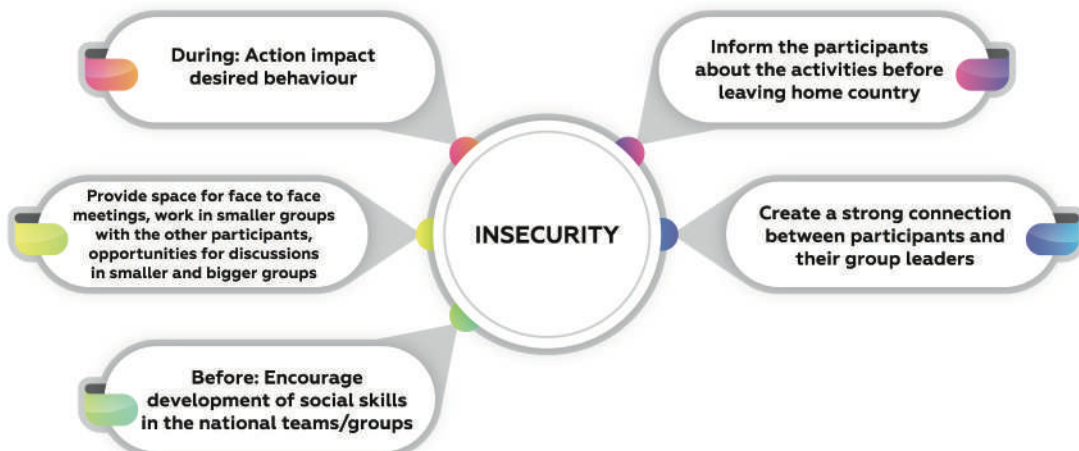
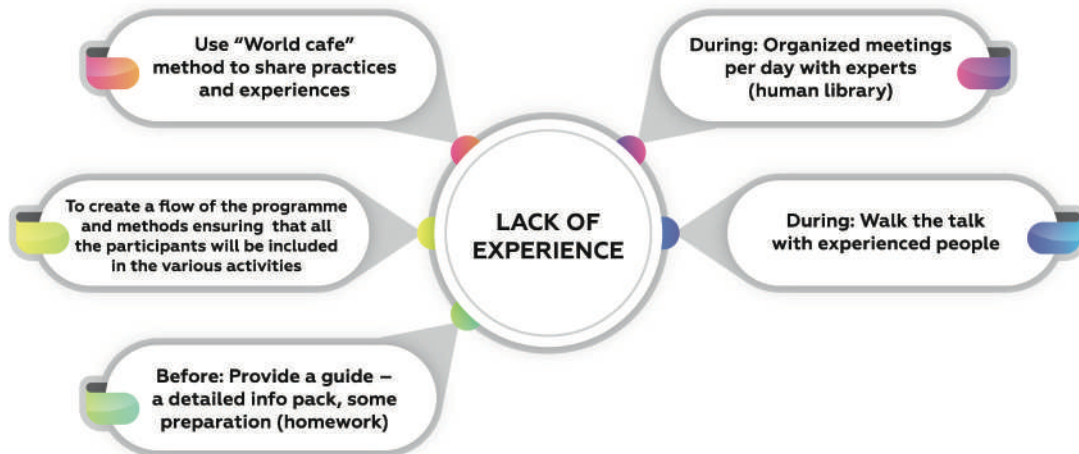
Cancellation of participants

- Ask your partners to find new participants ASAP, if the selected ones cancel their participation.
- Ask your other partners to find new participants in case the selected ones cancel their participation and the partner from that country cannot find the new ones.
- Inform the National Agency and ask for help/advice in case your partner disappears before the Implementation phase of your project.
- Inform the National Agency if you need to change partners or the country of origin of your participants (in case your partner cannot find a participant for the project).



WHAT TO DO IF...

PROBLEMS WITH THE PARTICIPANTS



STORY FROM EXPERIENCE

It started in 2011 in Finland with our Erasmus during our studies. Since then we have been keeping in touch and annually meeting at some point of Europe, of our lives. Family gatherings, wedding, new carrier decisions, decisions about relationship, discussing deep, life changing topics... Years have been passing by and we have kept alive our friendship. The phrase means in our case that even though we live far from each other and we spend a couple of days per year together, we are soulmates, we are sisters, who gain inspiration with the other person and flourish together. Thank you Erasmus. Thank you Sylwia!

Rebeka Kurunczi from Hungary



ENVIRONMENT

Establishing an environment conducive to learning is a critical aspect of starting a training session off on the right foot. You can ensure that participants walk into a relaxed atmosphere and an environment that is welcoming and ready. The room says you took the time to get ready for them. You have time to greet them and welcome them to a great training session.

KNOW WHEN, WHERE, WHAT, WHO :

Just about every trainer has encountered at least one training nightmare. Some (not all) of these could be prevented by additional preparation. These questions may help you obtain the right information, but it will do you little good if you don't write the answers in a safe place.

- **When:** When is the training? Day? Date? Time? Also, do you have enough time to prepare? Is the amount of allotted time adequate for the amount of content?
- **Where:** Where is the session? On-site or off? If off-site, is it easy to travel to the location? How do you get there? What's the address? Telephone number? Will you need to make travel arrangements? Is public transportation available? How do you get materials to the site?
- **What:** What kind of training is being expected? What resources are required? What kind of facilities are available? What will you need?
- **Who:** Who is the key planner? Who are the participants? How many? What's their background? Why were you chosen to deliver the training? Who is the contact person at the training site? How do you reach that person on-site and off?

Lots of questions, lots of answers. Write them down.

Resource: <https://www.dummies.com/business/human-resources/employee-engagement/preparing-your-training-environment-2/>

EXPERIENCE FROM THE TC

During the TC participants took the role of inspectors and were discovering our training venue. They came up with a list of places and activities that could be done there:

Place	Activity	Why
Football and volleyball courts	Play football and volleyball, various energizers, crazy group tasks.	Big open space, fresh air, space for movement.
Field	Picnic, watching movies, fireplace, sessions, tasks which require big space.	Bonding, more convenient for big amount of people.
The bridge (The mosquito garden)	Small group tasks, reflection groups, self-reflection, chatting place, passing the bridge processes.	Peaceful, relaxing, close to nature, fresh air.
Riverside	Sessions, group tasks, Human library, Open space.	Relaxing, fresh air, nature bonding, a lot of space.
Tent (The stage)	Intercultural evening, role plays, theatre.	Big space, central location.
The houses	Pair work, Individual work, self-reflection.	Private place, more comfortable.
Forest	Simulations, treasure hunt, team building, night hike.	Connection with nature, fresh air, adventurous.
Path around the river	Hike, simulation games.	Connection with nature, fresh air, adventurous.
Bar	Coffee breaks, intercultural evening, individual work, pair work.	Outside but still close to the big house, entertaining, good placement, fresh air.
First floor of the big house	Intercultural evening, sharing meals, karaoke, movie nights.	Big space.
Second floor of the big house	Where the magic happens.	Cozy place, special bonds.
Veranda behind the big house	Chilling, get away, self-reflection.	Relaxing, fresh air, private space.



STORY FROM EXPERIENCE

Lovely, dimmed lights, proper time for reflection, community building through barrier-breaking games, preparing common meals, compliments - all of these aspects can create a warm, supportive, even magical atmosphere in the projects. But sometimes magic lies in the most unexpected environment. During our "LocoEco 2" Youth exchange project the participants were sleeping on the floor in a sport hall of a small village primary school. Every morning they got on bikes and freakbikes to cycle 12 kilometres to the nearest landfill where in a real case study approach they explored and learned about recycling and waste management and tried to come up with ideas how to deliver these questions to the community and rise their awareness. And they figured it out - with a help of a massive garbage dinosaur, with a help of recycling material pyramid and with a help of a cave, made of used tires. It was a magical challenge and very impressive exhibition that was available for public for months after the project.

Linda Skranda from organisation Radi vidi pats/ Latvia



LOGISTICS

Good project logistics can improve project very much but bad project logistics can destroy everything. It is very important to think about practical and logistic matters of each planned activity and how they will be addressed (e.g. travel, accommodation, food, insurance, safety and protection of participants, visa, social security, mentoring and support, preparatory meetings with partners, etc.).

EXPERIENCE FROM THE TC

We discussed and came up with the important logistic aspects to take into consideration when organizing a project event. We created our check-list to use when organizing an event.



LOGISTICAL ASPECTS

ACCOMMODATION



- ❑ Accessible for people with disabilities.
- ❑ Have a common space, place for relaxing, comfort spaces, music.
- ❑ Guarantee private space for participants - not too many people in the same room, enough place to eat altogether.
- ❑ Ensure comfortable beds, bed sheets, pillows.
- ❑ Clean accommodation.
- ❑ Enough toilets and bathrooms with hot water.
- ❑ Wi-fi place and more plugs (multiplugs).
- ❑ Check the temperature inside the room (not too hot in summer or too cold in winter).
- ❑ Not present of “animals” - bugs as fleas, ticks, spiders, etc.

- ❑ Window protection, noise protection.
- ❑ Nearby the working place.
- ❑ Separate gender.
- ❑ Sustainability in the place by default.

INFORM the participants about:

- ❑ Location of the venue (distance from shop, outdoor possibilities, people in a room, mosquitoes, etc.).
- ❑ How to reach the venue (send the address, phone number, a map, organize a meeting point).
- ❑ Weather conditions (recommendation what kind of clothes to bring).

FOOD



- ❑ Ask participants about allergies, intolerances, specific food enquiries.
- ❑ Think of religious rules (include a question about it in the application form).
- ❑ Avoid contamination problems of food (use different tools/cutlery for different food).
- ❑ Have a variety of food (provide an opportunity to choose and try different food (vegetables, meat)).
- ❑ Do not make savings from food.
- ❑ Pay attention to the quality and the quantity of the food.

- ❑ Proper balance - diet for everyone.
- ❑ Provide enough drinkable water.
- ❑ Provide enough fruits in breaks and in general.
- ❑ Leave in the program enough time to eat.
- ❑ Buy local fresh food.
- ❑ Plan a proper time table for eating (when exactly is breakfast, lunch, dinner, breaks).
- ❑ Organize International coffee breaks instead of sweets and food during an intercultural night.
- ❑ Use less white flour (because it brings down energy) and more nuts and brain food.

WORKING SPACE



- ❑ Check the venue has first aid kit, fire extinguisher, emergency plan (after booking and right before arrival).
- ❑ Be sure it is a proper size for the group size → 1st thing!
- ❑ Accessibility of the place.
- ❑ Enough beds, toilets, plates, etc.
- ❑ Check the outdoor space nearby, the common space.
- ❑ Ensure toilet paper, cleaning equipment.
- ❑ If required, check if there is wi-fi.

EQUIPMENT AND MATERIALS



- ❑ Prepare needed stationery materials (before).
- ❑ Ensure PC, projector, speakers, cables, etc. (before).
- ❑ Toys (balls, board games, materials).
- ❑ Bring music instruments (before).
- ❑ Collect project topics materials, books, resources (before).
- ❑ Take backup money/resources (before).
- ❑ Prepare things that make cozy environment → connected with the venue.
- ❑ Extra blankets, umbrellas, etc. → climate related equipment (before).
- ❑ Be prepared for surprises like helicopters, wedding celebration or other unexpected distractions.
- ❑ Take memories making equipment for dissemination (camera, phone, etc.) and the needed chargers (on the spot and before).

TRANSPORTATION



- ❑ Give the most cost-efficient route options (suggest the most eco-friendly option or pay for CO2 emission).
- ❑ Check the trip with the coordinator (check different options, visas (if needed)).
- ❑ Buy the tickets in advance (deadline – at least 2 weeks before the project).
- ❑ Send all the invoices to the coordinator of the project.
- ❑ Create an open document where participants can enter their personal and travel data in order to meet on the way.



ENVIRONMENTAL FRIENDLY ASPECTS



- ☐ Buy less garbage and set up recycle bins.
- ☐ Inform participants about eco-friendly behaviour.
- ☐ Reduce the amount of used materials.
- ☐ Support local products.
- ☐ Reuse the materials (even from previous projects).
- ☐ Use projectors instead of flipcharts.
- ☐ Choose environmentally friendly accommodation.
- ☐ Vegetarian local and seasonal meals by default.

ADMINISTRATION



DOCUMENTATION :

- ☐ Create and use a project folder.
- ☐ Keep documentation according national rules.
- ☐ Contracts (NA, staff, partners, service providers, media).
- ☐ Be aware of Erasmus+ programme rules.
- ☐ Keep the original documents (travel tickets, invoices).

MOBILITY TOOL :

- ☐ Prepare info.
- ☐ Upload participants data before activity starts.
- ☐ Check all data.
- ☐ Check budget.
- ☐ Fill final report.
- ☐ Participants reports.

PARTICIPANTS :

- ☐ Participants data check.
- ☐ Double check (send and ask for confirmation).
- ☐ Contact list.
- ☐ Signature list.
- ☐ Parents confirmations (if participants are under 18 years old).
- ☐ Inform participants about - emergency phone list, local currency and card acceptance (if cash is needed), extra payment for roaming in EU (internet data).

YOUTHPASS :

- ☐ Prepare info.
- ☐ Upload participants data.
- ☐ Check.
- ☐ Send invitation.
- ☐ Check filling.
- ☐ Print it (on a thicker paper, e.g. 160 mg) and give it (send).



PROJECT RESULTS, DISSEMINATION, TOOLS AND RESOURCES

Activities serving the dissemination and exploitation of results are a way to showcase the work that has been done as part of the Erasmus+ project. Sharing results, lessons learned and outcomes and findings beyond the participating organisations will enable a wider community to benefit from a work that has received EU funding, as well as to promote the organisation's efforts towards the objectives of Erasmus+, which attaches fundamental importance to the link between Programme and policies. Therefore each of the projects supported by the Programme is a step towards achieving the general objectives defined by the Programme to improve and modernise education, training and youth systems. Dissemination activities will vary between projects, and it is important to consider what kinds of dissemination activities are fitted to each participating organisations.

Dissemination is a planned process of providing information on the results of programmes and initiatives to key actors. It occurs as and when the result of programmes and initiatives become available. In terms of the Erasmus+ Programme this involves spreading the word about the project successes and outcomes as far as possible. Making others aware of the project will impact on other organisations in the future and will contribute to raising the profile of the organisation carrying out the project. To effectively disseminate results, an appropriate process at the beginning of the project needs to be designed. **This should cover why, what, how, when, to whom and where disseminating results will take place, both during and after the funding period.**

Resource: https://ec.europa.eu/programmes/erasmus-plus/programme-guide/annexes/annex-ii_en



EXPERIENCE FROM THE TC

WHAT COULD BE PROJECT RESULTS ?

We consider that project results can be visible and invisible.

Visible results can be any type of things & materials collected/ done/ developed during the project - booklets, manuals, books, movies, photo exhibitions, diaries, articles, infographics, presentations, blogs, social media accounts, art, concerts, posters, learning programs, seminars, public events, online platforms, policy making guidelines, institutional policies (e.g. for government), publications, interviews, apps and other digital tools, new methods, methodologies, new techniques, new projects and organizations etc.

Invisible results can be connected to the personal development, professional and personal competences - self-awareness, self-improvement, self-understanding, finding lifepath, inspiration, confidence, better knowledge/understanding among participants and about the subject, new relations, new abilities and skills, ideas for a new project, memories, new opportunities, partnerships, job, improvement of language skills, break stereotypes, new experience, contacts/network, knowledge, ideas, inspirations, new partnership for the projects, cooperation, teamworking, learning about other cultures, new games, energizers, activities, motivation, determination, mind opening, inspiration/ideas for a future project, developing new competences, change of perspective, spreading the positive experience, emotional & physical support, more active people, getting used to getting out of your comfort zone, the first step to change the world for the better place.

WHERE TO SPREAD THE INFO ?

Social media - Facebook, Instagram, Youtube, Twitter, media (local, regional) – newspapers, TV, radio, public events, concerts, Salto-Youth, result platform, National agencies, organisation's website (coordinator, partners, others), conferences, seminars, youth centres, formal & non-formal institutions, other projects and institutions, social places, public places in city, cultural centres, community, school, university, another projects, bus stops, public bodies, speeches, podcasts, after-project leaflets, friends & family & colleagues & others.

HOW TO DO PUBLICITY & DISSEMINATIONS OF THE RESULTS ?

Experience showing events, press conferences, follow-up events, sending info to the department of education (key player), making posts on social media, engage influencers, give interviews, making a video, workshops, project-based publicity (project for publicity), spreading info between partners/ friends, campaigns, events, presentations, micro-activities, trips, posting visual materials, flashmobs, social performances.

Tell, write, share in social media, organize meetings (seminars etc.), prepare different materials during project, collect data, feedback during project. Make a collage of photos for social media, organize meeting with a journalist to share the experience, invite social workers and teachers in workshops, so that they implement the activities for young people, create a documentary/video. Organize personal meetings with other groups, use hashtags in social media, involve public institutions, create T-shirts, bags, pens etc.

DIGITAL TOOLS & RESOURCES

GOOGLE

<https://www.google.com/business/>

<https://drive.google.com>

<https://calendar.google.com/>

<https://docs.google.com>

<https://groups.google.com>

<https://sites.google.com>

<https://plus.google.com>

<https://youtu.be/7tMePTGoIT8>

DESIGN

Online/Share Designing - www.canva.com

Quote maker - <https://pablo.buffer.com>

Easy design - <https://snappa.com>

FOR DESIGNING

Photos for free - www.freepik.com / www.pexels.com / www.pixabay.com

Vector drawing - www.vectr.com

Vector download - www.vecteezy.com

PNG download - www.kisspng.com

MEME CREATOR

Funny and original images - <https://memegenerator.net>

GIF <https://giphy.com> / <https://tenor.com> / <http://gifmaker.me/>

VIDEO

Adobe Spark - Easy way of preparing videos www.wevideo.com

Stop-motion <https://picpac.tv/> www.kapwing.com/stop-motion

From photos www.kizoa.com

Simple editing <https://clipchamp.com/en/transform>

Phone – Nutshell (Video - <https://youtu.be/oelPNbEjcYM>) & VivaVideo (Video - <https://youtu.be/IOemEiUamjM>).



ONLINE BROADCASTING

www.periscope.tv

DATA COLLECTING

<https://www.typeform.com>

E-MAILS SENDING, DESIGN, CAMPAIGNS, MONITORING ETC

<https://mailchimp.com/>

MEETING PLANNING

<https://doodle.com/>

<http://www.needtomeet.com/>

Webinars - <https://www.anymeeting.com/>

Cooperation platform - <https://slack.com/>

Mind mapping - www.mindomo.com

<https://www.mindmeister.com/>

Interactive content - www.genial.ly

Collaborative notes - <https://padlet.com/>

Sticky-notes board style - linoit.com

WeTransfer (or Mega) Share the folder till 2GB

www.wetransfer.com

ONLINE PDF TOOLS

<https://www.pdfmerge.com>

<https://www.sodapdf.com>

PRESENTATIONS

<https://www.haikudeck.com/>

<https://www.emaze.com/>

<https://prezi.com/>

<https://www.slideshare.net/>

<https://www.mentimeter.com/>

Animated presentations -

www.powtoon.com/index/

www.videoscribe.co/en/Free-Trial

Digital Story Telling -

www.storyboardthat.com

Visualize your info in an “Infographics” way

www.piktochart.com

Treasure hunt 2.0 - www.actionbound.com

Team challenges - www.goosechase.com

Free online courses about how to market your business on Facebook, Instagram and Messenger-

<https://www.facebookblueprint.com>

Social Media Management for “pages” -

www.buffer.com

<https://hootsuite.com/>

<https://dlvrit.com>

Make your tweets visible -

www.visibletweets.com

Create your online story - www.storify.com

Create a quiz for a presentation of a session -

www.kahoot.it

Create maps - mapchart.net

Free Language Learning- www.duolingo.com

Writing assistant - <https://www.grammarly.com>

Connects your devices, making them feel like

one - <https://www.pushbullet.com/>

ONLINE PRINTING SERVICES

<https://www.pixartprinting.com>

<https://www.vistaprint.com/>

<https://www.onlineprinters.es/><https://www.google.com/business/>

SOMETHING SPECIAL

Believe it or not, magic exists! It is all around us and it is up to us to see it, find it and create it! There are millions of ways to support and create special moments and to encourage people to experience magic during the projects. As you have read already there are many elements to be taken into consideration when implementing a project but in the end something special is needed to turn a project into the Project and to make it unforgettable and magical experience for all!

Experience from the TC: During the training participants were encouraged to remember special moments they have experienced from projects they have taken part in. After sharing they reflected on what were the reasons behind and a long list with ideas how to create magic moments was produced.

EXPERIENCE FROM THE TC

- Create a feeling of self-harmony
- Participants are open and the activity is planned to support openness and possibility for sharing
- Challenges and hard work – and never give up
- Be active, be brave
- Activities that bring together people
- Supportive environment without external distractions
- Feeling of achievement at this moment – right place right time
- Unpredictable moments, unexpected moments, surprises
- Enjoy the moment
- Have a good communication and active listening
- Overcome barriers
- Provide space for deep conversations that makes the bond among the participants
- Remember that the participants are important
- Respect, understand and accept
- Create a cultural awareness in the group
- Have a person with good intentions like in our project - „Marco” :)
- Universal connection



- Leading by example
- Provide free space
- Pikabū moments management
- Remember that sometimes to be bored is a perfect way to create
- Give no limits
- Empathy is important
- Create positive approach
- Magic happens when we allow it to happen
- Moments of cooking, dancing, singing, playing together
- Just trust
- Feeling of the right people, in the right place, at the right time
- International teams, groups working together, supporting a culture for sharing and living together
- Magical trainers
- Find that special person in that special moment
- Keep an eye on the small things and details which you can create, give enough effort, energy and creativity
- Organize a drum workshop
- Create a positive environment around the people and the place
- A magical moment is when persons from different countries and cultures can talk for hours and feel that they have many things in common
- Organize together a campfire with games
- Appreciate and support small moments and gestures for other participants, feeling of gratitude
- Make a common fairy tale
- Organize a silent afternoon



Take these ideas as an inspiration and find your own way to bring the Magic in your projects!

ADDITIONAL LINKS AND USEFUL RESOURCES

HOLISTIC LEARNING - Planning experiential, inspirational and participatory learning processes. https://competendo.net/en/Holistic_learning

T-KIT 3: PROJECT MANAGEMENT - Published by the Council of Europe and the European Commission. Various languages <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-3-project-management>

T-KIT 6: TRAINING ESSENTIALS - Published by the Council of Europe and the European Commission. Various languages <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-6-training-essentials>

HANDBOOK FOR FACILITATORS - LEARNING TO LEARN IN PRACTICE - Handbook has been produced as a result of the two-year LEARNING TO LEARN project https://noored.ee/wp-content/uploads/2014/12/L2L_handbook.pdf

OTHER USEFUL RESOURCES:

European Union : www.europa.eu

Official website of the European Union where you can find information of EU institutions and bodies, countries, symbols, history, facts and figures, treaties, legislation, case-law, how EU law is made and applied, official documents, publications, statistics, open data, information on your rights to live, work, travel and study in another EU country and more resources.

Erasmus+ Project Results Platform :

www.ec.europa.eu/programmes/erasmus-plus/projects

This database will give you access to descriptions, results and contact information of all projects funded under the Erasmus+ programme and some of the projects funded under its predecessor programmes in the field of education, training, youth and sports. You can find inspiration from the pool of good practices and success stories, i.e. projects that distinguished themselves in terms of policy relevance, communication potential, impact or design.

European Solidarity Corps : www.europa.eu/youth/solidarity_en

The European Solidarity Corps is the new European Union initiative which creates opportunities for young people to volunteer or work in projects in their own country or abroad that benefit communities and people around Europe. It brings together young people to build a more inclusive society, supporting vulnerable people and responding to societal challenges. It offers an inspiring and empowering experience for young people who want to help, learn and develop.



European Youth Portal : www.europa.eu/youth

The European Youth Portal offers European and national information and opportunities that are of interest to young people who are living, learning and working in Europe. It provides information around eight main themes, covers 35 countries and is available in 28 languages.

EURODESK : www.eurodesk.eu

Eurodesk is a European youth information network that provides reliable information on learning mobility comprehensive and accessible different across Europe to young people and those who work with them. Eurodesk also provides informative support to potential and existing project promoters of the European Union's Erasmus + program. Eurodesk is the main source of youth information on European policies, mobility information and opportunities.

SALTO-YOUTH : www.salto-youth.net

SALTO-YOUTH is a network of six Resource Centres working on European priority areas within the youth field. As part of the European Commission's Training Strategy, it provides non-formal learning resources for youth workers and youth leaders and organises training and contact-making activities to support organisations and National Agencies within the frame of the European Commission's Erasmus+ Youth programme and beyond. On this website you'll find lots of tools: European Training Calendar, Toolbox for Training, Otlas Partner Finding, Trainers Online for Youth.

European Youth Parliament : www.eyp.org

The European Youth Parliament is a unique educational programme which brings together young people from all over Europe to discuss current topics in a parliamentary setting. As a network of independent associations, EYP is present in 40 European countries and organises more than 500 events every year. EYP mission is to inspire and empower young Europeans to become open-minded, tolerant and active citizens.

Opportunity Desk : www.opportunitydesk.org

OD is an online platform that bridges the gap to education by sharing information on relevant and growth opportunities for youth around the world. These opportunities help to facilitate young people's efforts in exchanging ideas and preparing themselves for the future. It includes scholarships, conferences, fellowships, awards, jobs, internships, and grants targeted towards individuals and organizations worldwide.

Non-formal methods manual "**Learn how to communicate, learn how to include**" to work with youth with communication barriers and other young people that are excluded from the society based on aforementioned barriers. <http://brfonds.lv/portfolio-items-strategiskas-partneribas-projekts-jaunas-metodes-ieklausanai/>

Competence games "**8KEYCOM**". First aid kit for trainers - new method of non-formal education which promotes and develops 8 lifelong learning competences. www.8competencesgame.com/?page_id=54

"**28 days good habit Playbook**" - 28-day healthy habit journal with exercises for each day. The collected methods include mental, emotional, functional & social elements for balanced self-development. www.brfonds.lv/wp-content/uploads/2018/07/QLife-28-Day-Good-Habit-Playbook-June-2018-preivew.pdf

Recipe book "**Fight the beast, don't become obese**" a simple guide to food labelling and healthy cooking. www.blanchardstownctc.ie/wp-content/uploads/2017/03/Reduced-Web-Version-COOKBOOK.pdf

Practical handbook "**Methods for involvement, entrepreneurship and communication**" for local action groups, youth workers and all those interested in supporting involvement in decision making, entrepreneurship, communication and cooperation. www.drive.google.com/file/d/1_J-6IP4kWR7z0DoAnkZh5zaCQ9y8_9Se/view

Creative Learning Cookbook "**Visual facilitation**" about basics of visualisation. www.dropbox.com/s/6q45yb18swm3nju/VF-cookbook-web.pdf?dl=0

Creative Learning Cookbook "**Storytelling**" practical guide on how to use storytelling to enhance creativity and learning. www.dropbox.com/s/jqfvnlsnmat2t5/S-cookbook-web.pdf?dl=0

Creative learning Cookbook "**Creative writing**" insight how creative writing might contribute to the development of competences and group dynamics. www.dropbox.com/s/tcmqe5iescxodd8/CW-cookbook-web.pdf?dl=0

The training kits "**T-kits**" thematic publications written by experienced youth trainers. www.pjp-eu.coe.int/en/web/youth-partnership

Practical learning tool "**eduesc@peroom**" (educative escape rooms) educational tool based on escape rooms to be used in a broad range of formal and non-formal educational fields. www.lookingatlearning.eu/eduescperoom

Platform with training modules for youth workers www.learn.youthworkhd.eu



ANNEXES

We are happy to share with you some documents (templates) we created and used during our TC. You are welcome to use them and feel free to adapt and elaborate so that they will work the best for your activities and events! :)




A Recipe for a Magical Project

Ingredients


 1/2 cup of


 1 teaspoon of


 2 tablespoons of

 A dash of

 A pinch of

 1 medium-sized bag of

 1 cup of

 2 tablespoons of

 A sprinkle of


Bring the ingredients together and you
have created a Magical project!



Welcome to the inspirational sharing of **BEST PRACTICES** in PROJECT MANAGEMENT

Think of a good practice/s (*something you have experienced or heard that is working in your/other organization*) you would like to share with the other participants and inspire them. It could be a good example of implementation of an activity/project, methodology you use in working with (young) people, specialty in your organization, a standing out experience or anything else you feel is worthy to share.

TITLE:
Author (who implemented the activity?):
Country:
IBSN: 2018-3-LV02-KA105-002343
DESCRIPTION: (who, whom for, why, what, how, where, when? - max. 50 words)
Results:
Further information and contacts:

									
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*Put the title of your good practice into the blank fields











Steps for magicians dinner project planning



Magic in the Projects



 <p>Why (needs analysis)</p>	
<p>Whom for (detailed description of the target group)</p> 	
 <p>What (the objectives)</p>	
 <p>How (methods, step by step description of the activity)</p>	
<p>Resources (team, materials, info, materials, other resources needed)</p> 	
<p>When, Where (timeframe and place/s)</p> 	
 <p>Outcomes (expected outcomes)</p>	
<p>Something special...</p> 	

The Learning Interview

Questions

Being and Planning

Being a learner

To what extent do you see yourself as a learner?

How does that show in your attitudes and actions?

Is 'being a learner' a conscious choice for you?

What are some positive results of being a learner?

Do you feel like a learner in general?

How would you describe 'being a learner'?

Planning your learning

To what extent are you clear about what you want to learn (for example, from being in a project)?

Do you set objectives?

Or more a direction?

Or do you think you are just 'open to learn'?

Would planning your learning more help you?

if yes: How?

if no: Why not?

What or who could help you in better planning your learning?

To what extent do you feel that learning can be planned for you?

Doing It

Learning moments

Can you recall moments where you felt 'Yes, now I'm learning'?

Can you describe that moment?

Did you realise you were learning at that particular moment or only later?

Do you feel you learn better in international groups?

What kind of moments do you recognise for yourself as learning moments?

Listening reading doing discussing walking

What do you need for something to become a 'learning moment'?

a certain atmosphere

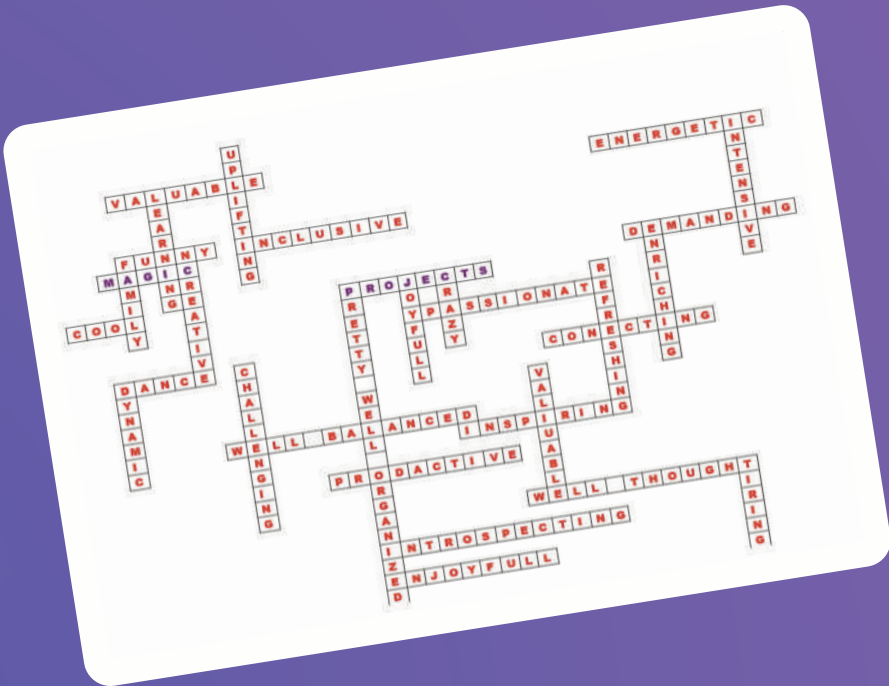
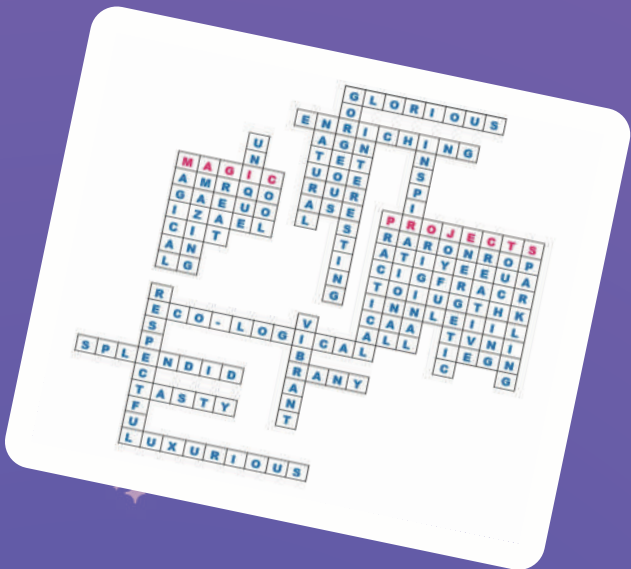
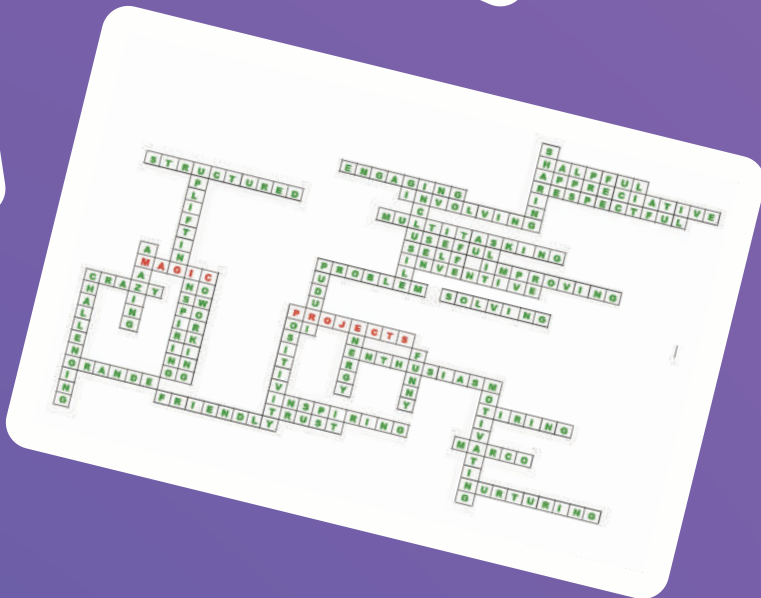
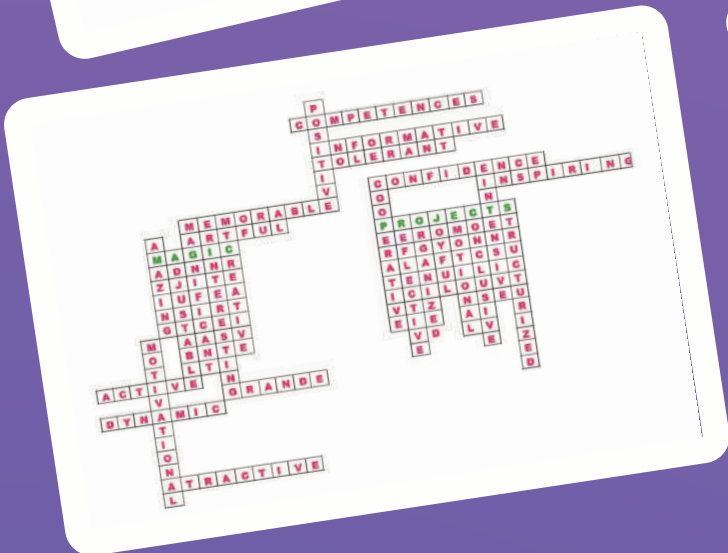
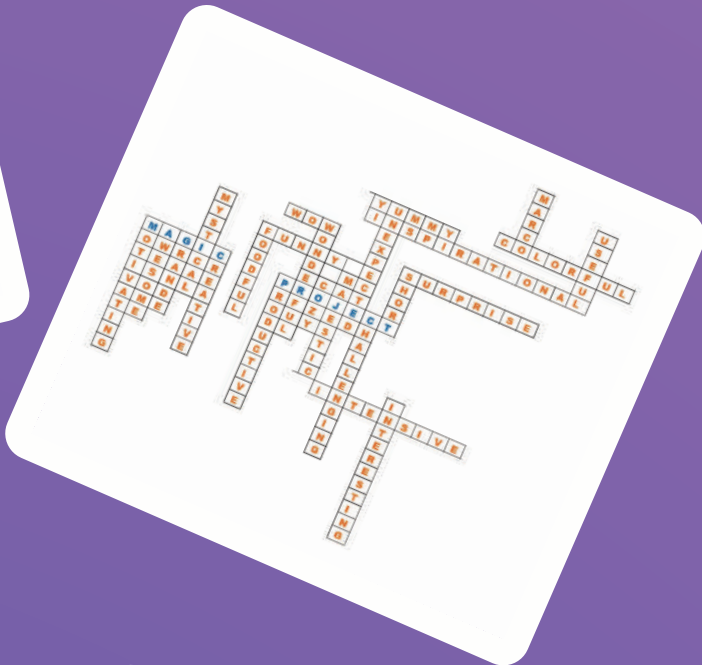
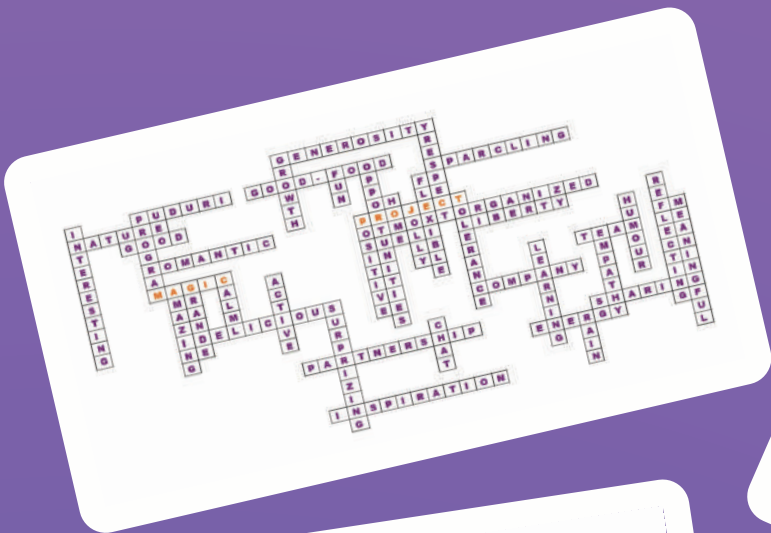
a challenge s

afety

to be on your own

others

'new input'



ACKNOWLEDGEMENTS

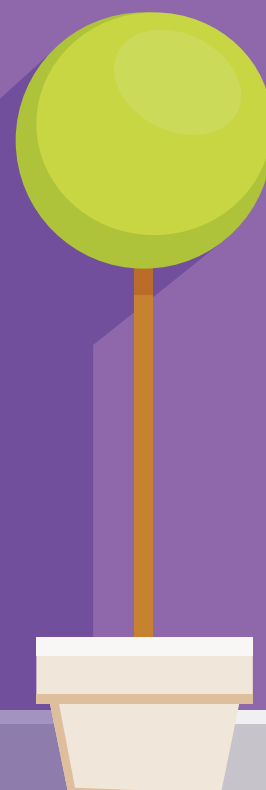
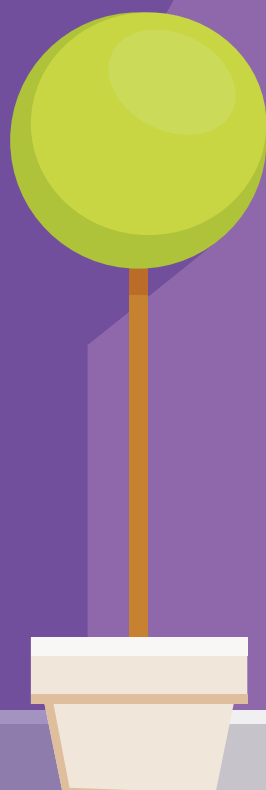
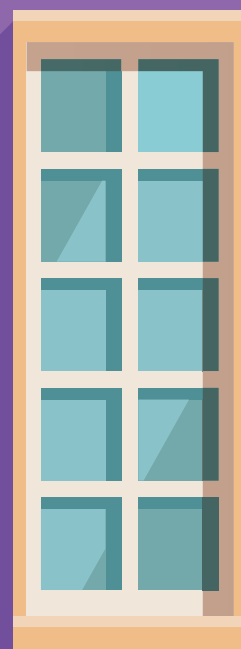
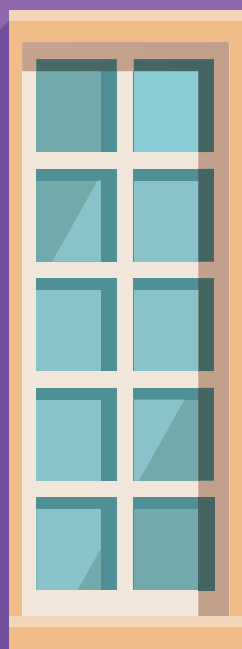
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THANK YOU :)

Baltic Regional fund



PROJECT
HOWs BOOK
THE END ?