Erasmus+

In the partnership between

Slovenia – Popotnisko zdruzenje Slovenije
Bulgaria- Sdruzhenie Art inovacii za mladite
Spain – Amigos de Europa
Lithuania – Young Beats Of Lithuania
Romania – Asociatia Tinerii 3D
Italy – Youth4youth
Poland - Foundation Chadoo

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

WRITE A PROJECT
IMPROVE
YOUR COMPETENCIES

This brochure will lead to a new chapter of your life and teach you how to create your own project.

MOViT

Erasmus+

Erasmus+ (priorities and objectives)

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020 . Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

Erasmus + (2014-2020) is the new 16 billion euro catch-all framework program for education, training, youth and sport. It is built on the well-known and respected EU brand of the highly successful Erasmus student exchange program.

All previous programs like Youth in Action, Erasmus and LLP (Life Long Learning Program) are included in Erasmus+. It is divided into 3 principal pillars: education and formation, youth, and sport.

The main objective of Erasmus + is to improve employability of the youth by acquiring supplementary competences appreciated by employers, as well as improving their language skills and flexibility.

The youth sector part will be based around three different types of projects, known as Key Actions. These three Key Actions are:

• Key Action 1:Learning mobility of individuals;
It is addressed to Staff (teachers, trainers, school leaders and youth workers) and students. Here we can find the old Youth in Action actions 1.1, 3.1, 2 (EVS), 4.3 (which now can be up to 2 months).

• Key Action 2: Co-operation and Innovation for Good Practices;
The actions under KA2 make it possible for organisations from different participating countries to work together, to develop, share and transfer best practices and innovative approaches in the fields of education, training and youth.

• Key Action 3: Support for Policy Reform;
In this action will include the old action 5 from Youth in Action. It will also include EU presidency events and Council of Europe events.

General objectives:
• the objectives of the Europe 2020 Strategy, including the headline education target ;
• the objectives of the strategic framework for European cooperation in education and training (ET 2020), including the corresponding benchmarks;
• the sustainable development of Partner Countries in the field of higher education;
• the overall objectives of the renewed framework for European cooperation in the youth field (2010-2018);
• the objective of developing the European dimension in sports, in particular grassroots sports, in line with the EU work plan for sports;
• the promotion of European values in accordance with Article 2 of the Treaty on the European Union.

The Erasmus+ Programme aims at promoting equity and inclusion by facilitating the access to participants 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).

Youth Exchanges

Erasmus+ programme was created to offer youngsters the chance to know other people, other cultures, working together as a team for a certain time.

The European Union gives us this opportunity to gain new competences, make new experiences and improve your foreign languages knowledge and skills. This international program is not a school program but it takes place outside of this sphere using the non-formal education as a complement to the normal school education. Non-formal learning is a loosely defined term covering various structured learning situations which do not either have the level of curriculum, syllabus, accreditation and certification associated with 'formal learning', but have more structure than that associated with 'informal learning', which typically take place naturally and spontaneously as part of other activities. The exchanges are open to young people aged 13-30 and last from 5 to 21 days. They can be in another Member State or outside the EU. Youth exchanges enable young people to discover new cultures and friends, develop new competences and better appreciate values like solidarity and democracy.

To join in a Youth Exchange program you need a sending organization active in your nation/city who is involved in some Erasmus+ activities. It can be a non-profit organization, association, NGO or a public body. If you do not know any of these you can contact your National Agency can help you find an organization to sponsor your exchange.

Training course

Training course gives youth workers from different countries and opportunity to develop and improve their competences, learn about new methods of working and sharing experience. Non formal education methods make the trainings more interesting and useful for the participants; in that way the knowledge is acquired faster. Quite often the methods involve role-plays, theatre or games which make the activities really entertaining.

Except for their educational purpose, trainings are a great possibility get to know different cultures and their customs, travel and make new friends. The costs of accommodation, food and travel are covered by the Erasmus + programme. After the training course each participant can receive a certificate, the so called Youthpass which lists their newly acquired or improved skills.

The activity can last from 2 days to 2 months, excluding travel time. It must take place in one of the participating countries. Contrary to the Youth Exchange, there is no age limit, and up to 50 youth workers can take part in a training.

To take part in a training course you usually need to be a youth worker interested or involved in the topic.

What is EVS?

The Erasmus+ programme offers young people the chance to make a difference through the European Voluntary Service.

The European Voluntary Service (EVS) gives young people the opportunity to express their personal commitment through full-time voluntary work in a foreign country within or outside the EU.

The EVS aims to develop solidarity, mutual understanding and tolerance among young people, while contributing to strengthening social cohesion and promoting active citizenship.

Their learning experience is formally recognized through a Youthpass. Volunteers receive free board and lodging, insurance cover and a grant for the duration of the project (in some cases they may be asked for a contribution for travel costs).

EVS volunteers working for more than two months abroad can get additional support to learn, and test their progress in, the language used during their volunteering.

The benefits of participating in EVS

Volunteering through EVS provides young people with a real-life international learning experience, encouraging social integration, increasing employability and offers opportunities to show solidarity with other people. Among many benefits, organisations and local communities are strengthened by the experience of European partnerships who exchange cultural knowledge and good practice, increasing awareness and understanding of international youth work.

EVS aspires to develop solidarity and promote tolerance among young people, primarily to reinforce social cohesion in the European Union. It promotes active citizenship and enhances mutual understanding among young people.

PROBLEM TREE

A problem tree gives a full picture of the causes and effects which are identified for the given problem. This technique is very useful for projects which are connected with behaviour changing. When causes are identified, the problem can be solved by focusing on the causes that are really important. A problem tree must have negative statements (e.g. lack of knowledge, unemployment, discrimination).
A problem tree analysis:
◻ makes the project planning easier
◻ shows multiple causes, which is important to see the problem in a complex view
◻ helps to focus on particular cause which makes intervention in the project more effective
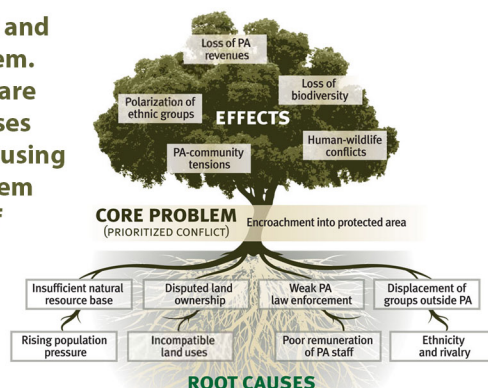
COMMUNICATION BETWEEN THE MEMBERS OF THE TEAM

While writing a project it is important to keep in mind that the key to success is good communication between the members of the team - from your country and partner countries with which you are writing a project. Sometimes it is not possible to meet face to face to make some decisions connected with your project but thanks to technology, it is not a problem anymore:Skype or other communicators are very helpful in communicating with the other members or the team. While writing a project, it is important to remember that cultural or personal differences can cause some misunderstandings. To reach the common goal, it is good to make sure that all the partners have similar points of view.

NEEDS, AIMS AND SMART OBJECTIVES

WHAT ARE NEEDS ?

The basic needs define the absolute minimum resources necessary for long term physical wellbeing. The traditional "basic needs" include food, water, shelter and clothing. But nowadays modern society also emphasize not just basic needs but also sanitation, education, healthcare, social inclusion, personal care, socio-economic needs like equality, healthy , clean and safe environment, opportunities for everyone etc.
If we use Maslow's hierarchy of need, represented as a pyramid with basic needs at the bottom and love/belonging, esteem and self-actualization at the top. When needs at the bottom are fulfilled we move toward the top. And the top needs are the needs we are trying to fulfill with projects of Erasmus+ Programme.
The projects aim at youth with less opportunities. With good projects we motivate youth to strive for constant betterment. With boosting their self- esteem and potential, with action, they also influence development of local communities and implement good practices, which can also be used by other youngsters or local communities.

WHAT ARE AIMS ?

An aims-objectives confusion might arise when you are writing thesis proposal and the introductory thesis chapter.
So, what's the difference between the two?
An aim is something intended or desire to be obtained by one's efforts. And an objective is to do with achieving and objects is about actions.
The aim is what to do and the objectives is how to do.
The aim is about what you hope to do, your intention in the project. It is what you want to know. It is ambitious but it's not beyond possibility. The aims should be clearly defined. Once aims have been established, the next task is to formulate the objectives.
Also the aims should be interrelated with the objectives.
Example: My aim in this project is to ... to map, to generate, to build, to design.....

WHAT ARE « SMART » OBJECTIVES ?

Writing an Erasmus+ project can get a bit tricky if you do not identify SMART objectives from the start. So what is an objective ?
An objective is simply what you want to do or achieve in a project.
And now what do we mean by SMART ?
Often we do not spend enough time clarifying what we are really aiming before we move to action.SMART means of course « clever » in the first place but in our case it is also an acronym that stands for:

S as in Specific (i.e. precise and explicit).
M as in Measurable (i.e. quantify, make a survey or assess progress)
A as in Achievable
R as in Realistic
T as in Time in the sense that you have to respect a time frame.

Informal Education

The truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment-from family and neighbours, from work and play, from the marketplace, the library and the media.

Formal Education

The hierarchically structured, chronologically graded "educational system", running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical and professional training.

Non-Formal Education

Any organized educational activity outside the established formal system-whether operating separately or as an important feature of some broader activity-that is intended to serve identifiable learning clientèle and learning objectives.

TRUST BUILDING METHODS

Trust is one of the most important values in teamwork. It is essential to build it to create effective teams for activities during the project. There are various methods, such as trust building games and other kind of activities, that help youth workers and youngsters bond and achieve efficiency within the group. It is widely known that if people trust each other, they become closer and their relationship improves. This can tremendously affect the quality of the learning experience. When participants feel comfortable, they are willing to open up and in the result, they are more positive, creative and innovative.
Trust building games are more efficient when they are used 2-3 days after the project has started because then participants know each other better and thus are more able to trust each other.

Example of a trust building game:
Choose five people. Tell six of them to stand in a circle, place one person in the middle. Ask the person in the middle to close the eyes and relax so that he/she will be able to fall randomly on each member of the group. Each member will act as a "protection wall" and
will push the person in the middle in another direction. The person in the middle should maintain their feet joined and swing like a bottle would.

How to motivate young people

Understanding what motivates people, especially the youth, to be involved in sport will help the coach provide a fun, enjoyable and supportive training environment.
Very few teenagers lack motivation completely, they usually lack motivation to do tasks that the think do not matter, do not seem important or are done in order to satisfy an agenda that does not relate to them.

The main steps in motivating young people to be more productive are:

1. What is In It For Me?
This is the most important motivational ingredient of them all!
It is easier to motivate young people if they are informed about the purpose and value of the task.

2. Let Them Have a Say
Give the young people a say in what and how things are done.

3. Let Them Learn From Failure
Preventing young people from experiencing the consequences of failure robs a task of its significance and the motivation to do better next time.

4. Help Them to Remember
Teaching young people how to remember is very important. For example, it is good to use aids such as charts, colour coded rosters or timetables and place them in visible places.

5. Make It Achievable
Sometimes the problem lies in the size of the task. The problem does not necessarily lie in the fact that young people are reluctant to do the task but rather in the fact they do not know where to start and it all looks too hard. Break the tasks so it will look easier.

6. Make It Fun
This motivational principle applies to people of all ages, not just to the youth. Most people are more motivated to do something fun rather than something boring. Fun is the key ingredient to getting young people active and motivated to participate in social activities.

IMPACT

Project's success is based on its impact size. Basically, there are five levels of impact:

1. Local
2. Regional
3. National
4. European
5. International

The project makes an impact firstly on the participants of the project and then it is gradually spread on the citizens of the participating countries. Participants can transfer experiences, skills and information about new perspectives to more people by sharing what they have learnt while on the project. It can be done through e.g. conversations with friends, sharing and improving new skills with the organisation for which the participants are working, making another project about this topic and so on.

EVALUATION

THE PRIMARY QUESTION TO ANSWER IS:

Which activities will you carry out in order to assess whether, and to what extent, your project has reached its objectives and results?
In short, evaluation is the analysis and interpretation of the atmosphere and overall objectives of an Erasmus + project (e.g. training, youth exchange).
Evaluation gives participants the possibility to grade the effectiveness of the project from the beginning to the end. In order to do that, usually the trainers gather groups and have informal conversations with them in the evening, after the day sessions are over. Additionally, at the end of the project, the participants have to fill in a paper evaluation.
The trainers have to evaluate the project's final outcomes as well and might evaluate the mid-term results of their work.

DISSEMINATION

Dissemination is the process of making the results and deliverables of a project available to the stakeholders and to the wider audience.
Planning for dissemination: To ensure that the project outcomes will be distributed and implmeneted in a community, a project must develop a dissemination plan that explains how the outcomes of the project will be shared with stakeholders, relevant institutions, organisations and individuals.

Key elements of a dissemination plan:
• Purpose (Why?) – e.g. to raise awareness about the pollution problem
• Audience (To whom?) – e.g. local community of Bovec
• Message (What?) – e.g. information about pollution in Slovenia
• Methods (How?) – e.g. brochure distributed to the local community
• Timing (When?) – e.g. at 8 pm, 27th March

Evaluation of the dissemination - To find out if the dissemination strategy was well chosen and implemented, it is important to include evaluation, which allows to monitor its quality and see if it aims have been achieved. For example, before the event, ask people on the street whether they are aware of a certain problem. Then, ask the same questions some time after the organized event, and compare the results.