

Resource Document for Erasmus+ Youth Group EVS project Mask of Conflict Ireland (Ireland, 21st to 26th August 2016)

An initiative of Eolas Soileir (Ireland), & partners Euroaccion (Spain), Grupa "Hadjeda..." (Serbia), Mladinski center Zagorje ob Savi (Slovenia), Öökull NGO (Estonia), Teaterkolen Kastali'a (Denmark), Dům dětí a mládeže hl. m. Prahy (Czech Republic), ALP (Austria), Kamaleonte (Italy), VZW JONG (Belgium), Creative YouthLand-CYouLand (Greece) & cirkus stjernesud (Denmark), funded through Erasmus+ European Youth Programme.



 **léargas**



Welcome to Mask of Conflict Ireland Training Course

What is the mask of conflict?

It was an international training course, organized by the organization Eolas Soileir, on Gestalt Theatre for Trainers. It was about developing the competences of experienced trainers in Europe on the conflict resolution and empathic communication through Gestalt Theatre and Gestalt approaches.

The **objectives** of this course were to:

1. Introduce and further develop the **participants' capacity to solve potential interpersonal conflicts** as well as to develop their self awareness as persons and trainers.
2. To explore the potentials of improvisation as a way for **self discovery and creativity** development.
3. To help participants to understand the **group dynamics** taking place in a group of participants and to better facilitate the group process from a Gestaltic perspective.
4. To facilitate the **exchange of experience** from participants regarding their previous work in theatre in training courses with young people.



Activities:

The program flow consisted of different sessions on:

- Gestalt dynamics and process,
- Gestaltic cycle,
- Gestalt Theatre & Improvisation,
- Body based approaches (Bioenergetics, Authentic Movement, Contact, "Passing Through")
- Role Play
- Mindfulness
- Meditation
- Group work
- Reflection
- Youthpass & Non-formal learning



Sending Organisations:

The sending organisations were:

- Euroaccion (Spain),
- Grupa "Hadjie da..." (Serbia),
- Mladinski center Zagorje ob Savi (Slovenia), Öökull NGO (Estonia),
- Teaterkolen Kastali'a (Denmark),
- Dům dětí a mládeže hl. m. Prahy (Czech Republic),
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Learning Goals

As a result of this training participants:

- 1) Developed their **social competence**, in particular, their ability to deal with inter/intra-personal conflicts in an effective way.
- 2) Improved their ability to **empathize** with other people with whom they can be involved in a conflict.
- 3) Acquired new skills and tools when it comes to the **facilitation of educational or socio-therapeutic activities** that have connection with conflict type of work at inter/intra-personal level.
- 4) Got a new perspective of the educational and training work in the field of conflict more in connection with the field of **emotional education**.
- 5) Became more **aware of themselves** as persons and about their own emotions and how express them in an assertive and healthy way while learning new ways/tools/approaches to do so.
- 6) Developed their **sense of spontaneity, capacity to be creative and their intuition** when it comes to work in conflicts in training situations, through supervision and Gestalt Theatre but also via other techniques such as Bioenergetics and other body based approaches (“contact” or “authentic movement”)



Youthpass

Eolas Soileir see Youthpass as giving the learner an opportunity to assess, recognise and validate their learning and skills acquirement. This reflective learning was a feature of the project with time set aside every day for the pax to reflect and assess their learning in a structured environment. All participants received a Youthpass and we allowed time for personal reflection, in pairs, and in the large group.



The Team

Susan Krstic is living in Belgrade. Psychologist, Gestalt therapist and freelance trainer, she is working in the field of non-formal education since 1995. She has been trained in Gestalt therapy, she has gone through the education of Carl Gustav Jung's analytical psychology about symbols and dreams, she has gone through the Bert Hellinger process for Family constellation. At this moment, she is trying to combine all her knowledge and life experience, to share with people everything she learnt and felt during her life. Using a little bit of knowledge and a lot of intuition, emotions and magic, she made some dreams come true. Every day, she is ready for new journey.



BACKGROUND IN TRAINING:

Living in Spain, **Diego Marín** is specialized in experiential learning and non-formal education since 1997. For more than 15 years working with groups of various kinds, youth and social workers, teachers, health workers, trainers, public staff, groups of adolescents, prisoners, etc. Founder of the Cazalla-Intercultural Association is currently working on Euroacción Cultural Association of which he is the president. He is a member of the Pool of trainers of the Directorate of Youth and Sport of the Council of Europe, Spanish National Agency for Youth and the SALTO trainers Pool (Support for Advanced Learning and Training Opportunities).

THERAPEUTIC PERSONAL WORK:

He has received and learnt in the workshop about experiential integration of one's death in Josep Maria Fericgla (Barcelona) in 1999. Diego is Gestalt therapist by the Gestalt Therapy School EIDOS in Murcia. He has made several SAT modules on Enneagram of Claudio Naranjo between 2008 and 2010. He has held the Fisher process of therapeutic work with parental figures with the team

CIPARH (Madrid) in 2010. It is currently in the process of training for certification as a respiratory therapist Holotrópica.

BACKGROUND IN THEATRE:

Formed in social theater in Spain, with the help of Yoshi Oida (actor and companion of Peter Brook ("the essence of the actor")), David Martinez (Theatre of the Oppressed), Anton Valen (The Way of the Clown) and Allan Owens (Pretext Drama). Currently he is trained at the long term training course on Gestalt Theatre in the Spanish School of Gestalt Theatre of Claudia Fres.



Some introductory exercises

Walk and Talk

We led a 'walk and talk' where we orientated the group to the surrounding area. During this hour-long walk each participant shared with each other their motivations for coming to this project. Finally they shared what they would like to get out of this project. In this exercise the participants were able to get to know each other's motivations for this project and at the same time introduction to surroundings

Group Contract:

The participants worked with the trainers to draft a group contract.

Expectations (hopes and fears)

The participants went into small groups where they were given 2 different post-its. They then had to write down their hopes and fears for the training. They then came back into the large group and shared these with the larger group.

What is Non-formal Education?

Facilitator asks: What is NFL:

Split into groups and each group writes up their definitions of NFL.

Share in larger group and then written on one big flip chart paper.

Some input given by facilitator.

Give an overview of youthpass.

Then give the participants questions for their learning journal:

What were important moments today?

What surprised me?

What do I feel good about today?

What blocked me?

What could I do to unblock?

Introduce learning buddies –

using questions from journal – have a chat for ½ an hour!

Personal learning plan:

Before the training we asked projects and participants to identify learning action plans and objectives. Questions during the project:

What do I want to learn, how will I learn it, with whom & when.

Journal:

Each participant was given a journal.

Mid-Way evaluation / review/evaluations

MID-WAY review:

Make sure the room is warm and there are some cushions and blankets.

Ask the participants to have their pens and notebooks close by.

Ask the participants to lie down and close their eyes.

Play nice reflective music.

Ask some questions :

Think of your journey here

When did you first hear of this project?

Was it from an email?

What were your motivations for coming here?

What were your expectations?

How did you feel coming here?

How do you feel now?

What have you learnt so far?

What are your comfort zones while you are here in Ireland?

Can you see yourself stepping outside these comfort zones?

What would help you to do this?

What have been the challenges so far?

What are the key moments or experiences I've had so far?

What opportunities do you see?

How can I make the experiences better for myself and others?

Give the participants time to reflect after each question and add other you see as relevant.

When you are finished speaking tell the participants that they can write their reflections into their note books. They may now have a chat with their learning buddy.

End of project evaluations : We carried out both an informal and formal evaluation. See below the informal evaluation. We also had a written evaluation for each vol.

Informal evaluation: Spider web

The group sits in a circle. We had a ball of string or wool. We ask the group to give some feedback about the project. They are thrown the ball of string across the circle. Each person has a chance to speak, the ball of wool is thrown across the circle to create a spider web.

Warm up/Energisers/Name games

Every morning we spent 30 to 40 mins playing games to energise and build the group – here is a sample of these games.

Warm-up of body – facilitator goes through each part of the body and warms up

Shake out by 8 – facilitator starts to count loudly to 8 whilst at the same time, shaking the right hand, moves onto the left hand, right foot and left foot. We then move down to 7, 6, 5, 4, 3, 2 & 1.

Action name: In circle each person say their name and put an action word in front of it and act out the word, for example 'dangerous Deirdre'. Each person does this in the circle once and then we go around the circle a 2nd time and each person does the exercise again but this time the whole group repeats the name and action.

Introductions: Each person introduces the person either side of them and themselves. This is, I am, this is

After this is done, move the group so that they are beside different people and repeat exercise.

Your name in circle: Person says another persons name and starts to walk towards them. The persons says another persons name and walks towards them. Continue and keep up the energy.



Walk the Space

Instruct the group to walk the space. They must not walk in circles, but walk with purpose as if they are walking purposely to a meeting! As they are walking tell them that at the moment they are at speed 5 out of a speed of 10. Now instruct the group to walk according to the number that you call out, with 10 been the fastest and 1 the slowest, do not run!

Variations:

Walk the space shake hands, can't let go of hand till find another.

Walk the space and make eye contact with another.

Walk the space and shake hands with people you meet and greet them!

Greet them in your own language.

House/earthquake

House / tempest. Facilitator shows a 'house'. Two people raise their hands in an arch shape, that is the house, a third person takes rescue in the house. There is 3 instructions, the first is **house**, 2nd is **person** and 3rd is **earthquake**. Form groups of 3, with one person without a group. participant shouts house, the 2 people with raised hands are required to move and form another house with someone else, the person in middle does not move. One person is always left without a house. When 'person' is called all the residents must find a new house and when earthquake is called all 3 people must find new houses and residents. So there must be one person 'on' at all times.



Culture shock

Walk around space, greet each other firstly in your own language/culture. Now try different cultural greetings. Now make up your own greetings in pairs, the greeting must incorporate three elements, for example, sound, movement etc.. Group looks at the greetings.

Bomb and Shield:

Ask the participants to walk around the space. While they are walking, ask each participant to select 2 other people. They should keep these choices to themselves and not indicate who they have chosen. One person is the bomb and the other person is the shield. Explain that the aim of the exercise is to keep your shield between yourself and your bomb.

After a few minutes, you can call, "Freeze", and check in with the group to see how they are doing. You can also give a countdown to the stop.



James bond, elephant ears & toaster: Group in circle, one person in the middle. They shout one of three instructions to a person. If it is James bond then the person must act like James Bond with a gun and the two people either side act like two sexy women! Elephant ears, the person pointed at must make a trunk

and the people either side make the huge ears, lastly toaster, the person in middle jumps up and down like toast popping out of a toaster and the people either side extend their arms across like a toaster! The person in the middle shouts the instructions loudly and quickly, if anyone makes a mistake they are out (or in the middle)!

Sequence ball: throw ball to someone, they fold their arms to indicate that they have been chosen till all the group have been thrown the ball. Now move into sequence with the ball – start introducing extra balls.

Space Jump: One person goes into the centre and makes a shape. Another person joins and adds to the shape. The first person then leaves and another person joins to change the shape. Now you may pair people up and they work together.

Zip, zap, bong: facilitator passes the zip quickly around the circle. Then introduces the zap in the opposite direction. Bong is when the movement crosses the circle.



Human knots – there is a number of ways to get the group into a human knot. They could walk the space, shaking hands with each other. Shout stop and people reach for other people till everyone is holding hands. Or group is in circle and you ask everyone to extend their hands into the circle and grab two other hands. The group must now unknot themselves. They can do it with talking or silently.

Sword fight: Divide into pairs, put one hand behind your back, with flat palm against your back, your other hand is like a sword. The objective is to touch your partners flat palm without letting them touch yours

French telephone: Everyone stand still (not in circle). Choose another person without them knowing. Now stand still and do nothing just copy any movements or sounds that your person does. Facilitator calls out a scale between 1 to 10. Whatever number is called out, you must exaggerate the movement on this scale.

Mosquito hunter: Mosquito above person's head next to facilitator. I instruct that I must kill the mosquito. We do this by the person ducking down, person each side of them claps above their heads. Carry on around the circle.

Wink murder: Everyone closes their eyes. Facilitator taps one person on shoulder and then she/he is the murderer. Everyone opens their eyes and walks the space. If the murderer winks at you, you wait 5 seconds and you must die a horrible death. The objective of the game is to guess the murderer, but if you guess wrong you are out of the game!

Huggy bear :

Walk the space, facilitator calls group numbers, ie Get into groups of 5 and then each pax finds themselves in group. Continue until group warmed up. You can finish on the total number of pax, in this way they feel like a group.



Pass the clap: pass a clap around the circle. The clap can go either direction or across the circle.

Splat: Group in circle, one person in middle. They hold their hand out with palm outstretch and say SPLAT quickly and loudly to one person. That person must duck and person either side must say Splat and hold their arm outstretched above the person's head. If anyone makes any mistake they are out, till there are only 2 people left and they have a splat off. Where they are back to back and take steps away from each other. Facilitator shouts out similar words to Splat (ie splash) but only when the facilitator shouts SPLAT must they turn and shout splat! The winner is the one who shouts first!

Hand squeezing: Everybody hold hands. Starting with facilitator pass the squeeze. Can change direction.

Energy circle: start with facilitator pass an energetic movement and pass the energy. Go around circle a few times, now can change direction.

Cat and mouse: Everyone is in a pair. Game of chasing, one person is cat and the other the mouse. Cat chases the mouse. The mouse may stand beside a pair and the person on the outside is now the mouse, so they run! If cat catches the mouse, then the mouse becomes the cat and chases the mouse.

Four corners: Group stand in circle and one person in middle. They change places with each other by eye movement and sound. Person in middle tries to get to their place.



MAIN LEARNING POINTS IN THIS TRAINING FOR THE PARTICIPANTS

- Know myself deeper
- New and useful activities
- Conflict as a source of learning
- Better understanding of what is behind drama exercises
- Stay strong while being in the process
- Learn more techniques to work with in trainings
- Some ideas are out-dated and can be modified
- I must express my needs and feelings
- The magic of synergies in a group
- That Non Formal Learning is even more important to have in primary school than formal things
- Recognize the real feeling and express it!
- Self-Responsibility!
- Listen to yourself more!
- Learning to put in words my emotions
- Dealing with conflict in different ways
- Magnification of dramatizing “experiential”
- To feel
- How my body is connected to emotions and viceversa
- Better understanding of group’s dynamics
- Take care of myself
- How to follow my needs
- Listen to others: recognize and respect each process
- A better understanding of yourself leads to a stronger more capable leader. What we project will dictate the dynamic of the workshop space.

- The real you. I know myself: Know when to wear the mask, know which mask is suitable, know when to get off the stage (and be with your real life).
- The mask is a safety to survive



GROUP PROCESS - What is important to have on mind as a trainer/youth worker?

- Take into consideration the past/background of youngsters
- Time for debriefing (make sure objectives have been clear/feedback/opportunity to learn about yourself)
- Diary
- Involve everyone inside the group (curtains up!)
- Choice – Personal responsibility
- Working with different groups
- Integration groups
- What are the needs?
- Taking into consideration the synchronization of the group member (understanding the process of coming together)
- Establish written/unwritten group rules (work out/agreements)

- Free time to steam off! Breaks are important
- Be aware of the different needs within the group
- To get to know your participants before the training (form)
- Connecting the learning to your practice
- Be able to read the group and prevent over domination & support and encourage the quitter members of the group
- Have a diversity of methodologies for a diversity of learners: learning styles and multiple intelligences!
- Encourage responsibility in the group.
- Implicit or explicit context of training activities?
- Balance mind & body
- Vary between individual work and group work
- Support and build dynamic of mutual support within the group (eg. best friend)
- Vary indoor and outdoor activities
- Close what you open
- Accept and give space to emotions
- Don't give advices: be a supporter
- Listen
- Be flexible (work on the needs of the group)
- Time management
- Plan risk management
- Humour: let's laugh together (and let's cry together)

ROLE AND COMPETENCES TRAINERS SHOULD HAVE

- Able to deliver theoretical concepts
- Take care of yourself
- Active listening skills

- Have in mind the past and the feelings of the members of the group.
- Developing a safe space /non judgemental
- Say YES /Say NO
- Project management's skills
- Be open
- Motivate people to express themselves
- Flexibility: go with the flow of the group
- Ability to create exercises/games including all learning styles
- Constructive feedback
- Accept the differences
- Dealing with uncertainty
- Be able to develop a programme where an activity is built on the previous one
- Strictly follow the timetable
- To be an authentic trainer
- Giving examples on certain theories
- Facilitation skills
- Ability to deal with difficult emotions (culturally and emotionally intelligent)
- Be inclusive in your practice
- Nurture the group to grow/ be responsible
- To help the group come up with its answer
- Empathy
- Coach/mentor
- Good cooperation with co-trainers
- When you are opening the youngsters personal doors remember to be sure that the youngsters are safe in the situation before saying goodbye for today

- The number of facilitators in relation of the number of participants has to be appropriate to the activities
- Balance of activities
- Trainers need to have experienced and understood the exercises for themselves first
- Give very clear concise instructions and check everybody has understood
- Skills to create nice visual flipcharts
- Ability to motivate & inspire others
- Skills to read a group
- Language skills
- Be aware!
- Be brave to confront the participants and yourself
- Use music to create a good learning space
- Vary methodologies



Testimonie from participants in Ireland

Ludmila (Estonia):

This seminar changed my life in many ways. Topics were very interesting and the trainers were very good. I am happy that I got the opportunity to participate in this seminar.

Everything was super. Well thought through and well organized.

The program was versatile. The trainers used a variety of techniques that made the training very interesting. I felt involved all the time.

It was important that I had to actively participate. Thanks to this, I learned a lot about myself. I really enjoyed these moments, when I had to be alone and reflect what is going on in my mind and body. It has been long time since I felt that I have time only for myself - It is MY TIME. That I am important.

This acting part was at the beginnig weird but at the end of the training I really enjoyed this. I put all together what we did, and this was useful part of the whole picture.

It changed me a lot. I take more time for myself now. My mornings have completely changed. I do 25 minutes of yoga every day, and I just be bymyself. I appreciate myself more than before, and I'm much calmer and happier person, a mother and a wife. Also I changed the way of thinking and behaviour. I am not so demanding towards myself any more, that I have to this or that, I dont have to take responsibility for everybody and everything. The only thing I am committed to right now is improving myself.

I feel more confident in the work, I am more straight without constantly thinking how this what I have said effects another persons feelings or beliefs. Because certain things are important in my work to be said. No need to wear a mask anymore :)



Conflicts:

One definition which we find useful for understanding the basic elements and factors involved in conflict is:

“A disagreement through which the parties involved perceive a threat to their needs, interests or concerns.”

Identifying the major elements of this last definition is crucial for understanding conflict factors, regardless of the conflict type, as the first step towards analysing conflicts and managing them. Using the above definition as a basis, factors of a conflict are:

Disagreement: people often have disagreements (differences of opinion regarding certain facts, different interpretations of reality, etc.). Nevertheless, they manage to work and live together. A disagreement is only one factor of a conflict.

Conflict is a situation in which people perceive a threat to their physical or emotional well-being. In fact, conflict tends to be accompanied by significant levels of misunderstanding that exaggerate the importance given to the disagreement.

An understanding of the “real” nature of a disagreement will help parties to identify their true needs.

Parties involved: at first sight, one might think that it is easy to identify the parties to a conflict. People are often surprised to find out that they are also a party to a conflict they may not have even heard about. This is common in international and historical conflicts. For example, an ordinary citizen of a certain country might not realise that they are considered the enemy by a certain political or religious group of which they may have little or no knowledge. For more

Perceived threat: there is a difference between a perceived threat and a real threat. Perceived means that the threat is anticipated or expected. This means the threat is thought to exist, but it does not necessarily mean it does exist (yet). In conflict situations, people often respond to the perceived threat, rather than the real threat facing them. Fear of a perceived threat is exceptionally powerful. Understanding the true threat issues and developing strategies to deal with them are essential to constructively dealing with conflict. People’s behaviour and feelings change along with the development of a sense of the threat they experience, and so do their responses to the perceived threat.

Needs, interests and concerns: these elements can have different shapes, forms and importance for a conflict. They can determine the level of intensity of a conflict.

Needs, interests and concerns can be tangible (such as money, food, water and other resources) or intangible (such as feelings of security, love or revenge). These elements vary in their influence on a conflict depending on the conflict’s intensity and many other considerations.

Each participating organization prepared a dossier on the difficulties and conflicts that often occur in the conduct of their work/group work/Erasmus+

projects etc and the tools they use to cope and training they would need arising from it. Through movement, role play, drama exercises, debriefing and reflecting the group worked through these conflicts.

Compilation of the most common conflicts that these professionals face in their daily work (exchanges, EVS and training) also in day to day youth work:

- Communication difficulties
- Disagreements
- Intercultural issues
- Expectations
- Language
- Time keeping
- Motivation
- Misunderstandings
- Work related
- Inadequate internal agreement
- EVS – not enough work to do
- EVS – Not enough challenging work to do
- Isolation
- Loneliness
- Homesick
- Food
- Accommodation
- Bullying



Another way of understanding conflict dynamics, and especially how conflicts escalate and can be de-escalated, is proposed in the “staircase” model.⁴⁶ This model has nine steps. The descending staircase starts in debate about the contradiction in question, moves on to considerable hostility, and finally enters a phase of violence in which the parties try to exterminate each other. According to this model, any conflict that is not being reversed will descend the staircase with accelerating and self-amplifying dynamics.

The ‘staircase’ in more detail:

Step 1: Hardening of standpoints

The starting point of a conflict is usually relatively simple. Tensions lead to irritation, which makes for a negative atmosphere. Standpoints are hotly debated. On the first step, the parties realise that they depend on each other and their relationship moves back and forth between co-operation and competition, yet there is still commitment to resolving differences. A measure that can be taken to de-escalate the conflict at this point is simply for each of the parties to show interest in the position of the other.

Step 2: Debate and polemics

On the second step, opinions become polarised and discussions escalate into verbal attacks. The parties look for weaknesses in the arguments of their conflict partner. The parties only hear what they want to hear, emphasising their superiority. At this point, the focus of the discussion changes from facts and actions to people. On this step, co-operation and competitiveness alternate continuously, but the parties still attempt to maintain the relationship through talking. As soon as one of the parties feels that they have been deprived of the right to justify themselves, the conflict quickly moves to the next step. The tipping point comes when the conflict parties no longer fear conflict acceleration and move from words to action. The breakpoint appears when the parties act unilaterally and assumptions are made without mutual consultation and agreement.

Youth transforming conflict can be taken to try to reverse the escalation process is for the parties to be encouraged to try to understand or empathise with the perspective of their conflict partner.

Step 3: Action – not words

On step three, there is a difference between verbal and non-verbal behaviour. The parties assume there is no point in talking to each other because another debate would only make things even worse. Each party is increasingly focused on the behaviour of the other. A group feeling is being established in opposition to the conflict partner. At this stage, a measure that can help de-escalate the situation is for informal communications to be initiated between the parties. This can help prevent the parties from taking the next step over the threshold of fear.

The first three steps on the staircase are characterised by deadlock between the

parties.

Fear prevents further escalation to the next level. By this point, it is no longer possible for the conflict to be solved by the parties by themselves. The involvement of a third party will be necessary.

Something to think about!

Step 4: Preserving image and the creation of coalitions

On the fourth step the conflict parties distance themselves from each other and groups to which the conflict partner belongs (for example, religious or ethnic groups or a country). Rumours are spread and supporters are actively recruited. The competences and knowledge of the conflict partner are challenged and questioned. Both the parties view themselves as “good” and the other conflict party as “bad”.

The conflict partner’s nature is seen as fixed and impossible to change – in other words, “once bad, forever bad”. At this stage, the parties provoke their conflict partners to act as they would expect them to, and the following reactions are added to a growing list of negative characteristics. This becomes a selffulfilling prophecy. By this step the contradiction is no longer the main problem. The conflict partner is simply blamed for everything that has happened. Suspicion grows, and current and previous actions are seen as the evil deeds of the other party. A measure that can be taken to de-escalate the situation at this point is for the parties to be encouraged to consider the language they are using (namely, accusing and blaming) and to try to use non-violent communication.

Step 5: Loss of face

On the fifth step, the parties focus their entire attention on what they see as the other party’s truly rotten nature. Revealing this to the rest of the world becomes an important duty, and considerable energy is spent on slandering the conflict partner. The parties feel that their counterpart has violated their (personal) integrity and search for ways to take revenge. The other party is seen as demonic, devilish, and capable of anything. The insecurity caused by these prejudices adds to the irrationality of the accusations, and feeds fear.

The earlier stages in the conflict escalation process are now viewed through this perspective and all previous actions are now seen as evil deeds. A measure that can be used to try to de-escalate the situation at this stage is for the parties to be encouraged to make clear distinctions between the facts of the conflict and their feeling of being mistreated by their conflict partner.

Step 6: Strategies of threat

On the sixth step, stress levels grow and threats and ultimatums are made. There is an increased sense of time pressure, which increases the pace of escalation, and the chance of coming to sane and logical conclusions decreases. All of the threats of the other conflict party are taken with complete seriousness. The parties are driven by the need to monitor the actions of the other, in an attempt to prevent them from acting. A measure that can be taken at this stage to try to de-escalate the situation is to encourage the conflict parties to consider

carefully their needs, and how these needs can be fulfilled by the conflict partner, rather than issuing ultimatums or threats.

The fundamental characteristic of steps four to six is mutual mistrust. To proceed to the next level the parties cross the threshold of destruction into the three final steps, which are characterised by attempts to cause damage and devastation to the other party.

Step 7: Limited destructive blows

On the seventh step, the idea of the conflict partner being human is put into question. The enemy becomes a dehumanised object and any damage inflicted on them is seen as a victory. The focus is on limiting one's own losses. Even though both sides suffer losses, the negative consequences are neglected. The one losing the least is considered to be the winner. The conflict has come to revolve exclusively around the actions of the enemy and the goal has become to inflict damage. A measure that might at this stage contribute to deescalating the situation is to appeal to the conflict parties' sense of self-preservation. In other words, by showing the conflict parties that they stand to be damaged or hurt by their own actions against the other, they may reconsider engaging in destructive blows.

Step 8: Nerve centre attacks, fragmentation of the enemy

On the eighth step, targets known to be of importance to the other party are attacked. At a micro level (people, individuals), this could involve anything from letting the air out of the bicycle tyre of a competing colleague on a busy day, to vandalising the apartment of an ex-boyfriend, destroying photos of high emotional value, or threatening the lives of relatives. At a macro level, this could involve an army getting ready for an attack or to occupy a city. An important limit is crossed as the action purely concentrates on what hurts the other party the most and all sense of proportionality is lost. A measure that can be taken in an attempt to de-escalate the situation is to appeal to the good sense and common decency of the parties, asking them to reconsider whether their current actions are proportionate to the situation.

Step 9: Total extermination, together into the abyss

On the ninth and last step, the drive to exterminate the conflict partner is so strong that even instincts towards self-preservation are put aside. There is no way back and the annihilation of the enemy is sought, even if the price is self-destruction. The parties might risk bankruptcy, imprisonment or physical injury: nothing matters any more. A total war of extinction is now carried out. Guilty is no longer separated from nonguilty; allies or neutral parties can no longer be identified. The only objective is to make sure that the other conflict party will be destroyed at the same time. Genocide is a good example of this. A measure that can be taken to attempt to de-escalate the situation is to ask the parties to consider their own selfpreservation, at the same time as appealing to their sense of morality, asking them to consider if their actions are not more likely to hurt or damage people they love or innocent civilians as much as their enemy.



Info sent to all participants and SO before the project

Information sent to all partners & volunteers before the training:

- Project will take place in a very rural location there is no shop, pub or amenities within walking distance of venue. It is located in the south of Ireland – Clonmines (near Wellington Bridge), Co. Wexford. We will have transport at our disposal throughout the project and will drive to beach, heritage sites etc in the evening time.
- Accommodation will be in shared rooms.
- Food will be cooked by a vegetarian chef.
- There is NO internet at either house or venue, we will travel to a wi-fi area a couple of times during the week.
- Arrival: The venue is approx. 3 hours bus journey from Dublin Airport. On Saturday there is only one direct bus that brings you to Wellington Bridge, which is 5km from the venue. The bus to Wellington Bridge leaves at 17.00 from Dublin Airport Coach Park and at 18.00 from O'Connell St (outside Gresham Hotel), which is the main street in Dublin. All participants must try to travel by this bus as we will organise a pick up from Wellington Bridge when this bus arrives at approx. 8.45pm. The name of the bus company is Ardcavan coaches. The return bus fare is approx. 20 euro. Please tell the driver that you are departing at

WELLINGTON BRIDGE. A light supper will be ready for you on Sat evening upon your arrival.

- Departure day :There is only one bus from Wellington Bridge, it leaves at 07.30 on Saturday morning and arrives at Dublin airport at 11.00. If some participants need to leave early we will facilitate this.
- All bedding is supplied, if possible please bring a towel. But we will also have towels at the venue.
- Please bring loose clothes with you.
- Please bring rain gear. The weather in Ireland is very changeable, so bring clothes for rain and sun! For those coming from a warm climate bring some warm sweaters. We will have rain gear, warm sweaters and sun cream at the venue so don't worry if you cannot pack these.
- For those brave enough we will visit the beach so bring swimwear.
- We have a dog that lives with us. He is very friendly but please inform us if this presents any problems for you.
- Email Deirdre at dquinlan6@gmail.com for more information.
- My mobile is 00353879536586 (Deirdre) or 00353872360979 (Jack)



Agreement

Eolas Soileir & partners drafted an internal agreement that was signed by all partners.

Impact and dissemination of the project

Each partner had an evaluation meeting where the experiences and learning of the participants were evaluated and the next steps planned.

We asked the partners to evaluate and measure the impact this learning project has on the participants upon their return and include it in the partner report.

We also made this dissemination plan:

Writing of a manual which we disseminated via partner website

Use social media to disseminate the project – eg fb page

Ask your participants to share their experiences with other youth facilities and people interested through a series of talks and presentations to schools, youth clubs and local & regional organisations.

Participant final Report

The Erasmus+ programme sends out final report to all participants, it is the role of the SO to ensure that each volunteer completes this on-line report.

Dog

For your information we have a small dog who lives with us. Previous visitors to our centre have asked us to alert them of this fact prior to arriving at our venue.

Questions and comments?

I've tried to be as comprehensive as possible in this document, but if I've omitted anything or if you have anything comments or questions :

Please email Deirdre at dquinlan6@gmail.com anytime.



Project co-ordinators

Deirdre Quinlan

Deirdre is a freelance trainer and facilitator. She has extensive experience in international youth work and life-long learning. She is also a founder member of C.L.E.A.R. and Eolas Soiléir and through her hard work for the organization, Eolas Soiléir has been granted educational charitable status by the Irish authorities. She has a deep commitment to education and non-formal education in particular. She has a degree in communications, a post grad qualification in youth and community work and has trained extensively to be a trainer/facilitator with an emphasis on using drama/creative methodologies. She has project managed all of the projects thus far for C.L.E.A.R./Eolas Soiléir, including all logistics, financial aspects, planning, direction etc. As her work is freelance she can devote a significant amount of her time to the activities of the organization. She is a member of the trainer pool for Leargas the Irish National Agency for Erasmus+.

Jack Talbot – project worker/mentor

Jack works in Ballymun in Dublin as a part-time teacher with the National organization, Youthreach. He is a member of the Teaching Council of Ireland. He teaches creative media expression, outdoor activities and intercultural studies. He previously worked as an independent producer for RTE and TG4. Jack is a committed lifelong learner with the experience of leaving formal school at 15 to start an apprenticeship as a gas fitter and plumber, returning to education at 22 to complete a Diploma in Communications and in 2007 was conferred with Bs. Hons. Degree in Education and Training from Dublin City University. Much of his life long learning experience is gained from being a father to four children. He also has a postgrad diploma in Education Leadership from DCU. At present his work for Eolas Soiléir is centered on the design and delivery of residential courses in active learning of development education (DE) for young adults and the sustainable development of the facilities in the centre.

Eolas Soileir – Host information
www.eolassoileir.ie

Eolas Soileir is an organisation that has received charitable status in the Republic of Ireland. The main objective for which the charity is established is:

- The advancement of Education in Ireland and Europe by developing learning opportunities through volunteerism.
- The promotion & awareness of non-formal and creative methodologies to develop mindfulness and wellbeing of individuals & awareness of the principles of sustainable development & permaculture.



Our main objectives are:

1. to provide opportunities for training programmes using non-formal learning methodologies.
2. to become part of a European wide network of non-formal learning organizations with similar aims and objectives.
3. To promote and facilitate volunteering.
4. to develop, organize and facilitate training courses such as;
 - Advancement of intercultural education,

- Advance of sustainable development education
- Advancement of development education
- creative expression
- volunteering

These training course will be delivered using through non-formal education and learning methodologies.

Our board has 8 members and 3 directors with three members of the organisation belonging to the training pool for Erasmus+ here in Ireland delivering trainings which promote the YiA programme in Ireland and abroad.

We are an accredited sending and hosting organisation.

We are developing a sustainable learning centre in Clonmines, Co. Wexford.

Our Mission

Our mission is to promote non-formal education and volunteering to tackle global inequality and promote critical thinking.

Our Vision

Is a society where all people are valued and respected. Where education is accessible to all. Where mindfulness and wellbeing of individuals are given equal value in education. Where people are supported in developing critical thinking skills to tackle global inequality.

Our Values

Eolas Soiléir is values based organisation, and we work to ensure that our practices are in line with our core values:

- **Volunteering:** To work for the benefit of society without seeking material reward. Within this to work towards social change and the development of self.
- **Respect and Diversity:** to embrace diversity and intercultural learning. Respect should be at the centre of its relationship with partners, participants and all those involved in its activities.
- **Human Rights** – respect for individuals as stated in the Universal Declaration of Human Rights.
- **Integrity:** belief in honesty, fairness and professionalism in all its activities.
- **Non-violence** – as a principle and a method
- **Solidarity** – international solidarity for a more just world and solidarity between human beings at all levels
- **Respect for the Environment** – to promote sustainable development principals / earth-care, people-care and fair-shares.
- **Inclusion** – to be open and inclusive to all individuals who share the aims and objectives of the organisation, without regard to gender, race, colour, religion, nationality, social status, sexual orientation and ability
- **Empowerment** – empowering people to understand and act to transform the social, cultural and economic structures that affect their lives and the lives of others.

- **Co-operation** – with local communities as well as other local, national and international actors to strengthen the positive potential within civil society as a whole

Our Goals

To bring together partners to help develop, organise and facilitate learning courses such as;

- Advancement of intercultural education,
- Advance of sustainable development education
- Advancement of development education
- Creative expression
- Volunteering
- To promote and facilitate volunteering.
- To develop a learning centre that offers affordable facilities for groups to meet, learn and have fun together.

What We Do

Eolas Soiléir is a registered Educational Charity in the Republic of Ireland



(CHY 20266).

What do we do? We support quality non-formal education and volunteering in Ireland and Europe.

How do we do this? *Education and Training programmes:* We work with and support partner organisations throughout Europe in researching, developing, delivering, monitoring and evaluating, quality non-formal education programmes. Our training programmes and activities are based on a life long learning approach. We are committed to quality learning experiences for young people, adult learners, youth workers and early school leavers amongst others. All our trainings are structured to accommodate the learning styles and requirements of our participants using non-formal methodologies.

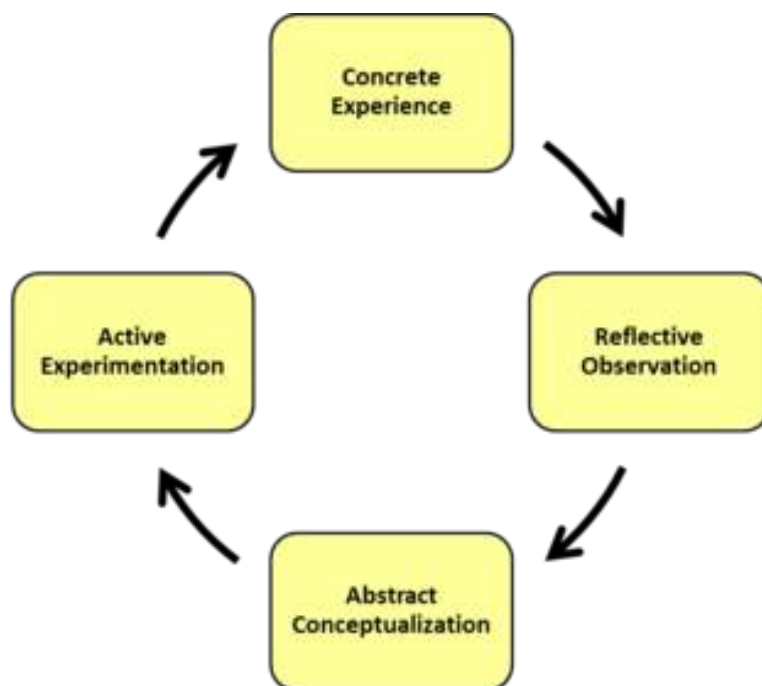
Volunteering: We are also involved in engaging and preparing volunteers to develop themselves and others through volunteering opportunities and by building a wider movement of people who share our vision and aims. To promote volunteering, we are a sending & hosting organisation for European

Voluntary Service as part of the European Erasmus+ Programme. We host short-term EVS for young people with fewer opportunities in our learning and development centre in Wexford.

Our Board: All members of the board have an interest and desire in promoting non-formal education within society. Our members work and volunteer within the field of education, the youth sector and sustainable development. They have extensive experience in facilitating, planning and delivering trainings to a variety of groups and adult learners and in the area of volunteering.

Groups that our board have worked with include young people and adult learners;

- From disadvantaged communities
- Young offenders or those at risk of offending
- Drug users
- Young school leavers
- Adult early school leavers
- Adults & young people suffering with mental health issues



Activities involve working with young people and adult learners on;

- Adult early school leavers
- Adults & young people suffering with mental health issues
- Employment and training opportunities
- Communication skills
- Intercultural activities
- Social inclusion
- Creativity and critical thinking
- Outdoor pursuits

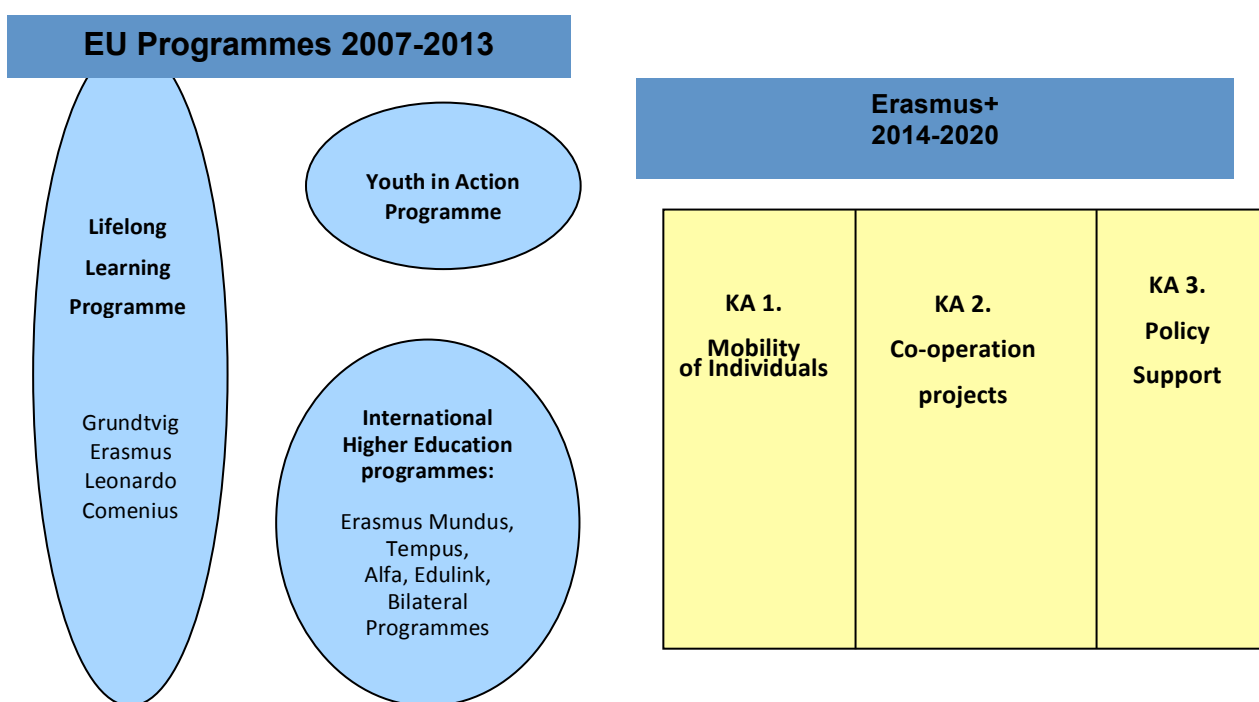
- Healthy Eating
- Sustainable development processes
- Drama processes
- Development Education
- Conflict resolution work with young adults in Ireland, Israel and Palestine
- HIV/AIDs awareness
- Erasmus+ programme

Young people have participated in our organization, by their involvement in EVS, training courses, international meetings, volunteer work camps and in the development of the organisation

Info on Erasmus+

Erasmus+

Erasmus+ is the European programme for Education, Training, Youth and Sport for 2014-2020. It brings together numerous programmes that previously existed across these sectors. The total budget is c. € 14.7 billion over seven years.



The overall objectives of Erasmus+ are linked with EU strategic targets and objectives across each of the relevant fields of education, training, youth and sport, as well as the promotion of European values (article 2 of the Treaty on European Union). The programme also looks to reinforce synergies and transitions between the fields of formal and non-formal education, vocational training, employment and entrepreneurship. Particular features of Erasmus+ are:

- Recognition and validation of skills and qualifications
- Dissemination and exploitation of results
- Open access for educational materials, documents and media produced through Erasmus+
- International dimension
- Multilingualism
- Protection and safety of participants
- Equity and inclusion

Erasmus+ Youth in Action Inclusion and Diversity Strategy

In the field of youth, an Inclusion and Diversity Strategy has been designed as a common framework to support the participation and inclusion of young people with fewer opportunities in Erasmus+. The Strategy is available on the [website of the European Commission](#).

Erasmus+ aims at promoting equity and inclusion by facilitating access to the programme by participants with disadvantaged backgrounds and fewer opportunities compared to their peers, whenever disadvantage limits or prevents their 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).

Erasmus+ is structured around three Key Actions which span all of the relevant fields:

- Key Action 1: Mobility of Individuals

- Key Action 2: Cooperation for Innovation and the Exchange of Good Practice
- Key Action 3: Support for Policy Reform.

Erasmus+ Youth in Action

Youth forms a specific chapter within Erasmus+, meaning that 10% of the overall funds are ring-fenced for non-formal education in the field of Youth and that there are specific activities open for those active in this field. This does not preclude youth organisations from being involved in cross-sectoral Strategic Partnerships.

Erasmus+ Youth in Action: Objectives

The specific objectives of the programme within the Youth field are the promotion or development of:

- Key competences and skills of young people including young people with fewer opportunities
- Participation in democratic life in Europe and the labour market
- Active citizenship
- Intercultural dialogue
- Social Inclusion and solidarity
- Strengthened links between the Youth field and the labour market
- Quality improvements in Youth work
- Complement policy reforms at local, regional and national level
- Recognition of non-formal and informal learning
- Better use of EU Transparency and Recognition tools
- Dissemination of good practices
- The international dimension of Youth activities
- Enhance the capacity of Youth workers and Youth organisations
- Promotion of cooperation between programme and partner countries

Key Action 1: Mobility of Individuals

Youth Mobility projects

The activities open to organisations active in the youth field under Key Action 1: Mobility of Individuals are:

- Youth Exchanges
- European Voluntary Service (EVS)
- Mobility of Youth Workers.

What are the aims of a Youth Mobility project?

Mobility projects promote activities on a transnational basis which help young people, volunteers, youth workers and youth organisations to:

- Gain knowledge, skills and attitudes to promote personal development and employability in the European labour market
- Enhance participants' foreign language competences

- Ensure better recognition of competences gained through learning periods abroad (Youthpass)
- Raise awareness and understanding of other cultures and countries
- Build networks of international contacts
- Actively participate in society and develop a sense of European citizenship and identity
- Promote the professional development of those who work in the field with a view to innovating and improving the quality of Youth work across Europe
- Increase the capacities, attractiveness and international dimension of organisations active in the Youth field so that they are able to offer activities and programmes that better respond to the needs of individuals, within and outside of Europe.
- Increase motivation and satisfaction in daily work.

What countries can participate in a Youth Mobility project?

- **Programme Countries:** EU Member States; Former Yugoslav Republic of Macedonia; Turkey, Liechtenstein, Iceland, Norway
- **Neighbouring Partner Countries:** Eastern Partnership countries; Southern Mediterranean countries; Western Balkan countries; Russian Federation.

What is a Youth Exchange?

Youth Exchanges are an opportunity for young people and their leaders from organisations in two or more countries to engage in non-formal educational activities. They allow groups of young people from different countries to meet, to live and to learn together for between 5 and 21 days.

During a Youth Exchange, participants jointly carry out a work programme (a mix of workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.) designed and prepared by them before the Exchange on a theme or topic that is of interest to all partners.

Youth Exchanges are not:

- Academic study trips
- Exchange activities which aim to make financial profit
- Exchange activities which can be considered as tourism
- Festivals
- Holiday travel
- Performance tours.

Who are Youth Exchanges for?

- Young People aged 13 to 30, plus their Youth Leaders/Workers.
- Minimum 16 and maximum of 60 participants (group leaders not included)

- Minimum 4 participants per group (group leaders not included)
- Group leaders must be at least 18 years old.

Advanced Planning Visit (APV): one participant per group. The number of participants can be raised to two under the condition that at least one of the participants is a young person (over 18 years) taking part in the exchange.

Please be aware of National Child Protection Guidelines. In Ireland for example, the recommended ratio of youth leaders to young people is 1:8+1 and you should also consider gender balance. A group leader is an adult who accompanies the young people participating in a Youth Exchange in order to ensure their effective learning, protection and safety.

How long does a Youth Exchange last?

- Overall project (including Preparation, Implementation, Evaluation, and Dissemination) can be between 3 and 24 months
- Exchange Activity can be between 5 and 21 days, excluding travel time
- Advanced Planning Visit: Maximum 2 days, excluding travel time.

Youth Exchange project example:

A group of 10 young people (five males and five females) with three leaders are hosting a similar group from the Netherlands in Galway city over seven days. The groups' leaders met at a partnership building activity and discovered that both groups were interested in exploring the topic of environmental awareness. In consultation with the young people, the full group prepared a seven-day programme involving workshops on environmental awareness, a visit to a sustainable farm, outdoor activities, sessions on reflective learning and Youthpass. Prior to the actual exchange visit one of the leaders from the Netherlands visited Galway on an Advance Planning Visit (APV) to finalise the programme and logistics. They also planned an exhibition of their project and how they would share their learning with the local community. The Irish organisation applied for funding on behalf of both partners, using the e-form, to their National Agency and created an internal partnership agreement to ensure clarity of roles and responsibilities within the project partnership.

Youth Exchange budget example:	Total Group size = 25 [20 young people (10 Irish, 10 Dutch) and 5 Leaders (3 Irish, 2 Dutch)]	
Travel Distance: Galway to Amsterdam Comm Distance band 500-1999km	940KM	
Travel (Exchange)	940km @ €170 per participant x 13 pax	€2210
Travel (APV)	940KM @ €170 x 1 person	€170
Organisational Support	€39 per participant per day (€39x25x7)	€6,825
Exceptional Costs*	2 young people passports (100% actual costs)	€180
	APV accommodation & food x 1 pax x 1 night	€100

	(100% actual costs)	
TOTAL POSSIBLE GRANT REQUEST		€9,485

*Exceptional Costs: Visa and Visa-related costs, residence permits, Vaccination, Costs to support the participation of young people with fewer opportunities on equal term as others, Costs connected to lodging of participants during the APV.

What is European Voluntary Service (EVS)?

EVS enables young people to spend a period of time in another country as a full-time volunteer. The range of organisations that host EVS volunteers is extensive and includes, for example, organisations working in the area of youth and community, the environment, on social or welfare issues, or in education.

Volunteers experience huge learning through the opportunity to experience life in a different country, to learn about another culture, and to develop workplace skills as well as other personal and social skills.

Participation in EVS should be free-of-charge for volunteers, with the exception of a possible contribution to travel costs if the Erasmus+ grant does not fully cover these costs. Participating organisations are responsible for arranging subsistence, lodging and local transport of volunteers, providing a full weekly programme of work for the volunteer, and providing ongoing task-related, linguistic, personal and administrative support. Volunteers who complete an EVS of six months or longer, will receive On-Arrival and Midway Training organised by the host National Agency.

What EVS is not:

- Occasional, unstructured, part-time volunteering
- a work placement in an enterprise
- a paid job
- a recreation or tourist activity
- a language course
- exploitation of a cheap workforce
- a period of study or vocational training abroad.

Who is EVS for?

- Young people aged 17* to 30 years
- The volunteer must be from the country of their sending organisation
- Projects may involve just one or two volunteers, or up to the maximum number of 30 volunteers per project (provided the organisations are accredited to do so)
- Projects must have a minimum of two participating partner organisations – a sending organisation and a receiving (hosting) organisation.

*If you are hosting/sending young people under 18, you must demonstrate that you have a suitable child protection plan in place.

How long does EVS last?

- Overall project (including preparation, implementation, evaluation, dissemination) can be between 3 and 24 months
- Standard EVS Activity: 2-12 months
- Short-term EVS for young people with fewer opportunities: 2 weeks–2 months
- Short-term EVS involving groups of ten young people or more: 2 weeks–2 months
- Advanced Planning Visit (APV): Maximum 2 days, excluding travel time.

Number of Participants in an APV: one participant per group. This can be raised to two provided that at least one of the participants is a young person taking part in the activity (must be over 18 years in accordance with Child Protection guidelines).

Accreditation

All organisations participating in an EVS project must hold a valid EVS accreditation. Organisations with a valid EVS accreditation are listed on the EVS database at http://europa.eu/youth/evs_database.

Linguistic support

A European online linguistic support service has been introduced by the European Commission to provide participants in long-term EVS activities with the opportunity to assess their knowledge of the language of their host country. They will also be able to follow an online language course to improve their language competence. This service will be initially provided for English, French, German, Italian, Dutch and Spanish.

EVS Project example 1: Long-term, hosting

An accredited EVS Hosting Organisation based in Dublin are hosting four volunteers for a period of one year, from Spain, Czech Republic, Moldova and Finland. The host is a large organisation working to combat homelessness in Dublin. The volunteers work in different areas of the organisation: one volunteer works on the marketing and fundraising team, one volunteer works with a team who support individuals in a long-term housing scheme for men, and two volunteers work in the short-term home for women and children in crisis. The volunteers are accommodated in a rented house close to the city centre. Volunteers are provided with monthly bus tickets to commute to their workplace. The young people were prepared by their Sending Organisation prior to departing for Ireland. They were allocated a mentor in the host organisation who meets with them individually once a fortnight. The Mentor seeks to support the volunteers on a personal level and to support their learning throughout the project. Both the hosting and sending organisations will evaluate the experience with each volunteer at the end of the activity. The sending organisations plan on supporting the volunteers to attend local schools and youth groups to talk about their experience of EVS on their return.

EVS budget example 1		
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Total group size and duration = 4 volunteers hosted in Ireland, from Spain (12 months), Czech Republic (12 months), Moldova (12 months) and Finland (12 months).		
Travel Distance:	KM	
Valencia, Spain, to Dublin	1604	€275
Prague, Czech Rep, to Dublin	1468	€275
Chisinau, Moldova, to Dublin	2571	€360
Kokkola, Finland, to Dublin	2037	€360
Organisational Support		
€610 per participant per month (€610x4x12)		29,280
Individual Support		
€125 per participant per month (€125x4x12)		6000
Exceptional Costs		
Visa costs and registration with GNIB Moldovan Vol		480
TOTAL POSSIBLE GRANT REQUEST		€37,030

EVS project example 2: Short-term, sending

An accredited EVS Sending Organisation based in Ballyfermot, Dublin is sending 15 young people with fewer opportunities on short-term EVS. All of the volunteers are over 18 years of age. The young people will each complete one month's voluntary service in one of three host organisations – in Finland (Municipal Youth Service) where activities will include working with young people in handcraft and carpentry workshops, multimedia, garage, environmental and drama workshops; in Moldova where volunteers will work in a centre for children and young people with physical disabilities; and in Macedonia where volunteers will work on an organic farm. The young people will travel in pairs at least and the maximum number of volunteers abroad at any one time will be three. The project will take place over 18 months. The young people will be prepared by their Sending Organisation based on an assessment of their personal needs. They have been allocated a youth worker in the Sending Organisation who will work with them prior to their departure and who will remain in regular contact with them throughout their EVS activity. An advanced planning visit will be carried out where one young person plus one youth worker will visit each host partner and on return describe the accommodation, working environment, and people that they meet to the other volunteers. A mentor is also in place in the host organisation to meet with the volunteer for two hours, two days a week, and to remain in constant contact with the volunteer to support them on a personal level, as well as to support their learning during their EVS. The Sending Organisation will evaluate the experience with each returned volunteer and organise a one-day seminar with 40 other local young people, where the returned volunteers will talk about their experience of EVS and what they have learned.

<i>EVS budget example 2</i>		
Total group size and duration = 15 volunteers sending (5 to Finland, 5 to Moldova 5 to Macedonia), each for one month, over a staggered period over 18 months		

Travel Distance:	KM & travel band rate	
5 Volunteers, Dublin to Chisinau, Moldova	2571KM (€360 per volunteer)	€1,80
5 volunteers, Dublin to Kokkola, Finland	2037KM (€360 per volunteer)	€1,80
5 Volunteers, Dublin to Skopje, Macedonia	2403KM (€360 per volunteer)	€1,80
Travel (APV)		
1 Youth Worker & 1 Young person x 3 visits (Finland, Moldova, Macedonia (all over 18)	2 x 3 x€360	€2,16
Organisational Support		
5 vols x 1 month each in Moldova (€15 x 30days x 5 vols)	2250	
5 vols x 1 month each in Finland(€21x30days x5vols)	3150	
5 vols x 1 month each in Macedonia(€15x30days x5 vols)	2250	€7,65
Individual Support		
€55 per volunteer per month in Moldova (€2 x 5 vols x 30 days)	300	
€125 per volunteer per month in Finland (€4 x 5 vols x 30 days)	600	
€60 per volunteer per month in Macedonia (€2 x 5 vols x 30 days)	300	€1,20
Exceptional Costs		
Visa costs 10 vols – Moldova and Macedonia		€60
Contribution to accommodation and food on APV		€50
TOTAL POSSIBLE GRANT REQUEST		€17,51

What is Mobility of Youth Workers?

This activity supports the professional development of youth workers in the form of a) participation of youth workers in seminars, training courses, contact-making events, study visits; b) a job shadowing/observation period abroad in an organisation active in the Youth field. It offers youth organisations the possibility to increase international cooperation, to share best practice and explore innovations in youth work practice.

Who can participate in Mobility of Youth Workers?

- Youth workers (there are no age limits)
- Activities can have a maximum of 50 participants (including trainers and facilitators)

How long does a Youth Worker Mobility activity last?

- Overall project (including preparation, implementation, evaluation, dissemination) can be between 3 and 24 months
- Activity can last from 2 days to 2 months, excluding travel time.

Youth Worker Mobility project example

A national Youth organisation plans to host a training course on the effective use of Youthpass and how to support young people in reflective learning and competence awareness. The organisation is working in partnership with four European organisations (Madrid, Spain; Valetta, Malta; Oslo, Norway; and Paris, France) and will host a five day training course in Dublin. To do this, the organisation requires two trainers. They plan to host 30 participants from across Europe for five days. The training course will explore the impact Youthpass has on the effectiveness of reflective learning and will give participants the opportunity to share best practice. The aim is to create an online support tool for youth workers in engaging young people in the Youthpass process and to work with employers to create greater awareness of non-formal educational practices in achieving transferable skills.

<i>Youth Worker Mobility budget example</i>		
Total Group size = 32 (30 participants, 2 trainers). 5 day training course (5 countries).		
Travel Distance:	KM	
8 x Ireland	100	€1,440
6 x Madrid 275	1449	€1,650
6 x Valetta 360	2520	€2,160
6 x Oslo 360	1264	€1,650
6 x Paris 275	776	€1,650
Organisational Support		
€74 x 32 people x 5 days		€11,840
Exceptional Costs		0
Special Needs Costs		0
TOTAL POSSIBLE GRANT REQUEST		€20,390

Application Deadlines for Key Action 1 activities

- 2 February 2016 at 12 noon Central European Time (11am Ireland) for projects starting between 1 May and 30 September 2016
- 26 April 2016 at 12 noon Central European Time (11am Ireland) for projects starting between 01 August and 31 December 2016
- 4 October 2016 at 12 noon Central European Time (11am Ireland) for projects starting between 01 January and 31 May 2017

Award Criteria for Key Action 1 (Youth Mobility) activities

Each project application is subject to an assessment procedure and is awarded points based on the quality of information provided under specific headings. It is important to review the award criteria prior to completing your application and to ensure each section is clearly addressed in your proposal.

Projects will be assessed against the following criteria:

Relevance of the project (maximum 30 points)	The relevance of the proposal to: -the objectives of the Action (see section "What are the aims of a mobility project"):
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	<p>-the needs and objectives of the participating organisations and of the individual participants.</p> <p>The extent to which the proposal is suitable for:</p> <p>-reaching out to young people with fewer opportunities including refugees, asylum seekers and migrants;</p> <p>Relevance of the project to:</p> <p>-promoting diversity, intercultural and inter-religious dialogue, common values of freedom, tolerance and respect of human rights as well as projects enhancing media literacy, critical thinking and sense of initiative of young people;</p> <p>-equipping youth workers with competences and methods needed for transferring the common fundamental values of our society particularly to hard to reach young people and preventing violent radicalisation of young people.</p> <p>The extent to which the proposal is suitable for:</p> <p>-producing high-quality learning outcomes for participants;</p> <p>-reinforcing the capacities and international scope of the participating organisations.</p>
<p>Quality of the project design and implementation (maximum 40 points)</p>	<p>The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities and follow-up); the consistency between project objectives and activities proposed; the quality of the practical arrangements, management and support modalities; the quality of the preparation provided to participants; the quality of the non-formal learning participative methods proposed and active involvement of young people at all levels of the project;</p>

	<p>the quality of arrangements for the recognition and validation of participants' learning outcomes, as well as the consistent use of European transparency and recognition tools;</p> <p>the appropriateness of measures for selecting and/or involving participants in the mobility activities;</p> <p>in case of activities with partner countries neighbouring the EU, the balanced representation of organisations from programme and partner Countries;</p> <p>The quality of cooperation and communication between the participating organisations, as well as with other relevant stakeholders.</p>
Impact and dissemination (maximum 30 points)	<p>The quality of measures for evaluating the outcomes of the project.</p> <p>The potential impact of the project:</p> <ul style="list-style-type: none"> -on participants and participating organisations during and after the project lifetime; -outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels. <p>The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations.</p>

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the three categories of award criteria mentioned above.

Key Action 2: Cooperation for the Exchange of Good Practices

Under Key Action 2, Youth Organisations will have the possibility of being involved in Strategic Partnership projects. Strategic Partnerships aim to provide the opportunity for organisations to develop innovative projects which support sharing, development and implementation of high quality training, learning, outputs and youth work practice over medium-term periods.

Organisations are encouraged to create opportunities for improving the quality and relevance of learning on offer in education, training and youth, by working together to create new and innovative approaches and outputs, and by creating and promoting innovative practices. These projects can be focused on developments in the Youth field, but can equally engage with cross-sectoral issues across the education, training and youth fields.

Applicants are encouraged to create new ways to work in meaningful partnership on common objectives together through developing long-term strategic partnerships.

What is a Strategic Partnership?

The aim of a Strategic Partnership is the achievement of long-term strategic objectives and outcomes.

Depending on the objectives and the composition of the Strategic Partnership, projects may be of two types:

- **Strategic Partnerships supporting innovation;**

These are projects that develop innovative outputs, and/or engage in intensive dissemination and exploitation activities of existing and newly produced products or innovative ideas. Applicants have the possibility to request a dedicated budget for Intellectual Outputs and Multiplier Events in order to support the development and dissemination of such innovative outputs

- **Strategic Partnerships supporting Exchange of Good Practices:**

The primary goal is to allow organisations to develop and reinforce networks, increase their capacity to operate at transnational level, share and confront ideas, practices and methods. Selected projects may also produce tangible outputs and are expected to disseminate the results of their activities, although in a way that is proportional to the aim and scope of the project.

In summary, a Strategic Partnership can be a reasonably simple cooperation project between small organisations or a complex partnership aimed at developing and exchanging innovative practice and outputs across the field of education training and youth. Strategic Partnership projects may include transnational mobility activities (i.e. Youth Exchanges, EVS, Youth Worker Mobility) if these activities are clearly linked to the overall objectives of the project. However, transnational mobility cannot be the overall objective of a Strategic Partnership project.

There is plenty of flexibility around the type of activities that can be included within a Strategic Partnership activity provided that the proposal can show how these activities are linked to reaching the overall, and specified, objectives of the project. Examples of activity types are:

- activities that strengthen the **cooperation and networking** between organisations;
- testing and/or implementation of **innovative practices** in the field of education, training and youth;
- activities that facilitate the **recognition and validation of knowledge, skills and competences** acquired through formal, non-formal and informal learning;
- activities of **cooperation between regional authorities** to promote the development of education, training and youth systems and their integration in actions of local and regional development;
- activities to support learners with **disabilities/special needs** to complete education cycles and facilitate their transition into the labour market, including by combating **segregation and discrimination** in education for marginalised communities;
- activities to better prepare and deploy the education and training of professionals for **equity, diversity and inclusion** challenges in the learning environment;
- activities to promote the integration of refugees, asylum seekers and newly arrived migrants and raise awareness about the refugee crisis in Europe;
- transnational initiatives fostering entrepreneurial mind-sets and skills, to encourage **active citizenship and entrepreneurship (including social entrepreneurship)**, jointly carried out by two or more groups of young people from different countries.

Transnational Youth Initiative projects are a specific type of Strategic Partnership, in which young people take the lead and youth organisations can participate in. These types of projects are described in more detail later on.

What are the priorities to be aware of when developing a Strategic Partnership project?

There are horizontal priorities to be addressed during a Strategic Partnership project that relate to all Education, Training and Youth Sectors. These include improving competences, inclusive training giving priority to social, civic and intercultural competences and media literacy, open and innovative Youth work embedded in the digital era, promoting innovative solutions for the recognition and validation of competences acquired through informal, non-formal, digital and open learning, supporting education, training and Youth policies and the design of evidence-based reforms that deliver quality in (formal and non-formal) education and training more efficiently namely through work-based learning.

Specific priorities for the Youth field

Along with the horizontal priorities mentioned above, it is important to be aware of the range of priorities linked specifically to the youth field, which are listed below:

- Promoting high-quality youth work. Priority will be placed on projects that:
 - foster the inclusion and employability of young people with fewer opportunities (including NEETs);
 - promote intercultural dialogue and strengthen knowledge and acceptance of diversity in society;
 - support youth workers in developing and sharing effective methods in reaching out to marginalised young people, refugees, asylum seekers and migrants, and in preventing racism and intolerance among youth;
 - internationalise youth work and open it up to cross-sectorial cooperation; professionalise youth workers, developing their competences, setting quality standards, ethical and professional codes; reinforce links between policy, research and practice; promote better knowledge, recognition and validation of youth work and non-formal learning at European, national, regional and local levels.
- Promoting empowerment, open it to cross-sectorial cooperation with a special focus on access to rights, autonomy, participation including e-participation and the active citizenship of young people notably those at risk of social exclusion, through projects that:
 - broaden and deepen political and social participation of young people at local, regional, national, European or global level;
 - promote diversity, intercultural and inter-religious dialogue, common values of freedom, tolerance and respect of human rights; enhance critical thinking and media literacy of young people; strengthen their sense of initiative notably in the social field;
 - enable young people to connect with, express their opinions to and influence elected policy-makers, public administrations, interest groups, civil society organisations, or individual citizens within any of the political or social processes affecting their lives.
- Promoting entrepreneurship education and social entrepreneurship among young people. Priority will be placed on projects in the form of transnational youth initiative that allow groups of young people to put ideas into practice, including through social enterprises, tackling challenges and problems identified within their communities.

Who can participate in Strategic Partnership projects?

- Applicant Organisations must be established in a Programme Country
- Participating Organisations can be established in any Programme Country or in any Partner Country (*Strategic Partnership may include Partner Countries where their participation can be shown to bring essential added-value*).
- Non-profit organisations, Youth associations or NGO's, public bodies, enterprises active in the area of Corporate Social Responsibility or informal groups of young people.
- A Strategic Partnership in the Youth field should involve a minimum of two organisations from different Programme Countries.

- Strategic Partnership must take place only in the countries of the of the Participating Organisations.

How long can a Strategic Partnership last?

- Strategic Partnerships in the youth field can last between 6 and 36 months.

Strategic Partnership Project Example: Large-scale project

A group of six international youth and educational organisations were interested in sharing practice on Youth unemployment, in creating a network to analyse recognition tools, and in creating an online tool consisting of learning modules linking competences directly to employability skills.

The partnership consists of 36 participants from organisations in six countries (Denmark, Finland, France, Ireland, Sweden, United Kingdom). The project will last for two years.

Strategic Partnership budget example

		Co-ordinating	Participating
Project management & implementation	€500 per month CO €250 PO (max €2,750 per month)	€12,000.00	€30,000.00
Transnational Project Meetings	Travel up to 1999km €575 pp per meeting 10 pax x 3 meetings in IE (NL 1131 UK 585 DK 1847)	€17,250.00	€0.00
	Travel 2000km or more €760 pp per meeting 10 pax x 2 meetings in SE (IE 2490 FL 2971)	€15,200.00	€0.00
Intellectual outputs*	Researcher 30 days x €241	€7,230.00	€0.00
	Web Dev 20 days x €190	€3,800.00	€0.00
Multiplier Events*	International Launch for 100 IE 50	€5,000.00	€0.00
Exceptional costs		€0.00	€0.00
Special needs support		€0.00	€0.00
	Sub-totals	€60,480.00	€30,000.00
TOTAL POSSIBLE GRANT REQUEST		€90,480.00	

* Intellectual outputs and multiplier events must reflect tight qualitative criteria and will not always be granted. They are intended mostly to support large-scale strategic partnerships which plan to result in very clear and high-quality outputs.

Notes

Cross-sectoral Strategic Partnerships which have a primary and specific output in the Youth field may be applied for through Erasmus+ Youth in Action.

Otherwise, they should be submitted through the Education and/or Training fields.

Key Action 2 also supports Capacity Building in the field of Youth. These activities are supported at a centralised level by the Executive Agency http://eacea.ec.europa.eu/erasmus-plus_en.

Transnational Youth Initiatives

Strategic Partnerships include the opportunity for young people to develop Transnational Youth Initiative activities (or Youth Democracy-type activities). Transnational Youth Initiatives are a type of Strategic Partnership project which reflects the interests of the young people in each partner organisation. The project should be innovative and support sharing of experiences, development and implementation of a project which is set up, run and managed by the young people. Transnational Youth Initiatives should support the learning of the young people throughout the stages of the project and should create opportunities for improving the quality and relevance of learning and competence development of the young people, by working together to create new and innovative approaches, and by creating and promoting innovative practices.

A Transnational Youth Initiative can be a reasonably simple cooperation project between small organisations or informal groups aimed at developing and exchanging innovative practice. These projects may include transnational mobility where it is directly linked to achieving the objectives of the activity.

Who can participate in a Transnational Youth Initiative project?

- Each organisation must involve a minimum of four young people aged 13-30
- Groups involving young people under 18 years MUST have a COACH
- A Transnational Youth Initiative must reflect the full participation of the young people at all stages of the project
- Applicant Organisations must be established in a Programme Country
- Participating Organisations can be established in any Programme Country. Organisations from Partner Countries may be involved as project partners provided that their participation can be shown to bring an essential added-value to the project
- A Transnational Youth Initiative in the Youth field should involve a minimum of two organisations from different Programme Countries
- Non-profit organisations, youth associations or NGO's, public bodies, enterprises active in the area of Corporate Social Responsibility or informal groups of young people.
- Transnational Youth Initiatives must take place only in the countries of the Participating Organisations.

How long can a Transnational Youth Initiative last?

- Transnational Youth Initiatives can last between 6 months and 3 years.

Transnational Youth Initiative project example

This project involves two groups of young people from Ireland and the Netherlands. The young people want to explore issues promoting and supporting positive mental health in both countries and to create an online workbook designed to support resilience-building and coping skills for young people and to link to service providers.

The project involves two organisations: the Irish organisation will coordinate the project and submit the application; the Dutch partner is the participating organisation. The project will last for six months and will include 21 participants (Ireland – eight young people plus three leaders; the Netherlands – eight young people plus two leaders)

The project incorporates blended mobility: Dublin - Amsterdam 1,131km

		Co-ordinating	Participating
Project management & implementation	€500 per month (max €2,750 per month)	€3,000.00	€1,500.00
Transnational Project Meetings	Travel up to 1999 km €575 pp per meeting Travel 2000 km or more €760 pp per meeting	€6,325.00	€0.00
Exceptional costs	8 passports @ €70 each IE group (young people with fewer opportunities) Coaching Support from Psychological services and Active Mental health orgs €2,000	€2,560.00	€0.00
Special needs support	If applicable	€0.00	€0.00
	Sub Totals	€ 11,885.00	€1,500.00
TOTAL POSSIBLE GRANT REQUEST		€ 13,385.00	

Application Deadlines for Key Action 2:

From 2016, there are **different types** of KA2 Strategic Partnerships in the Youth field with deadlines as follows:

1. **Supporting innovation** – this type of Strategic Partnership must have close links to supporting and/or implementing policy objectives, and should produce high quality intellectual outputs as a result.

- 02 February 2016
- 04 October 2016

2. **Supporting Exchanges of Good Practices** – these Strategic Partnerships aim to develop and exchange practice within organisations and networks with a view to strengthening practice and policy. They do not include intellectual outputs.

- 02 February 2016
- 26 April 2016
- 04 October 2016

3. **Transnational Youth Initiatives** – these projects are initiated, set up and carried out by young people themselves and aim to foster social commitment and entrepreneurial spirit of young people. They do not include intellectual outputs.

- 02 February 2016
- 26 April 2016
- 04 October 2016

Award Criteria:

Relevance of the project (maximum 30 points)	<p>The relevance of the proposal to:</p> <ul style="list-style-type: none"> -the objectives and the priorities of the Action (see section "What are the aims and priorities of a Strategic Partnership"). If the proposal addresses the horizontal priority "inclusive education, training, and youth", it will be considered as highly relevant. <p>The extent to which:</p> <ul style="list-style-type: none"> -the proposal is based on a genuine and adequate needs analysis; -the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups; -the proposal is suitable of realising synergies between different fields of education, training and youth; -the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations; • -the proposal brings added value at EU level through results that would not be attained by activities carried out in a single country
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<p>Quality of the project design and implementation (maximum 20 points)</p>	<ul style="list-style-type: none"> • The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination • The consistency between project objectives and activities proposed • The quality and feasibility of the methodology proposed • The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget • The extent to which the project is cost-effective and allocates appropriate resources to each activity • If the project plans training, teaching or learning activities: The extent to which these activities are appropriate to the project's aims and involve the appropriate number of participants • The quality of arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles
<p>Quality of the project team and the cooperation arrangements (Maximum 20 points)</p>	<p>The extent to which:</p> <ul style="list-style-type: none"> • the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project • the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations • if relevant for the project type, the project involves participation of organisations from different fields of education, training, youth and other socio-economic sectors

	<ul style="list-style-type: none"> • the project involves newcomers to the Action • The existence of effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders • If applicable, the extent to which the involvement of a participating organisation from a Partner Country brings an essential added value to the project(if this condition is not fulfilled, the project will not be considered for selection)
<p>Impact and dissemination (maximum 30 points)</p>	<ul style="list-style-type: none"> • The quality of measures for evaluating the outcomes of the project <p>The potential impact of the project:</p> <ul style="list-style-type: none"> • on participants and participating organisations, during and after the project lifetime • outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels • The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations • If relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations • The quality of the plans for ensuring the sustainability of the project: its capacity to continue having an impact and producing results after the EU grant has been used up

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned above (i.e. minimum 15 points for the categories "relevance of the project" and "impact and dissemination"; 10 points for the categories "quality of the project design and implementation" and "quality of the project team and the cooperation arrangements"). Proposals that do not address at least one priority of the Action will not be funded.

Key Action 3: Support for Policy Reform

Key Action 3 promotes the active participation of young people in democratic life and fosters debate around topics centred on the themes and priorities set by the Structured Dialogue and the renewed political framework in the Youth field. Structured Dialogue is the name used for discussions between young people and youth policy-makers in order to obtain results which are useful for policy-making. The debate is structured around priorities and timing and foresees events where young people discuss the agreed themes among themselves and with policy-makers, youth experts and representatives of public authorities in charge of youth.

What are Structured Dialogue projects?

Structured Dialogue projects can take the form of meetings, conferences, consultations and events. These events promote the active participation of young people in democratic life in Europe and their interaction with decision-makers. A Structured Dialogue project has three phases:

- Planning and preparation;
- Implementation of activities;
- Evaluation (including reflection on a possible follow-up).

Under this action, organisations have the opportunity to carry out the following types of activity:

- National meetings and transnational seminars on issues which are relevant to Structured Dialogue or to the EU Youth Strategy

- National meetings and transnational seminars organised during the Presidency of the European Union
- Events that promote debates and information on youth policy themes linked to the activities during the European Youth Week
- Consultations of young people, with a view to find out their needs on matters relating to participation in democratic life
- Meeting and seminars, information events or debates between young people and decision-makers/youth experts around the theme or participation in democratic life
- Events simulating the functioning of the democratic institutions and the roles of decision-makers within these institutions.

The activities are led by young people; the young participants must be actively involved in all the stages of the project.

Statutory meetings of organisations or networks of organisations and politically influenced events are not eligible for funding.

Who can participate in Structured Dialogue projects?

- Applicant organisation must be established in a Programme Country
- Participating organisations can be established in any Programme Country or in any Partner Country (Organisations from eligible Partner Countries can only take part in the project as partners not as applicants)
- Non-profit organisations, youth associations or NGO's, and public bodies
- A Structured Dialogue project (international meetings) should involve two participating organisations from at least two different countries, of which at least one is a Programme Country; National meetings involve one organisation from a Programme Country
- The project must take place in the country of the applicant organisation.

How long can a Structured Dialogue project last?

- The project can last between 3 months and 2 years.

Structured Dialogue project example

National Consultations x 2 / International feedback x 1/ 5 countries /250 participants

Travel	National meeting – BU 125 pax 100-499KM @ €80 x 125 = 10000 Int'l meeting BU 100 pax Fr/IT/ES/IE/ BU = 15000	€25,000
Organisational Support	2 National meetings in BU €32pp/pd x125pax x 2 days each Trans Meeting BU - €32*100*2 days	€16,000 €6,400
Exceptional costs		
Special needs support		
TOTAL POSSIBLE GRANT REQUEST		€ 47,400

Maximum Grant Available:€50,000

Application Deadlines for Key Action 3

- 2 February 2016 at 12 noon Central European Time (11am Ireland) for projects starting between 1 May and 30 September 2016
- 26 April 2016 at 12 noon Central European Time (11am Ireland) for projects starting between 01 August and 31 December 2016
- 4 October 2016 at 12 noon Central European Time (11am Ireland) for projects starting between 01 January and 31 May 2017.

Awards Criteria:

Relevance of the project (maximum 30 points)	<p>The relevance of the proposal to:</p> <ul style="list-style-type: none"> • the objectives and priorities of the Action (Please see section "What are the aims of structured dialogue meetings?" above) • the needs and objectives of the participating organisations and of the individual participants <p>The extent to which the proposal is suitable of:</p> <ul style="list-style-type: none"> • producing high-quality outcomes for participants
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	<ul style="list-style-type: none"> • reinforcing the capacities of the participating organisations • The extent to which the project involves: <ul style="list-style-type: none"> - young people with fewer opportunities - decision-makers, youth experts, representatives of public authorities in charge of youth
Quality of the project design and implementation (maximum 40 points)	<p>The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities, and follow-up)</p> <ul style="list-style-type: none"> • The consistency between project objectives and activities proposed • The quality of the practical arrangements, management and support modalities • The quality of the non-formal learning participative methods pro-posed and the active involvement of young people during all the stages of the project • The appropriateness of measures for selecting and/or involving participants in the activities • The extent to which the project proposal involves relevant decision makers (policy-makers, youth experts, representatives of public authorities in charge of youth, etc.). • If appropriate, the quality of cooperation and communication between the participating organisations, as well as with other relevant
Impact and dissemination (maximum 30 points)	<p>The quality of measures for evaluating the outcomes of the project.</p> <p>The potential impact of the project:</p> <ul style="list-style-type: none"> • on participants and participating organisations during and after the project lifetime

	<ul style="list-style-type: none"> • outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels <p>The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations.</p>
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To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned above (i.e. minimum 15 points for the categories "relevance of the project" and "impact and dissemination"; 20 points for the category "quality of the project design and implementation").

How to apply for Erasmus+ Funding

STEP 1 (Pre-registration)

Before being able to apply for Erasmus+ funding, both you and your partner organisation(s) need to obtain a PIC (Personal Identification Code). See a detailed explanation of how to do this [here](#) (scroll down to PIC-The Quick Guide and also refer to page 237 of the [programme guide](#)). Since you need your PIC (and that of your partner organisation(s)) in order to complete the application e-form, we strongly advise you to begin this process immediately. Remember that you may encounter technical difficulties in the process, so leave plenty of time! You will only need to apply for your PIC once during the seven-year lifetime of Erasmus+. Once you have a PIC you are free to apply for funding under any one of the specified deadlines.

STEP 2 (Applying for funding)

To apply you will need to download and complete the application e-form. This form must be submitted ONLINE in order to be valid i.e. by clicking the 'submit' button within the form. You will need an internet connection in order to submit the form. Applications submitted by post, fax or email are NOT VALID.

You can download the relevant application e-form from the 'Resources-Apply' section of www.leargas.ie. The e-form is a PDF that you must download to your computer. You will be able to work on it over a period of time and save the changes you make. Your application is not submitted until you click on the SUBMIT button contained within the form. You will receive confirmation that the form has been successfully submitted. You should print and keep this as proof. E-forms must be submitted online on or before the specified deadline (date and time).

Applications may not be amended once they are submitted. You must ensure that you include a detailed application and all required attachments including:

- a Signed Declaration of Honour (must be scanned and attached to application)
- a Mandate for each partner organisation
- your Timetable of Activities.

Notes:

For EVS applications only

If you do not have valid EVS accreditation, you need to submit your KA110 Accreditation e-form six weeks (at an absolute minimum) before the deadline under which you wish to apply for funding. Download the form from the 'Resources' section of www.leargas.ie. The e-form MUST BE SUBMITTED ONLINE to be valid. To check if you have a current accreditation, go to http://europa.eu/youth/evs_database. Simply select 'Ireland' in the first drop down menu and you will see all of the host and sending organisations accredited in Ireland. When you click into your own organisation it tells you the 'validity date' of your accreditation at the top. You must have a valid accreditation as of the deadline under which you intend to apply for funding (if your accreditation expires during your intended activity dates, we may request you to renew before approving your project for funding – call us for advice).

What happens after you've submitted your application form?

1. You will be contacted to confirm receipt of your application shortly after the deadline
2. Your application will undergo a technical check and if successful will be assigned to an assessor for a qualitative evaluation
3. Your application will be considered by a Grants Committee (made up of experts from the Youth work sector and overseen by the Department of Children and Youth Affairs). The Grants Committee will make the final decision on your application
4. You will be notified of the final decision within 10 weeks of the deadline
5. If your project has been approved, a Contract (two copies) will be issued to you (you may be invited to a Project Management Day to receive your contract and to hear more detailed information about your contractual obligations)
6. Both copies of the Contract should be signed by your Legal Representative and returned to Léargas for countersigning
7. Once your contract is signed, your first payment will be processed
8. You must complete a Final Report within eight weeks of your project end date (reporting on the activities you carried out, the quality of the activities and outcomes, and a report on how the finances were managed in line with the programme rules and your contractual obligations)
9. Your Final Report will be assessed and you will be contacted by a finance officer to confirm a final payment or refund – the National Agency has 45 days to assess the report.

Top tips to improve the Quality of your Erasmus+ Youth in Action application

1. **Before you apply:** You will need your [PIC number](#) and the correct [e-form](#).
2. **It's not all about you/your organisation.** It's important to show the role of your partner organisation throughout the application and also the needs of their young people.
3. **Use Plain English.** You don't need complicated words or phrases to explain what your project is about. Simple clear statements where you 'tell the story' of your project work best.
4. **Justify statements.** If you make a claim, make sure you can back it up with evidence.
5. **Show the participation of young people** at all stages of the project.
 - a. **Join the dots.** When you include a programme of activities, make sure you link the activities to the objectives of your project. When you are describing the impact of your project, make sure it relates to the needs of the participants.
6. **Give equal attention to all sections of the application.** Often the start of an application gets the most attention and the end of the application suffers. Points are awarded across the whole application in order to address all of the award criteria. If the details aren't there, you can't get the points!
7. **Get a 'critical friend'** to go through your application with the award criteria. Ask them to highlight any gaps or a lack of clarity.
8. If you are applying for **exceptional costs in KA1 applications**, make sure you justify the named costs in terms of [the needs of young people](#) with fewer opportunities - not the needs of the organisation.
9. ***INCLUDE EVERYTHING*** There can be no additions to your application after submission at the deadline – an assessor can only clarify aspects relating to technical details. For example:

- If you don't say that an EVS volunteer will receive child protection training before working with a group of young people, the assessor cannot assume this
- If you do not state at what stages of your Transnational Youth Initiative the young people are active, the assessor cannot presume that the engagement is throughout
- If you do not detail the significant and meaningful role your partner plays in your Strategic Partnership, it may appear to the assessor that the partnership is unequal.

10. Timing! Don't leave it till the last minute to hit submit button! Léargas has limited staff and can't guarantee we can fix problems with a quick turnaround. Aim to have your application ready a few days before the actual deadline. Remember the submission time is 11 a.m. Irish time.

11. Avoid these common mistakes:

- Ensure you apply for an Advance Planning Visit (if needed) under the correct headings of Travel Costs for flights and Exceptional Costs for lodgings.
- Ensure you fully estimate Visa costs where relevant. You may want to include costs for a multiple entry visa. You can also include exceptional costs for registration with the Garda National Immigration Bureau (typically €300 – this applies for some long-term EVS volunteers).
- Ensure you apply for Linguistic Support if relevant to your EVS project. This cannot be awarded afterwards.
- Be aware of the difference between Partner Countries and Programme Countries. This will impact on your budget. See page 24/25 of the Programme Guide.
- Know the difference between project dates and activity dates. Project dates are the entire duration of your contract whereas activity dates are the dates your activity is happening.

Don't forget that you can watch all the videos from the Erasmus+ Youth in Action MOOC (Massive Open Online Course) on our [YouTube channel](#). These videos will give you a better understanding of the philosophy of Erasmus+ Youth in Action, and help you in developing quality projects matching formal and quality criteria.

Good luck with your applications!

Glossary of Terms

Accompanying person	as a general definition applying to all fields of education training and youth, an accompanying person is the one who accompanies participants – whether learners or staff/youth workers -with special needs (i.e. with disabilities) in a mobility activity, in order to ensure protection, provide support and extra assistance. Additionally, in the case of VET learners' mobility under Key Action 1 and short or long term pupils' mobility under Key Action 2, an accompanying person may also be the adult that accompanies one or several VET learners or school pupils (especially minors or youngsters with little experience outside their own country) abroad, to ensure their protection and safety as well as their effective learning during the mobility experience.
Accreditation	process that ensures that the organisations wishing to receive funding under an Action of Erasmus+ respect a set of qualitative standards or prerequisites defined by the European Commission for that given Action. Depending on the type of Action or on the country where the requesting organisation is located, the accreditation is carried out by the Executive Agency, a National Agency or a SALTO Resource Centre. The accreditation process is in place for organisations wishing to participate in higher education projects (including mobility) or in mobility activities in the field of youth.
Action	a strand or measure of Erasmus+. Examples of Actions are: Strategic Partnerships in the field of education, training and youth, Erasmus Mundus Joint Master Degrees, Sectors Skills Alliances, etc.
Activity	a set of tasks carried out as part of a project. An activity can be of different types (mobility activities, cooperation activities, etc.).
Advance Planning Visit (APV)	planning visit ahead of youth mobility activities. The purpose of the APV is to build trust, understanding and a solid partnership between organisations in the project. Young participants can be involved in the visit to integrate them fully in the project design.
Applicant	participating organisation or informal group that submits

	grant application. Applicants may apply either individually or on behalf of a other organisations involved in the project. In the latter case, the applicant is also defined as coordinator.
(Application) deadline	final date by when the application form must be submitted to the National or Executive Agency to be considered eligible.
European Youth NGO	NGO that: operates through a formally recognised structure, composed of a) European body/secretariat (the applicant) legally established for at least one year in a Programme Country on the date of submission of the application and b) national organisations/branches in at least twelve Programme Countries having a statutory link with the European body/secretariat; 2) is active in the field of youth and runs activities that support the implementation of the fields of action of the EU Youth Strategy; 3) involves young people in the management and governance of the organisation.
Group Leader	in youth mobility projects, a group leader is an adult who joins the young people participating in a Youth Exchange in order to ensure their effective learning (Youthpass), protection and safety.
Groups of young people active in youth work but not necessarily in the context of a youth organisation (also informal groups of young people)	group of at least four young people which does not have legal personality under the applicable national law, provided that their representatives have the capacity to undertake legal obligations on their behalf. These groups of young people can be applicants and partners in some Actions of Erasmus+. For the purpose of simplification, they are assimilated to legal persons (organisations, institutions, etc.) in this Guide and fit within the notion of Erasmus+ participating organisations for the Action in which they can take part. The group must be composed of at least four young persons and their age should be according with the overall age of the young people in the programme (13-30). In exceptional cases and if all young people are minors, the group could be represented by an adult. This would allow a group of young people (were all are minors) with a help of a youth worker/coach to submit an application.
people	see the definition of "groups of young people active in youth work but not necessarily in the context of a youth organisation" above.
Informal learning	learning resulting from daily activities related to work, family or leisure which is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective.
Learning outcomes	statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence .

Non-formal learning	learning which takes place through planned activities (in terms of learning objectives and learning time) where some form of learning support is present, but which is not part of the formal education and training system.
Participants	in the context of Erasmus+ participants are considered those individuals fully involved in a project and, in some cases, receiving part of the European Union grant intended to cover their costs of participation (notably travel and subsistence). Under certain Actions of the Programme (i.e. Strategic Partnerships) a distinction is hence to be made between this category of participants (direct participants) and other individuals indirectly involved in the project (e.g. target groups).
Participating organisation	any organisation or informal group of young people involved in the implementation of an Erasmus+ project. Depending on their role in the project, participating organisations can be applicants or partners (also defined as co-applicants, if they are identified at time of submission of the grant application). If the project is granted, applicants become beneficiaries and partners may become co-beneficiaries if the project is financed through a multi-beneficiary grant.
Partner (organisation)	participating organisation involved in the project but not taking the role of applicant.
Partner Countries	countries which do not participate fully in the Erasmus+ Programme, but which may take part (as partners or applicants) in certain Actions of the Programme. The list of Erasmus+ Partner Countries is described in Part A of this Guide, section "Who can participate in the Erasmus+ Programme".
Partnership	an agreement between a group of participating organisations in different Programme Countries to carry out joint European activities in the fields of education, training, youth and sport or establishing a formal or informal network in a relevant field such as joint learning projects for pupils and their teachers in the form of class exchanges and individual long-term mobility, intensive programmes in higher education and cooperation between local and regional authorities to foster inter-regional, including cross-border, cooperation; it may be extended to institutions and/or organisations from Partner Countries with a view to strengthening the quality of the partnership.
People with fewer opportunities	persons facing some obstacles that prevent them from having effective access to education, training and youth work opportunities. A more detailed definition of people with fewer opportunities can be found in Part A of this Guide -section "Equity and inclusion".
People with special needs	a person with special needs is a potential participant whose individual physical, mental or health-related situation is

	such that his/her participation in the project or mobility activity would not be possible without extra financial support.
Programme Countries	EU and non EU countries that have established a National Agency which participate fully in the Erasmus+ Programme. The list of Erasmus+ Programme Countries is described in Part A of this Guide, section "Who can participate in the Erasmus+ Programme".
Project	a coherent set of activities which are organised in order to achieve defined objectives and results.
Receiving organisation	under some Actions of Erasmus+ (notably mobility Actions) the receiving organisation is the participating organisation receiving one or more participants and organising one or more activities of an Erasmus+ project.
Structured dialogue	dialogue with young people and youth organisations which serves as a forum for continuous joint reflection on the priorities, implementation and follow-up of European cooperation in the youth field
Transnational	relates, unless otherwise indicated, to any action involving at least two Programme Countries
Validation of non-formal and informal learning	a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the following four distinct phases: 1. Identification through dialogue of particular experiences of an individual; 2. Documentation to make visible the individual's experiences; 3. A formal assessment of these experiences; and 4. Certification of the results of the assessment which may lead to a partial or full qualification
Youth activity	an out-of-school activity (such as youth exchange, volunteering or youth training) carried out by a young person, either individually or in a group, in particular through youth organisations, and characterised by a non-formal learning approach.
Youth worker	a professional or a volunteer involved in non-formal learning who supports young people in their personal socio-educational and professional development.
Youthpass	the European tool to improve the recognition of the learning outcomes of young people and youth workers from their participation in projects supported by the Erasmus+ Programme. Youthpass consists of: a) certificates that can be obtained by participants in several Actions of the Programme; and b) a defined process which supports young people, youth workers and youth organisations to reflect about the learning outcomes from an Erasmus+ project in the field of youth and non-formal learning. Youthpass is also part of a broader European Commission strategy which aims to enhance the recognition of non-formal and informal learning and of youth work in Europe

	and beyond
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Useful Websites

www.leargas.ie

Léargas, the National Agency in Ireland for the management of national and international exchange and cooperation programmes in education, youth and community work, and vocational education and training.

SALTO-YOUTH.net is a network of **8 Resource Centres** working on **European priority areas** within the **youth** field. It provides **youth work and training resources** and organises **training and contact-making activities** to support **organisations and National Agencies** within the frame of the European Commission's **Youth in Action programme** and beyond. **SALTO-YOUTH's history** started in 2000 and is part of the European Commission's Training Strategy within the Youth in Action programme and works in **synergy and complementarity with other partners** in the field.

