

GROWING INCLUSION & PARTICIPATION

An inspirational guide to setting up
inclusive & participative Strategic Partnerships
in the youth field.



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Project ideas
to inspire
Europe

YES YOU CAN!

Are you working with **young people with fewer opportunities** (excluded or disadvantaged) and want to give them an opportunity to truly participate in society? Then this publication is for you!

In this inspirational guide, we will take you on a practical journey towards change and social justice. We will show you how to set up **true participative projects** for and with young people who usually fall out of the boat. The course of a person's life often depends on a few crucial experiences. And you can generate such trigger moments.

- ▶ **Read** more about it in the chapters Inclusion & Participation (p. 6)
- ▶ **and** The Erasmus+ Programme – Inclusion and Participation (p. 10).

Best of all is that the European Commission funds strategic longer-term initiatives. For years, inclusion and participation have been a priority within the Youth in Action Programme. This publication gives you the ins and outs of **securing funding** through Strategic Partnerships (Key Action 2) of the Erasmus+ Programme, with a focus on youth.

- ▶ **Read** more about it in the chapter Strategic Partnerships in practice (p. 12).

Practical tips and ideas for your inclusion & participation projects

Besides the funding information, we also give you **tips and tricks** to make your inclusion & participation projects as effective as possible. This publication coaches you through the **different steps** to make sure your project fits the needs of the young people you are working with and the community surrounding them.

- ▶ **Read** more in the chapter 'How do you start a Strategic Partnership?' (p.23).

But where do you start? We help you to think outside the box by giving some **examples of projects** that we know of. Each of them shows how you can use the resources within the Strategic Partnerships (Key Action 2) to improve inclusion and participation. But it is, of course, up to you to adapt them to your goals. And don't forget that Erasmus+ is only one funding format amongst many others. 'Strategic Partnerships' are there to support your projects and not to limit them.

- ▶ **Read** more in the chapter Project examples (p.46).

INCLUSION & PARTICIPATION

It is so much better when everybody is part of it! Nobody wants to fall out of the boat or be left behind. It is only right that all young people, regardless of their background, should get a fair share of the cake. They should not have to struggle with all kinds of obstacles to get to where they want to be or become who they want to be.

Call it equal opportunities, social justice or positive discrimination. All young people should get the development chances they deserve. That is why Erasmus+ has **Equity and Inclusion** as one of its priorities. It specifically aims to include young people (learners) from disadvantaged backgrounds and those who have fewer opportunities compared to their peers.

There are many different ways of being disadvantaged, so the Programme Guide lists them, without aiming to be exhaustive. Erasmus+ YOUTH IN ACTION wants to address the following obstacles or difficulties that keep (young) people from participating in the Programme, and society in general:

- social obstacles: discrimination, limited social skills, anti-social or risky behaviours, precariousness, (ex-)offenders, young and/or single parents, orphans;
- cultural differences: immigrants, refugees, national or ethnic minorities;
- economic obstacles: poverty, low income, dependence on social welfare, long-term unemployment, homelessness, financial problems;
- educational difficulties: learning difficulties, early school-leavers, poor school performance;
- disability (i.e. special needs): people with mental, physical, sensory or other disabilities;
- health problems: chronic health problems, severe illnesses or psychiatric conditions;
- geographical obstacles: remote or rural areas, small islands or peripheral regions, urban problem zones, poorly serviced areas.

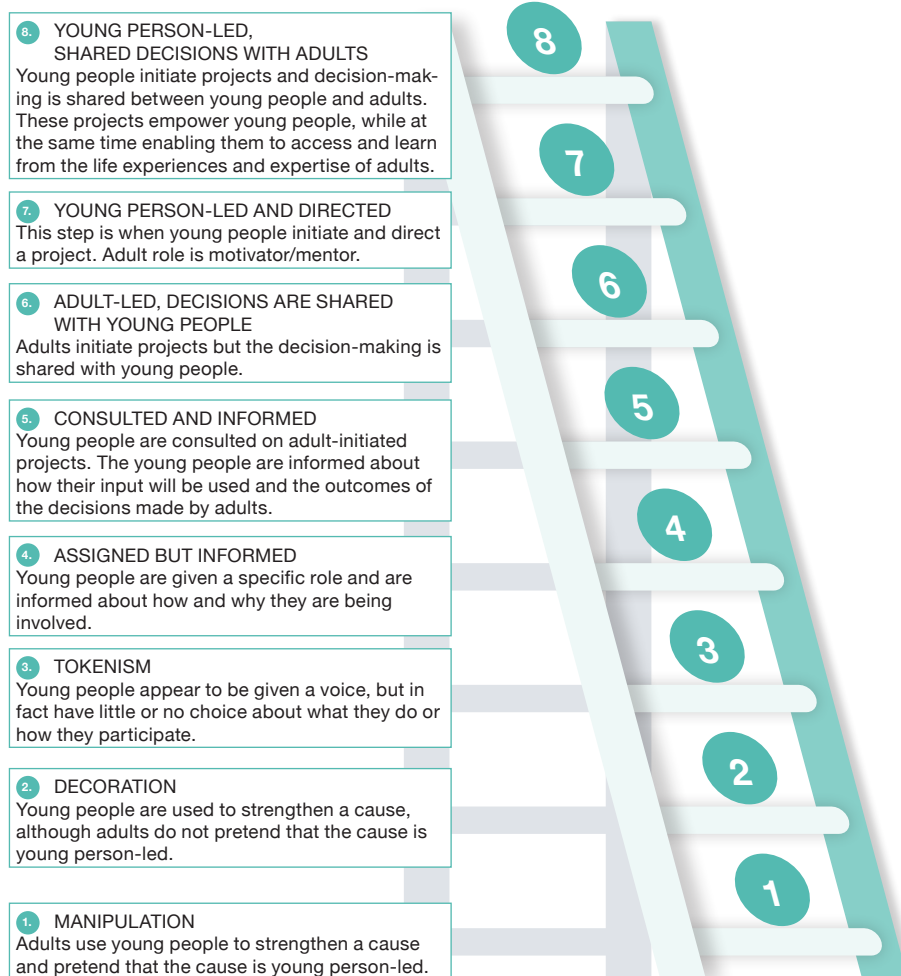
Of course, not everybody with a disability necessarily has fewer opportunities. Similarly, being an immigrant does not necessarily mean that you are at a disadvantage. That's why it is important to see these obstacles in their context. We focus on young people who are at a disadvantage compared to their peers.

Within Erasmus+ YOUTH IN ACTION, **social inclusion is an explicit priority**. The SALTO Inclusion Resource Centre together with the European Commission have even developed an **Inclusion & Diversity Strategy** to make the inclusion of disadvantaged groups and culturally diverse participants as easy as possible. You can read more about this strategy at www.SALTO-YOUTH.net/inclusionstrategy/.

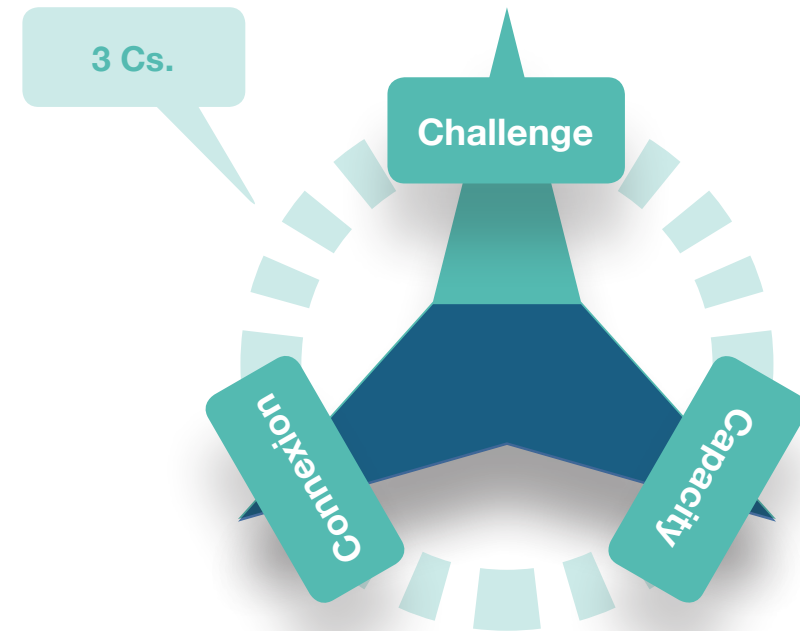
Another important issue is **Active Participation**. Young people should have the opportunity to actively shape the society around them and be involved in decisions concerning them.

- One type of participation is democratic participation. Young people need to realise the importance of elections and of influencing policy makers at different levels. Youth workers can support young people in making their voices heard.
- But participation can also be an educational approach. You can empower young people to take an active role in the projects you organise with them. Through their involvement, they can gain skills and the appetite to set up future projects themselves. Participation comes in many different shades. Hart developed a model to classify different levels of participation. He put them on a ladder according to the degree of young people's engagement and adult steering. The image of a ladder also suggests that you can climb it, step-by-step, towards more (or true) youth participation.





Hart defines 8 steps on the 'Ladder of Participation'. The first three steps, **manipulation**, **decoration** and **tokenism**, do not actively engage young people, but they can nevertheless be a first step towards higher levels of youth participation. The five higher rungs gradually aim to fully integrate young people into the decision-making process and get them actively involved.



Another model of Youth Participation is Jans' and De Backer's **3 Cs**. This triangle suggests that young people will actively engage with society only when the situation combines Challenge, Capacity and Connection. Youth workers (or politicians) should make sure the project gives young people a challenge, within reach of their capacities and which allows them to connect to others to do it together.

THE ERASMUS+ PROGRAMME – INCLUSION AND PARTICIPATION

The Erasmus+ Programme is a European funding programme that runs from 2014 until the end of 2020. It is a tool to put the Europe 2020 Strategy into practice. But the Programme also addresses more specific policy objectives in the fields of education, training, sport and youth.

We focus here on the possibilities for Youth Work: non-formal educational activities for/by young people in their free time (generally taking place out-of-school). The funding measures for such youth activities within Erasmus+ are referred to as **Erasmus+ YOUTH IN ACTION**, using the name of the previous European mobility programme for young people. Erasmus+ has earmarked approximately 60% more money for youth projects compared to the previous programme.

Erasmus+ YOUTH IN ACTION works specifically towards the objectives of the 'Renewed Framework for European Cooperation in the Youth Field 2010-2018'. This cooperation framework aims to:

- create more and equal opportunities for all young people in education and in the labour market,
- promote the active citizenship, social inclusion and solidarity of all young people.

International projects are indeed attractive non-formal education opportunities that give young people (and those working with them) useful skills for the world of work. Unfortunately, not all young people can benefit from such international experiences. That is why Erasmus+ YOUTH IN ACTION aims to be **accessible to all** and to specifically reach out to those who are at a disadvantage. In this way, Erasmus+ YOUTH IN ACTION is a tool for inclusion.

- ▶ **More** about the Inclusion & Diversity Strategy within Erasmus+ YOUTH IN ACTION above on page 6 and at www.SALTO-YOUTH.net/InclusionStrategy/.

Enjoying diversity and making friends from around Europe also encourages solidarity between young people regardless of their background. International projects bring different people closer together and make Europe 'theirs'. **Active participation** in all stages of the project gives young people a feeling of citizenship. They learn to contribute to the project and society and shape their own future. The staff working with the young people also benefit from international cooperation. It gives them a fresh perspective and strengthens the quality of their work.



NEW POSSIBILITIES THROUGH STRATEGIC PARTNERSHIPS

A Strategic Partnership is one of the international project formats funded by the Erasmus+ programme. It encourages different partners to cooperate across borders and sectors. Together, they can develop and implement innovative practices that lead to high quality education and youth work, institutional modernisation and societal innovation. These projects also support inclusion and promote the participation of disadvantaged groups in society.

A Strategic Partnership is an ideal tool to use to work on inclusion and actively involve young people with fewer opportunities. What are the **strong points**?

▶ A free project format

Strategic Partnerships allow you to mix and match different project elements. You decide how simple you want to make it and which optional activities (and related funding) you want to include. That way you can build a project that really fits your needs and dreams...

▶ Longer-term projects

There are no quick fixes to solving social exclusion. True participation requires long-term commitment. Strategic Partnerships make it possible to work on the longer term. Your project can last up to two or three years.

▶ Go in depth

The longer duration of this project format allows you to work more strategically and in depth with your partners on the topics of your choice. This should lead to a greater systemic impact and more robust outputs.

▶ Open up to other partners

It is now possible and even encouraged for you to work together with partners from other educational sectors. Cooperate with (formal or vocational) educational partners, researchers, companies or policy makers to get the most out of your project and enrich your work.

▶ Invest in quality and innovation

The aim of this project type is to grow and improve. This makes Strategic Partnerships a great tool to raise the level of your youth work and educational activities. Take some slow time to make your work more effective or work on high-quality outputs.



▶ Lots of money

Compared to the previous youth programme, the budgets for Strategic Partnerships can be substantially higher (up to €150,000/year) and also include funding for concrete outputs and the dissemination of that output. At the same time, small-scale projects remain possible.

▶ For young people and staff

Strategic Partnerships allow you to work on different levels. You can invest in staff development or policy recommendations, but within the same project you can also put these newly acquired skills or approaches to the test with your youth groups.

▶ Straightforward funding rules

Even though some will always complain about the complexity, the Erasmus+ grants are largely based on easy Unit Costs. There is no need to justify every single expense, as long as you can show that you used the money on what it was intended for. Of course, your accountant will need an overview of what you do with your organisation's money. For example: you get €575/person for a transnational meeting. It is up to you to decide how you use this money best to reach your project's objectives.

▶ Connect to Key Action 1

But if you are still a fan of the good old youth exchange, European Voluntary Service or Structured Dialogue, it is possible to interconnect Strategic Partnerships with Key Action 1 or Key Action 3. They are different applications, but you can combine different Erasmus+ YOUTH IN ACTION project formats strategically to achieve your aims.

STRATEGIC PARTNERSHIPS IN PRACTICE

Strategic Partnerships are extremely **flexible**. You can use this project format to work together with your international partners on the issues of your choice, using the working methodology you prefer. Of course, there should be a link to the objectives of the programme and you are expected to disseminate your results to have an impact beyond your project partners.

- ▶ Refer to the **Erasmus+ Programme Guide** at <http://ec.europa.eu/youth> for the latest details (some changes might occur).

The types of possible activities are very varied. Your imagination is the limit. We give you some examples here:

- Exchange of practice and cooperation between partners.
- Address challenges in a specific field (e.g. youth work, vocational training, etc.).
- Develop innovative materials and new approaches (e.g. methods, tools, etc.).
- Explore new ways of delivering youth work (e.g. flexible learning, virtual mobility, etc.).
- Create more effective curricula, programmes and modules for learning.
- Strategic development of ICT tools (ICT= information and communication technologies) and open educational resources.
- Add more 'Europe' in youth work and focus on European themes.
- Stimulate active citizenship and (social) entrepreneurship (e.g. Transnational Youth Initiatives).
- Combat social exclusion and early school leaving.
- Invest in young people's key competences (e.g. language, ICT, etc.).
- Recognition and validation of competences on European level.
- Capacity-building of youth workers and educational staff.
- Professionalisation of youth work and learning activities.
- Concrete intellectual or practical outputs (e.g. handbook, curriculum, etc.).
- Cooperation between research, policy and practice or across sectors (e.g. youth work, school, labour market, etc.).
- Sustainable impact at the systemic and organisational level.

It is up to you and your partners to **choose the level of complexity** of your project. A Strategic Partnership can range from a simple exchange of inclusion methods between two organisations, to the development of a European participative educational curriculum involving a myriad of researchers, policy makers and practitioners.

- ▶ Get inspired by our project examples on **page 46**.

WHICH ORGANISATIONS CAN PARTICIPATE?

Virtually **any public or private organisation, institution or company** can be a partner in your international project (e.g. youth organisations, NGOs, educational institutes,...). Even informal groups of young people can apply to get funding for their project idea if they cooperate with a partner group abroad. Read more about these small-scale Transnational Youth Initiatives below on page 16.

Erasmus+ focuses on the so-called '**Programme Countries**' (EU members, FYROMacedonia, Iceland, Norway, Liechtenstein and Turkey). But organisations from so-called '**Partner Countries**' (neighbouring the EU or from the rest of the world) can also participate in your project IF they specifically bring an added value. It is up to you to make the case for their involvement and convince your National Agency that your project would not make sense without them.

- ▶ **The** list of Programme and Partner Countries might change due to political events. If in doubt, check with your National Agency.
- ▶ **Have** a look at 'Capacity Building Projects in the Field of Youth' (also within Key Action 2 of Erasmus+) if you want to work on youth work development in partner countries.

Within the youth field, you need a **minimum of 2 organisations** from a minimum of 2 Programme Countries. You can receive funding for a maximum of 10 partner organisations. Your project can last **from 6 months to up to 3 years** (conditions apply). There are 3 application deadlines. If your project is granted, you can start spending the money 4 months after the application deadline.

- ▶ **These** criteria only apply to Erasmus+ funding. You can, of course, **divert from these rules** and find alternative funding for people/activities that don't fit into this Strategic Partnerships format. They can be part of your project; you just cannot receive money from Erasmus+ for them.

TRANSNATIONAL YOUTH INITIATIVES

Maybe you remember the ‘Youth Initiatives’ of the previous Youth in Action programme? They support projects developed and carried out **by young people themselves**. They foster social commitment and entrepreneurial spirit. A Youth Initiative in Erasmus+ has to be international and based on the similar needs and interests of youth groups in a minimum of 2 Programme Countries.

The essence of a youth initiative is that young people try out their ideas and set up their own project. However, they can be supported by a coach if needed. A coach is an experienced resource person who facilitates the learning process and supports the group. But the coach is not a project leader, consultant, group member, technician or legal representative.

Youth Initiatives are less complex and in most cases, would only need a Project Management grant and maybe a Transnational Project Meeting. You can add a reasonable amount for the costs of a coach under Exceptional Costs. This cost item can receive funding of up to 75%.

▶ **Important:** if the youth initiative is carried out by minors, the support of a coach is compulsory. Each partner group has to have at least one legal representative of 18 years or older to sign the application and contract.

▶ **More** details in the Erasmus+ Programme Guide <http://ec.europa.eu/youth>.

SECURE FUNDING FOR YOUR PROJECT

Selection committees across Europe use a set of **award criteria** to evaluate your project. The more your application is in line with the principles below, the more points your project will get and the more likely it will be to receive funding. Your application needs a minimum of 60 points out of 100 to be considered for funding, and half of the points in each of the 4 sections (e.g. a minimum of 15 points on relevance, a minimum of 10 on project design, etc.).

▶ **Selection** committees can only evaluate what is written. Make your project logic and approach explicit in your application. We recommend you clearly address the different topics below.

1) Relevance of the project (maximum 30 points)

Explain how your project proposal addresses:

- the objectives of relevant European policies (for youth this is the ‘Renewed Framework for European Cooperation in the Youth Field 2010-2018’),
- the objectives and priorities of the Strategic Partnerships listed in the Programme Guide.

Your project proposal will also gain more points if:

- it is based on a genuine and adequate needs analysis,
- the objectives are clearly defined and realistic,
- it addresses issues relevant to the participating organisations and target groups,
- you build synergies between different fields of education, training and youth,
- your proposal is innovative (for the participating organisations),
- it is complementary to initiatives already carried out by the participating organisations,
- you show how European cooperation brings results that would not be attained by activities carried out in a single country.

2) Quality of the project design and implementation (maximum 20 points)

Show in your application that you know how and why you would implement different activities to reach your objectives. You will score points for the following:

- a clear, complete and good quality work programme,
- details on preparation, implementation, monitoring, evaluation and dissemination,
- consistency between your objectives and the activities proposed to reach them,
- the quality and feasibility of the methodology proposed,
- cost-effectiveness of the project and appropriate resource allocation to each activity,
- relevant quality control measures to ensure that the project implementation is of high quality, completed in time and on budget.

If the project includes **training or learning activities** (on top of the standard Project Management and Implementation Grant):

- show to what extent these activities are appropriate to the project's aims and involve the appropriate number of participants,
- detail the arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles.

3) Quality of the project team and the cooperation arrangements (maximum 20 points)

Make sure in your application that the selection committee gets a clear view of the following:

- a complementary mix of organisations that have the necessary experience and expertise to successfully deliver all aspects of your project,
- the distribution of tasks and responsibilities demonstrates the commitment and active contribution of all participating organisations,
- the project involves newcomers to the Strategic Partnerships,
- effective mechanisms to coordinate and communicate between the participating organisations and with other relevant stakeholders,
- for cross-sectorial projects) the project involves organisations from different fields of education, training, youth and other socio-economic sectors,
- in case of organisation from a Partner Country) show how the 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).

4) Impact and dissemination (maximum 30 points)

You already need to plan the outcomes of your project at the application stage and decide how you are going to share the results with people and organisations outside your project. Give details on:

- how you will evaluate the outcomes of the project,
- what the potential impact of the project will be:
- on participants and participating organisations, during and after the lifetime of the project ,
- outside the organisations and on individuals directly participating in the project, at local, regional, national and/or European levels,
- your dissemination plan: how you will share the outcomes of the project within and outside the participating organisations,
- how you will make the impact of your project sustainable, producing results after the EU grant has been used up,
- in case of Intellectual Outputs) how the materials, documents and media produced will be made freely available to the wider public.

WHAT CAN YOU APPLY FOR?

The grant for Strategic Partnerships is made up of different **building blocks**. Depending on the activities you plan within your project, you can apply for additional money. For most of these building blocks, you can get a fixed amount of money (a so-called Unit Cost) depending on the number of participants, days or distance. This is a contribution to your project, as European grants never intend to cover all of your costs. So if you need more money or if you deviate from the eligible activities or countries, it is up to you to find other funding sources for this.

- ▶ **Note:** The total grant awarded to a Strategic Partnership cannot be higher than €150,000 per year.

0) Project Management and Implementation Grant

This is the standard grant for a Strategic Partnership. It goes towards the costs related to implementing the project (management, communication, virtual cooperation, local project activities, materials, project work, promotion, dissemination, etc.). It should allow you to 'make the project happen'.

1) Transnational Project Meetings (optional)

Sometimes it is necessary to meet with project partners and work together for an intense, short period to implement the project (e.g. kick-off meeting, evaluation meeting, work meeting, midterm meeting,...). A Transnational Project Meeting should be hosted by one of the participating organisations (can be in a Programme or a Partner Country). The grant is a contribution to travel and subsistence costs. It is up to you to decide how you spend it. You need to justify the need for these meetings and the number of participants that should take part in it.

- ▶ **No haggling:** you must use the European Commission's distance calculator to determine your grant.

2) Intellectual Outputs (optional)

If your project works towards tangible deliverables or concrete outcomes (e.g. online courses, publications, educational materials, resources, IT tools, studies, policy documents, etc.), you can apply for staff time for this (a unit cost per person per day). You will have to justify the type and volume of grant you need to avoid overlap with the regular Project Management and Implementation grant. The products should be substantial in quality and quantity to receive funding. If your final product is not up to standard, the

NA might ask you to reimburse (part) of the money. So think carefully about whether you can produce your 'product' with the standard Project Management and Implementation Grant, or whether you really want to apply for the extra staff money to work on your Intellectual Output.

3) Multiplier Events (linked to the Intellectual Output)

Multiplier Events are national or transnational conferences or seminars to disseminate your Intellectual Output. Only Multiplier Events taking place in Programme Countries involved in the project are eligible for funding (you cannot get funding for Multiplier Events in Partner Countries). You can only apply for a Multiplier Event if you have also applied for an Intellectual Output, as these two project elements should be linked.

4) Exceptional Costs (for subcontracting, e.g. for inclusion)

This is a contribution to the real costs of subcontracting or purchasing goods and services that none of the participating organisations can provide e.g. to include young people or staff with special needs in your project. You will need to justify why you need these Exceptional Costs.

5) Special Needs (for participants with a disability)

This optional grant can be given for costs directly related to participants with a disability. You need to explain in your application why you need this additional money.

6) Transnational Mobility for Learners or Staff (optional)

You can add a Transnational Mobility component to your project. The possibilities depend on the sector that you are active in (youth, education, etc.). Some of these activities are geared towards Learners (e.g. young people), whereas others are for Staff (e.g. youth workers). You will have to justify in your application why these activities are necessary to achieve the objectives of your project.

Blended Mobility for Young People

- From 5 days to 2 months of physical mobility

These activities combine online tools with one or more short periods of physical mobility (from 5 days to 2 months in total). The virtual connection between groups (e.g. via social media, collaborative workspaces,...) prepares them for the physical mobility and prolongs its learning outcomes. It can help prepare people with fewer opportunities to overcome the barriers to long-term physical mobility.

Joint Staff Training Events

- From 5 days to 2 months

These Events train staff or youth workers on issues linked to the topic of the Strategic Partnership. This training should be organised for small groups of staff from participating organisations from different countries in order to maximise the impact on each participating organisation. These Events can have various formats, i.e. study visits, workshops, training courses, etc. There should be a balance between transnational and national participants.

Mobility of Youth Workers

- From 2 to 12 months

Youth workers go abroad to experience a different working reality and increase their professional, personal and intercultural competences. They actively contribute to the daily work of the hosting organisation. The organisations involved benefit from new perspectives and experiences. These Mobility activities can be carried out as individual activities or in pairs, as a mutual exchange of youth workers (simultaneously or not) between the two partner organisations. If Linguistic Support is justified, you can apply for a small additional sum per participant for this.

- ▶ **Important:** you don't need to apply for the full grant as calculated automatically on the application form. You can request a smaller budget that is best adapted to the size of your organisation and project. The selection committee takes into account whether the budget requested is proportional to the project and your organisation's capacities.



WHERE & HOW TO APPLY?

Any of the participating organisations based in a Programme Country can apply on behalf of the project partners. The funding application has to be submitted to the **relevant National Agency in the country of the applicant organisation** (also called Coordinating Organisation). In some countries there is only one National Agency for the whole Erasmus+ Programme, but in others there is a specific one for Erasmus+ YOUTH IN ACTION.

If your project involves a mix of stakeholders, you can choose to apply to the dedicated Erasmus+ YOUTH IN ACTION National Agency (where available) or the National Agency for the other educational sectors. Make sure that you observe the different rules when doing a cross-sectoral project.

- Consult the list of **National Agencies** on the Erasmus+ website: <http://ec.europa.eu/erasmus-plus/>. Your NA can help you with further questions and answers. Remember that most Erasmus+ YOUTH IN ACTION National Agencies have special information sessions or can give you feedback on your project ideas.
- Important: a consortium of organisations can only submit one project application to one National Agency per deadline. So you are not allowed to submit the same funding application in several countries or to several National Agencies (e.g. youth and formal education).
- Once you have developed the project with your partner organisations, you can start **filling in the e-form** (download it from <http://ec.europa.eu/programmes/erasmus-plus/>).
- Before submitting your application you need to create an **ECAS account** (<https://webgate.ec.europa.eu/cas/>) and an **organisational profile at Participants Portal** (<http://ec.europa.eu/education/participants/portal/>). At the end of this process, you will get a 9-digit **Personal Identification Code (PIC)** that you need to provide on the application form. Once your application is complete, submit it before the deadline and send in the necessary supporting files.
- Lost or confused? Find detailed instructions and a video tutorial of the registration steps at www.erasmusplus.org.uk/how-to-apply.



HOW DO YOU START A STRATEGIC PARTNERSHIP?

Are you considering using the new opportunities a Strategic Partnership offers and are you wondering how to start? Perhaps some of these questions are popping up in your head:

- How do I create a long-term project?
- How high should I aim?
- Who is the best partner to cooperate with and how do I foster our cooperation?
- What objectives should I choose?
- What activities should I organise?
- What outcomes best serve my/our original needs?
- How can I make sure my project is successful?

These are relevant questions to think about when you are preparing your project. Some of them are easier than others. However, it is important that you find an answer to all of them. In this chapter, we'll try to help you do that, so that you are successful in planning your Strategic Partnership project.

But first, let us dream....

Strategic Partnerships allow you to work on projects from 6 to 36 months. If you go for the longer option, and you take into account the time needed to prepare your project, as well as applying and waiting for approval of your funding, you are actually creating a project with a 3-year perspective. Not everyone is used to that, but the prospect of having stable resources for your work for a couple of years may motivate you.



ACTIVITY: PICTURE OF THE FUTURE

Sit down in a comfortable place and close your eyes. Imagine you wake up in 3 years' time. Your organisation has been doing very well these last 3 years, building on successes, overcoming obstacles. What does the picture of the future look like? What has changed? What is your organisation doing (in the same way/differently)? Who is involved in your organisation? What is your role there? What activities are the most successful? What do people say about your organisation? Why do people come back? When you are ready, open your eyes and draw a picture of what you have just dreamt about.



TIP:

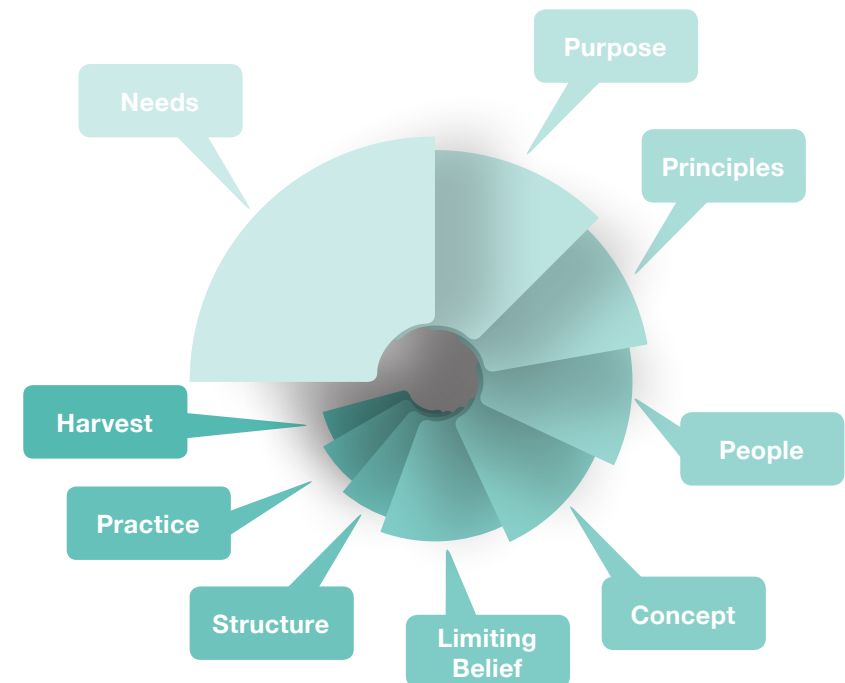
- ▶ You can try to do this exercise with your colleagues, volunteers, youngsters or other stakeholders. The visions you each have will inspire and motivate you to work on your future activities.
- ▶ Has your organisation developed a strategic plan for the immediate future? Keep it in mind when preparing your Strategic Partnership project. You don't have a strategic plan in your organisation? No reason to panic. There's a well- marked path you can follow on your way.

PROJECT STEPPING STONES

When you don't know where you are going, you can shape your work with clear, strategic steps. We suggest the **Chaordic Stepping Stones** as a method of co-creating your project with your partners. This method stimulates creativity and new ideas. These steps support you to plan actions that are sustainable for your organisation and for the people you work with because these actions will be rooted in real needs.

How to walk the path

Asking **key questions** activates each stepping-stone. When designing your project, follow these stones one after the other. You can choose which key questions are relevant for you to explore each stone to the extent you need. Imagine the stones as being embedded, one within the other. You go through them one by one, only moving on to the next one when the previous one is in place.





PROJECT NEED

A **need** is a compelling reason for doing anything. Sensing the need is the first step in designing your project. No matter how great your project idea is, it won't make sense if it's not needed.

?

KEY QUESTIONS:

- What are the challenges and opportunities your organisation is facing?
- What are the needs of your organisation, your target group and society?
- What is the need that your project can uniquely meet?



ACTIVITY: MAPPING THE NEEDS

- ▶ Make a mind-map of the needs of the following actors: (If relevant, add more actors such as school, parents, ...).
- ▶ Which 3 of these needs do you consider the most important for your project and why?



PROJECT PURPOSE

From the need flows the **purpose**, or, simply put, the aim of your project. The purpose/aim is always and never fulfilled. It is something you can always strive for, but won't ever be totally finished with.

?

KEY QUESTIONS:

- If your work achieves its fullest potential, what do you imagine is possible?
- What difference do you want to make with your project?
- What do you want to achieve with your project?

ACTIVITY: IDENTIFY YOUR PROJECT'S PURPOSE

Have you succeeded in identifying the needs you want to focus on in your project? Look at the 3 needs you considered the most important in the previous step and think of what your organisation could do to meet those needs.

A

EXAMPLE:

Need (why?): Young people lack competences required by the jobs market.

Purpose (what for?): Support competence-based youth work and lobby for its recognition.

IDEAS FOR BEST PRACTICE

- ▶ What do organisations try to achieve?
- ▶ Gain skills (via mobility), support young people in their socio-professional life.
- ▶ Address challenges in youth work, explore new ways of delivering youth work.
- ▶ Value experience, document skills and teach young people how to talk about their skills and how to present themselves (awareness of competences).
- ▶ Influence policy, advocacy, create structures/policies that are more favourable for young people.
- ▶ Encourage participation and entrepreneurship (let young people realise their project ideas).
- ▶ Combat injustice & inequality; raise awareness about human rights, social rights, gender, anti-discrimination.
- ▶ Professionalise youth work and build the capacities of youth workers.

WORKING PRINCIPLES

Last, but not least, before you start preparing your international project, it is valuable to think about your approach. What are the **principles** that are typical for the work of your organisation? Reflecting on the principles of cooperation will help you understand how you want to work together with your partners and your project/target group. If you want these principles to be followed during your project, it is very important that they are simple, co-owned and well understood.

?

KEY QUESTIONS:

- What is your best practice?
- What is it important to remember about how you want to work with the participants in your project?
- What are the principles you find important when working with your partners?

IDEAS FOR BEST PRACTICE

Approach

- ▶ Co-construct projects, give space to young people, participative practice.
- ▶ Give young people success experiences, 'we can do it', give young people confidence and independence, empowerment.
- ▶ Give young people a voice, true participation, do things with young people, not for young people.
- ▶ Positive approach towards youth, gain acceptance and understanding, share culture.
- ▶ Be on an equal level, direct personal contact with youngsters.
- ▶ Be authentic, come from the heart, motivation, commitment, and belief.

PEOPLE

Choosing the right people (be it a specific target group or your project partners) is one of the most crucial elements that will influence the success of your project.

?

KEY QUESTIONS:

- Which target group are you going to work with?
- What partners are you looking for?

Target group

This is probably a piece of cake for you. You are a **group of young people** and this project idea comes from you. Well done!

Or your organisation works with young people and you have a concrete **youth group** in mind for this project. Remember to:

- Ask them whether they are interested in the project.
- Create the project with them, not for them: involving them from the beginning will help increase their ownership of the project.
- Involve the group in choosing the partner organisation.

!

TIP:

Organise a brainstorming session on the project idea. What is it you would like to work on together? What partners do you want to co-operate with? Think of a topic, similar needs, similar challenges, experience, country of origin, ways of working, ...

Do you want to use this project to reach **other young people** or **policy makers** out there? Time to develop a strategy on how to reach them!

Strategic Partnerships allow you to work on different levels. You can invest in youth groups, and at the same time in capacity building of your **youth workers**. They have the chance to work abroad at your partner organisation for a period of 2 to 12 months (Mobility of Youth Workers) or to attend a training course ranging from 5 days to 2 months (Joint Staff Training), enriching their profile as professionals in the field. Does this sound appealing to your organisation?

Think about:

- What interests do your youth workers have?
- What experiences would it be useful for them to gain to enrich your work?
- Do you have the capacity to host other youth workers at your organisation, to bring some expertise in and to share your ways of working?

Partners

There are a wide range of actors (informal groups, schools, organisations) you can co-operate with in Strategic Partnerships. Keep in mind that you need to be a minimum of 2 organisations/groups from a minimum of 2 Programme Countries to be able to apply for funding in the Youth field. Check details in the previous chapter on page 12.

When considering which partners to involve, think about what it is you are good at (what you have to offer in this partnership) and at the same time, what competences (knowledge, skills, attitude), experience, or expertise are you looking for (what your partners will ideally bring to this partnership).

It is a good idea to describe your project idea briefly in an e-mail or a short video and introduce it to your potential partners.



ACTIVITY PROJECT IDEA DESCRIPTION

Who are we?

- ▶ Briefly introduce your project group / organisation: where are you from, what do you do, what is your background?

What is this project idea about?

- ▶ Describe what need(s) you want to tackle, what you want to do.
- ▶ Specify an approximate duration for the project you have in mind.

What partners are we looking for?

- ▶ Explain who are you looking for: think of a specific country, background, interests, experience, expertise, ...
- ▶ Contact details & deadline

Who can people contact for further questions?

- ▶ Provide your contact details (e-mail, Skype, telephone).
- ▶ Mention when you want to apply for funding and when you need to have heard back from them by.

TIPS ON HOW TO FIND PARTNERS

You need to start looking for partners well in advance (4 - 6 months before the deadline), so you have enough time to develop the project together.

You can try your **own international networks**, go to a **Contact-Making Seminar** or use a **partner search tool**.

▶ Own Networks

Map your own network to see who could potentially be interested in your project idea.

▶ Contact-Making Seminar

There are various contact-making activities being organised in Europe. You can check the SALTO Training calendar for more information. www.SALTO-YOUTH.net/training/

▶ Partner Search Tools

Within the Erasmus+ YOUTH IN ACTION, there are a variety of tools to help you find a partner group or international project:

▶ Otlas – SALTO's partner finding website. This is a centralised database, where you can search for partners and find a perfect match for you (choose from 5000 searchable organisation profiles).

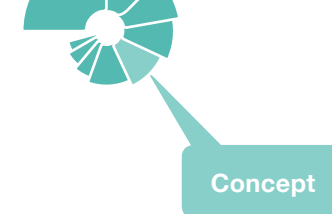
Register your organisation or informal group to show your interest in international cooperation.

www.SALTO-YOUTH.net/otlas/

Most **National Agencies** (NAs) of the Erasmus+ YOUTH IN ACTION have some kind of **partner request form** – usually in electronic format on their homepage. The NAs can forward your completed form to one or more of the other NAs located across Europe. These NAs use different methods to circulate partner requests to potential partners (e.g. e-mail lists, website, newsletters, ...).

Find a list of NAs at <http://ec.europa.eu/erasmus-plusHYPERLINK> "http://ec.europa.eu/erasmus-plus/"

Some SALTO Resource **Centres for regional co-operation** have addresses of youth organisations and contact points in so-called '**Partner Countries**' e.g. SALTO Eastern Europe & Caucasus: www.SALTO-YOUTH.net/eeca/, SALTO South East Europe: www.SALTO-YOUTH.net/see/, SALTO EuroMed for co-operation with EuroMed countries: www.SALTO-YOUTH.net/euomed/. However, keep in mind that



PROJECT CONCEPT

Having found your partners, the most crucial part of your work is ahead of you: what specifically is your project about? It is important to involve your partner from the beginning of the project, so you can decide on the **project concept** together. Co-creation of the project increases the feeling of ownership, as well as the commitment of your partners.



KEY QUESTIONS:

- What are the main objectives of your project?
- What are the main activities you want to carry out in order to fulfil your objectives?

Objectives

The objectives are important, because they both describe **how** you are going to achieve your aim, while at the same time, giving form to the activities you will be organising. For example, if your aim is to cross a river because you need to get to the other side, you have various ways of doing so. You can build a bridge to cross, take a ferry or swim to the other side. The method you choose influences the actions you'll have to plan in order to really get there.

If the purpose/aim of your project is to support competence-based youth work and lobby for its recognition, what are the objectives you should set to reach your aim?

- Re-define all programme and activities so that they consciously lead towards gaining competences.
- Name the competences gained from various programmes and activities in youth work.
- Develop and promote tools to record competences.
- Increase the visibility of competences gained in youth work.
- All/none/other?

BE SMART WHEN PLANNING YOUR PROJECT OBJECTIVES AND MAKE THEM SMARTER.

Specific objectives are precise and clear. They answer the 5 'W' questions (who, what, when, where, and why). Example: Plan a one-hour coaching session once a month with each volunteer to support their learning and potential, instead of just 'coaching volunteers'.

Measurable objectives are quantifiable = you can establish concrete criteria (qualitative and quantitative) for measuring the project's progress.

Achievable objectives are within an organiser's control and influence. Is the objective achievable with the available resources and within the outlined framework?

Relevant objectives are instrumental to your aim. Why is this objective important?

Time-bound objectives have an end point that you can circle in your calendar. When will your objective be accomplished by?

Evaluate and monitor objectives regularly and adjust them when needed.

Re-visit objectives after your evaluation process.

Example:

NOT SMART: Work more with feedback

SMART: At weekly meetings, ask for feedback on what you are doing well and what to improve on. Keep a notebook with this information and try out the tips.

SMARTER: At weekly meetings, ask for feedback on what you are doing well and what to improve on. Keep a notebook with this information, try out the tips and document each week what worked and what didn't. Maybe you'll find out that the weekly basis is too often and you'll change this to once a month.

ACTIVITY: You can see activities as a strategy to fulfil your objectives. What is it you want to achieve? And what is the best way of getting there? Together with your partners and young people involved in the project, think about what activities they might find important to reach the goals of your project.



Make a checklist of objectives versus your activities and review them against each other.

The main types of activities you can finance within your Strategic Partnership project are described in the previous chapter on page 17.

Feel free to combine different kinds of activities (Project Meetings, working on your Outputs, Multiplier Events, Transnational Mobility for Learners and/or Staff). Enjoy the freedom to mix your own activity cocktail and do what you want to do with whoever you want.





LIMITING BELIEFS

So much of what organisations do in their practice is based on unquestioned models of behaviour. These patterns can be helpful, but to a certain extent, they are also limiting. Don't get stuck on fixed ideas or formats, do things differently. It is hard to create **innovation in projects** using only old models and approaches. It pays to be flexible and creative in the process and to discover new ways that might lead you to new results.

A Strategic Partnership is your chance, as well as being a tool to invest energy and resources into getting better at what you are doing within youth work or educational activities. It aims to support development, and the transfer and/or implementation of **innovative practices** at organisational, local, regional, national or European level.

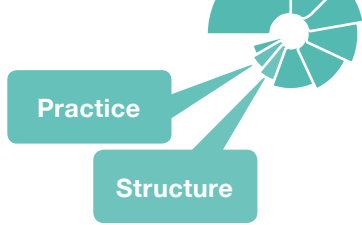


KEY QUESTIONS:

- What obstacles do you face on the way?
- What new methods can you try out?



IDEAS FOR BEST PRACTICE	
Obstacles organisations face	Possible new methods to try
<ul style="list-style-type: none"> ▶ Apathy, youngsters don't want to take action 	<ul style="list-style-type: none"> ▶ Link to their interests, needs, wants. ▶ Go where young people are (e.g. online, streets, subcultures, ...), don't wait until they come to your youth organisation ▶ Use attractive and fun methods that they are interested in (e.g. music, art, etc.) ▶ Give them tools, but they have to do it (with support)
<ul style="list-style-type: none"> ▶ Lack of language skills for international projects 	<ul style="list-style-type: none"> ▶ Cooperate with similar language countries (e.g. Romanic, Slavic, Germanic, etc.) ▶ Organise basic language training, prepare small practical dictionary (with the basic words). ▶ Use non-verbal methods (e.g. bring people together through music, theatre, food, art, action...)
<ul style="list-style-type: none"> ▶ Lack of premises /working space to organise projects 	<ul style="list-style-type: none"> ▶ Cooperate with partners who can share resources (e.g. meet in school buildings after school time, public buildings, private contributions, corporate social responsibility, etc.) ▶ Be creative, work outside
<ul style="list-style-type: none"> ▶ Sceptical parents, hostile network, uncooperative stakeholders 	<ul style="list-style-type: none"> ▶ Embed the community/stakeholders in the project from the start, consult and listen, give them a role in the project ▶ Communicate openly and transparently ▶ Remove reasons for negativity
<ul style="list-style-type: none"> ▶ Exaggerated, unrealistic expectations from authorities 	<ul style="list-style-type: none"> ▶ Get policy makers on board, convince them, involve them ▶ Work on realistic expectations



STRUCTURE & PRACTICE

Once you have decided on the aim, objectives, and activities, you can start thinking about the best way of channelling the resources you have within your partnership: time, commitment, and money.



KEY QUESTIONS:

- What is the time-flow of your activities?
- What is the role of your partners and their commitment?
- How big is your budget?

Time-flow of activities

When planning the time-flow of your activities, consider the following questions first:

- What is the logical sequence of your activities?
- What do you need to do first, what next?
- How much time do you need in between them?
- When do you need to start putting together your output?

Do

- Plan sufficient time and resources for preparation, carrying out and follow-up of your activities, as well as of your output.
- Check whether your timing is realistic.
- Plan time for regular monitoring and evaluation of your project.

Don't

- Overestimate time – optimistic deadlines are easy to miss.
- Put too many activities into one period.
- Rely on quick and easy fixes: sloppy projects might have a more negative impact than no project at all.

When applying for the Strategic Partnership funding, you have to visualise your activity-flow in the **timetable** below and add it as an attachment to your application.

Project activity	Month 1 M1	Month 2 M2	Month 3 M3	Month 4 M4	Month 5 M5	Month 6 M6	...
Project Management and Implementation Activity (A1)							
Intellectual Output 1 (O1)							
Transnational Project Meeting (M1)							
Multiplier Event (E1)							
Learning / training activities (Transnational Mobility) (C1)							
...							

You can add as many activities as you plan to organise. Add numbers to specify which activity you are referring to (**M1, M2, E1, ...**).

Roles of partners

It is important that all the partners actively contribute to the project and that the roles are clearly defined. The best method is to meet together face to face and discuss the roles and responsibilities in detail. Take notes on the discussion and if you want, you can prepare a sort of contract describing the details of your cooperation. Also, plan regular feedback and ways of continuously monitoring your project and assessing progress.

IDEAS FOR BEST PRACTICE

Aspects contributing to a successful co-operation

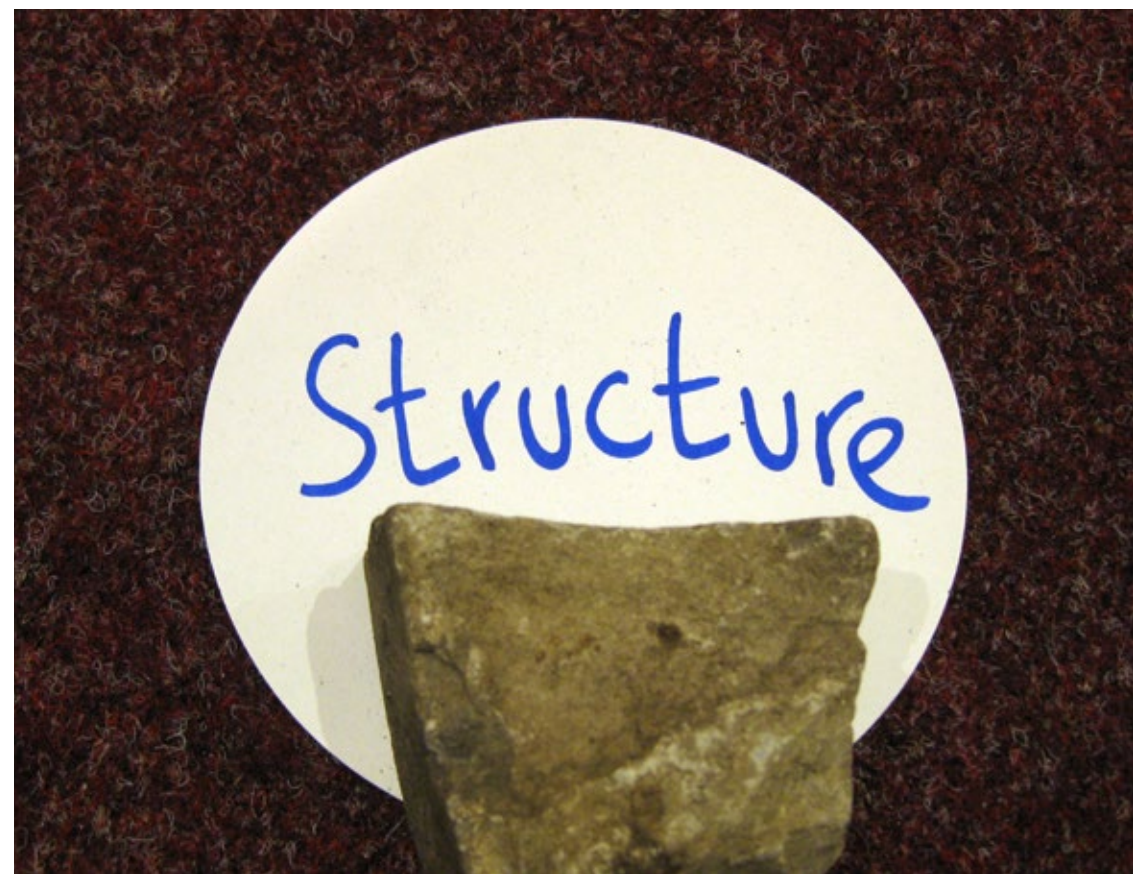
- ▶ Connection & open communication
- ▶ Trust & teamwork
- ▶ Commitment and motivation of people involved in the project
- ▶ Regular feedback
- ▶ Monitoring (formal and informal)
- ▶ Patience, perseverance & determination (results don't come falling from the sky)
- ▶ Have people who have their heart in the project
- ▶ People that care and don't mind aiming for their dreams (and the dreams of young people)

Budget

No matter what funding you are using to finance your projects, here are some practical tips on how to work effectively with project budgets:

- Make it real - have a look at your list of activities and work out a realistic budget. Don't make wild guesses about how much everything costs. Base the estimated costs on actual prices (if prices vary, use an average one). Plan 10% of your budget as a back-up for unforeseen situations, changing exchange rates, etc.
- Balance it - your expenses have to be in balance with your estimated income. If they are not, consider what other sources of funding might be available to your project or plan some fundraising activities.
- Check the cash flow - put all the expenses and income on a timeline to see if you will always have enough money available. Take into account that part of your Erasmus+ funding will only arrive after approval of your final report.

- Monitor your budget – make sure you collect all your receipts and record what you have spent regularly. This will ensure you have an accurate overview of your finances and will avoid any unpleasant surprises.
 - Work **in a team** - it is very easy to make mistakes with numbers. Find a budget partner who can check the budget and the figures.
- ▶ Check out more tips in the **T-Kit on Funding and Financial Management**, which you can download from http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/T_kits
- ▶ Also see tips to 'Secure funding for your project' on page 17.





HARVEST

There is no point in working hard unless you plan to harvest the fruit of your work. Harvesting includes making meaning out of your work, telling your story and sharing your results so that they have the desired impact on the wider community beyond your project partners.

?

KEY QUESTIONS:

- What outcomes/outputs do you want to produce that best serve your needs?

Project outcomes

The outcomes of your project should address the need for your project and be closely related to your project's aims, objectives and activities. The longer the project takes, the more time you have to work on your outcomes. Well thought of outcomes help to increase the visibility of your project and spread your message.

Keep in mind why you have created it, who it is for and what the aim is when deciding on the best way of presenting your project outcome(s). You are completely free to design an appropriate outcome format as well as to choose the type of media you want to use to create and disseminate it. To ensure the desired impact on your target group and beyond, you should think hard about what kind of media would be most attractive and accessible (video, website, DVD, exhibition, publication, etc.).

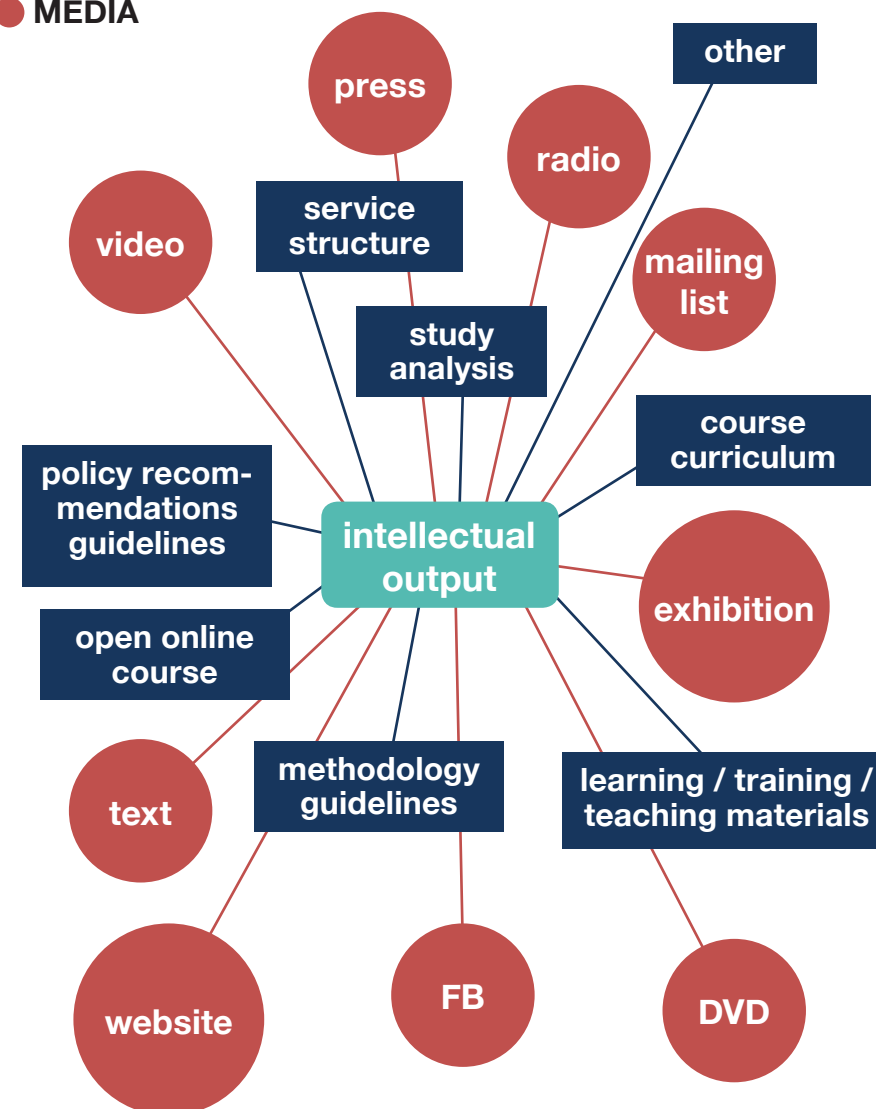
Intellectual Outputs

Within the Erasmus+ Programme, one funding element, "Intellectual Output", is a new opportunity to receive a financial contribution for significant and meaningful project products of high quality. Intellectual Outputs are more "heavy duty" than just any project outcomes, so think hard about whether you really want to apply for this extra money. You can easily work on most of your project outcomes using the standard Project Management and Implementation grant.

Examples of Intellectual Outputs: a policy recommendation or a guideline, a study or an analysis, an open online course, learning / training / teaching materials or methodology, a service structure or something else. Use your imagination.

TYPES

MEDIA



PROJECT EXAMPLES

Are you wondering what the Strategic Partnership projects actually look like in practice? Gain inspiration from our examples. We have divided them into light, medium and all-in categories, based on how many different funding elements they use.

Remember: your project doesn't become 'the ideal' or the 'best' one if you use lots of different funding elements. Choose only those funding elements that you really need to make your project happen. "Light" projects are perfectly okay. The larger the sum of money you ask for, the greater responsibility you have to deliver high-quality results. "All-in" projects will very easily trigger the attention of the selection committee, who will have a close look at whether you really need all that money.



STRATEGIC PARTNERSHIP LIGHT

Theme: **Talent development & art**

- ▶ **Partners** involved: 2 partners in 2 Programme Countries
- ▶ **Project** duration: 8 months
- ▶ **Project** purpose: Create opportunities for talent development and give young people a voice
- ▶ **Project** outcomes: Movie, workshops

Two groups of youngsters in 2 countries share their **passion for making music** and want to use this as a **tool to discover the talents of young people** and **give them a voice**. Both groups will **develop workshops** for youngsters to enable them to make and record their own music, create videos and perform. The two groups are **interconnected virtually** and they establish their **own YouTube channel** where they upload their recordings in order to learn from each other, be influenced by different cultures and learn about the differences and similarities between the groups. At the end of the project, one group organises a **local cultural event** where the youngsters can perform.

Activities	Contribution to the costs from the grant for:
Local workshops & movie	Project Management and Implementation
Cultural event	Project Management and Implementation



You don't have to ask for money for Intellectual Output if the Project Management and Implementation grant is enough to make your project happen.

Theme: **Creative spaces in urban areas**

- ▶ **Partners** involved: 6 partners (NGOs / municipalities) in 3 Programme Countries
- ▶ **Project** duration: 12 months
- ▶ **Project** purpose: Young people create urban spaces for themselves as a powerful mechanism against exclusion
- ▶ **Project** outcomes: Video on 'creating spaces for youth'

This project addresses a **common challenge**: young people don't go to youth centres, but hang out on the streets instead. The partners want to **explore different ways of attracting young people** on the streets and **innovative methods for combating exclusion**. During the project, young people will be **engaged in creating alternatives spaces** in cities for themselves. Special attention will be given to building constructive relationships within communities and the involvement of town councils.

Activities	Contribution to the costs from the grant for:
Sharing good practices: successful engagement methods	Transnational Project Meeting
Creating alternative spaces in 3 countries, making a video	Project Management and Implementation

STRATEGIC PARTNERSHIP MEDIUM

Street youth work for employability

- ▶ **Partners** involved: 9 partners in 3 programme countries
- ▶ **Project** duration: 24 months
- ▶ **Project** purpose: Develop more effective programmes to support young people in seeking a job
- ▶ **Project** outcomes (Intellectual Output): e-platform, programmes

This project focuses on **supporting young job seekers** to find a job by investing in **developing their competencies and skills**. Based on reported needs, the local partners will join forces to **develop missing tools, guidelines, workshops or programmes** for young people. At the end of the project, all partners meet to **exchange good practice** ideas and to present their outcomes to an organisation working in a similar field.

Activities	Contribution to the costs from the grant for:
Virtual kick-off meeting: launching a feasibility study/ analysis (what exists, what is missing, doing interviews with young people on the streets): results	Project Management and Implementation
Develop e-platform with missing tools and guidelines, to help young people (based on needs and results of the analysis)	Intellectual Output
Develop new programmes – workshops, long-term programmes (based on needs and results of the analysis)	Intellectual Output
Final event to present e-platform and new programmes + sharing good practice among partners	Multiplier Event

Sustainable participation for youth

- ▶ **Partners** involved: 3 partners in 3 programme countries
- ▶ **Project** duration: 24 months
- ▶ **Project** purpose: Give young people a real voice in the local community
- ▶ **Project** outcomes (Intellectual Output): Handbook with participatory approaches and methods and recommendations for policy makers

This project stimulates **cooperation in the fields of research, policy and practice**. Project partners are active in the field of **youth participation** and they want to invest time in **discovering attractive participation methods** for young people. With the help of researchers, they are going to **conduct a need and situation analysis of participatory practices** in their communities. The results of this analysis will be presented at the project meeting, which will be dedicated to **sharing successful participatory methods and approaches** and designing new ones.

All partner organisations will **discuss and test new approaches** in their local communities. The analysis results and practical experiences of the organisations will be collected in a **handbook with participatory approaches** that will be presented at a **study day** in each country. As a result of this, a **policy recommendation** in each country will be communicated to policy makers.

Activities	Contribution to the costs from the grant for:
Inquiries about practices and needs in the different organisations (with help of researchers)	Project Management and Implementation
Meeting between countries to put together results, share participation methods and/or design new ones	Transnational Project Meeting
Test participation methods in local settings	Project Management and Implementation
Handbook with participatory approaches and methods and recommendations for local authorities	Intellectual Output
Study day for policy makers, NGOs, public: presenting the toolbox and work on policy recommendations (in each country)	Multiplier Event



STRATEGIC PARTNERSHIP ALL-IN

Competence-based youth work

- ▶ **Partners** involved: 8 partners from 4 partner countries
- ▶ **Project** duration: 24 months
- ▶ **Project** purpose: Increase the visibility of competence-based youth work
- ▶ **Project** outcomes (Intellectual Output): Tool to work with competences and to track learning trajectories and competences of young people with fewer opportunities

The organisations find it important to **increase the visibility of a competence-based approach** and they are lacking a tool that would allow them to consciously work with competences in their organisation and track the learning trajectories of their youngsters. Some of the partner organisations have already experimented with implementing such a system.

Each organisation **sends 1 youth worker** to their partner organisation and at the same time **hosts 1 youth worker** at their organisation for 3 months. After the mobility, they compare their experiences and suggest the main features of the **tool to track competences**. They **test and discuss** their model during **international staff training**. At the end of the project, each partner organises **a final event to present the model** to other interested organisations in the field, as well as funders, businesses and policy makers.

Activities	Contribution to the costs from the grant for:
Kick-off meeting with partners of the project	Project Management and Implementation
International meeting where participants of international mobility come together to discuss how they are going to work during their mobility, what tools to use	Transnational Project Meeting
Each partner organisation hosts one youth worker who focuses on how the organisation works with competences	Transnational Mobility for youth workers
Comparisons of all the experiences and conclusions on what tool to develop	Transnational Project Meeting
Development of the tool	Intellectual Output
International training for staff to use the tool	Joint Staff Training for youth workers
Each organisation organises a national event to introduce the tool	Multiplier Event
Final evaluation meeting	Project Management and Implementation

Participation through social media

- ▶ **Partners** involved: 9 partners (NGOs and schools) in 4 Programme Countries (cross-sectoral partnership)
- ▶ **Project** duration: 36 months
- ▶ **Purpose:** Develop an innovative online course on how to participate through social networks and train teachers and youth workers in working with this topic.
- ▶ **Project** outcomes (Intellectual Output): Online course on participation through social media.

The partner organisations are interested in the potential offered by social networks regarding **the participation of young people**. They want to address this challenge and **develop an online course on ways of participating through social media**. They first **conduct research** on the actual situation and, based on the results, they **design an online course**. They run a series of **local workshops** for teachers and youth workers on the topic and also organise one **international training course** where young people from the participating countries can explore the topic. At the end of the project, they **launch the online course** in each of the participating countries.

Activities	Contribution to the costs from the grant for:
Analysis of the reality, investigation: results	Project Management and Implementation
International meeting to assess the results of the analysis, to discuss the online course possibilities and to develop a concept for a training course on the local level	Transnational Project Meeting
Training courses on local level on participation through social media	Project Management and Implementation
Developing of an online course on participation through social media	Intellectual Output
Dissemination conference in 4 countries	Multiplier Event
International course for learners	Blended Mobility for Young People



REFERENCES & FURTHER READING

Websites, publications and inspiration online

Inclusion & Diversity Strategy

www.SALTO-YOUTH.net/inclusionstrategy/

Practical Publications on Inclusion

www.SALTO-YOUTH.net/inclusionforall/

Practical Publications on Participation

www.SALTO-YOUTH.net/participationpublications/

European Training calendar for more training opportunities

www.SALTO-YOUTH.net/training/

Toolbox for youth work, inclusion & training

www.SALTO-YOUTH.net/toolbox/

Strategic Partnerships in the field of Youth

Erasmus+ website, programme guide & national agencies

<http://ec.europa.eu/erasmus-plus/>

Create an ECAS account

<https://webgate.ec.europa.eu/cas/>

ECAS account - detailed instructions and video tutorial

www.erasmusplus.org.uk/how-to-apply

Register your organisational profile

<http://ec.europa.eu/education/participants/portal/>

How to plan your project

Chaordic stepping-stones

<http://chriscorrigan.com/Chaordic%20stepping%20stones.pdf>

T-kit Project Management

T-Kit on Funding and Financial Management

<http://youth-partnership-eu.coe.int/>

HYPERLINK :

http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/T_kits

Youth Initiative Project Guide

www.leargas.ie/media/Youth%20Initiative%20Project%20Management%20Guide.pdf

Find partners for your project

Otlas

www.SALTO-YOUTH.net/otlas/

SALTO Eastern Europe & Caucasus

www.SALTO-YOUTH.net/eeca/

SALTO South East Europe

www.SALTO-YOUTH.net/see/

SALTO EuroMed

www.SALTO-YOUTH.net/euromed/

AUTHORS AND SOURCES

Background to the booklet

Tony Geudens, author & editor

Tony has been working for SALTO Inclusion for 15 years under 3 different European youth programmes. Each of these programmes offers challenging new opportunities. That's why SALTO Inclusion supports youth workers to use the new Strategic Partnerships for inclusion and participation projects in the youth field.

Alena Čápková, trainer & editor

Alena has been working as a freelance trainer and facilitator mainly in the area of youth participation, intercultural learning, personal and project development and volunteering for more than 7 years. She has also experience as a coordinator and coach of international projects.

Commenting

Elke Führer and **Julia Schwamm**, JUGEND für Europa (German NA)

Many thanks for their valuable feedback.

The following activity inspired this booklet

The core of the ideas in this guide stem from the **Greenhouse Seminar** that took place in May 2014 in Berlin. Youth and social workers from all over Europe met to sow the seeds of new inclusive & participative youth projects within Erasmus+ YOUTH IN ACTION. We hope this publication also nurtures your ideas and makes your projects blossom. With your support the young people can pick the fruit of these life-changing projects.

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