

SALTO-YOUTH  
TRAINING AND COOPERATION  
RESOURCE CENTRE



Erasmus+



## Overall Report

of training courses held within the period of

2<sup>nd</sup> half of **2014-2015**

Appetiser in Greece, 25<sup>th</sup>-29<sup>th</sup> of November 2014

Appetiser in UK, 1<sup>st</sup>-5<sup>th</sup> of February 2015

Appetiser in Portugal, 12<sup>th</sup> – 16<sup>th</sup> of March 2015

Appetiser in Spain, 5<sup>th</sup> – 9<sup>th</sup> of October 2015

by the pool of trainers:

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## 1. GENERAL INFORMATION

Participating countries	Final number of participants
AUSTRIA Total	3
BELGIUM-FL Total	4
BULGARIA Total	2
CROATIA Total	2
CYPRUS Total	4
CZECH REPUBLIC Total	4
DENMARK Total	1
ESTONIA Total	4
FRANCE Total	7
GERMANY Total	4
GREECE Total	4
HUNGARY Total	2
ICELAND Total	1
IRELAND Total	1
ITALY Total	2
LATVIA Total	4
LITHUANIA Total	4
NORWAY Total	5
POLAND Total	6
PORTUGAL Total	1
ROMANIA Total	8
SLOVAKIA Total	2
SLOVENIA Total	5
SPAIN Total	8
SWEDEN Total	2
THE NETHERLANDS Total	4
TURKEY Total	10
UNITED KINGDOM Total	5
<b>Grand Total</b>	<b>109</b>

<b>Total number of received questionnaires</b>	<b>108</b>
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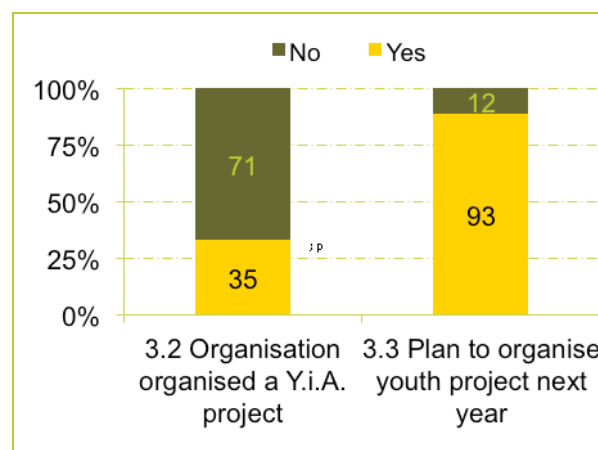
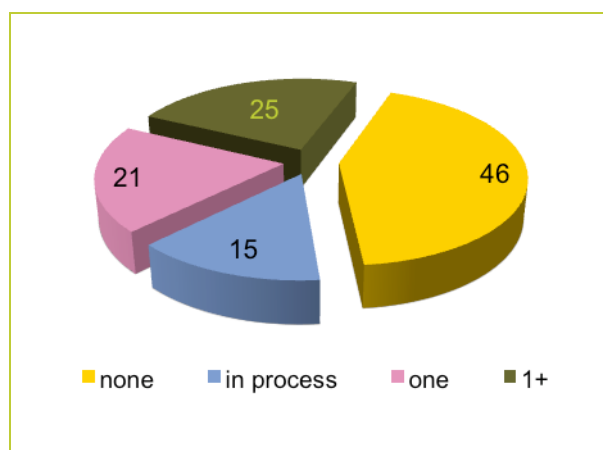
Looking at the number of actual participants in the Appetiser training courses (please see Annex 1), except for the last Appetiser of this cycle, there were an average of 29 participants in each training course, whereas in the last training course, there were 22 participants in total due to last minute cancellations and in some cases not having any applications from specific countries. In general, we can say that Appetiser training course has reached the level of participants that it can accommodate in each training course. Compared to last cycle (see Appetiser Overall Report 2013-2014), there is approximately 5% decrease in the number of actual participants. Besides, during the last cycle of Appetiser training courses, there were participants also from SEE and EECA countries, whereas in this cycle, the participants were coming only from the programme countries of the Erasmus+: Youth in Action.

## 2. AIMS AND OBJECTIVES: ARE THEY MET?

YES	108	NO	0
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## 3. TARGET GROUP

### 3.1 Experience in international youth activities



### General conclusions about participants selection and preparation

The main target group of “Appetiser” is participants with no prior experience in international youth work. However, only **57 %** of them fulfilled this criterion. **43 %** had *one or more experiences already*, in comparison to **51 %** in the previous reporting period (*PRP onwards*), see *Appetiser Comparative Report 2013-2014*. Looking at these figures, we can say that the percentage of participants falling into the main target group of Appetiser has increased **8 %** compared to the previous cycle.

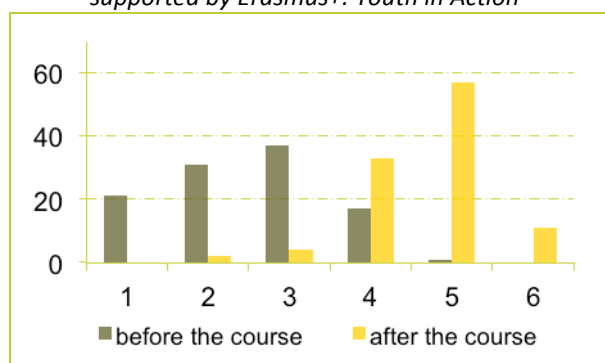
**34,3 %** of the organizations represented, had already organized a **Youth in Action** project; a **12,3 %** decrease compared to the *PRP*, which demonstrates a move to the point target group represented in this cycle of Appetiser training courses. Having more number of people and organisations as participants of the previous cycle was interpreted as people trying to get information about the “new” Erasmus+ programme through Appetiser even if they were experienced in international youth projects. Looking at the figures from this cycle, it looks like the Appetiser is slowly getting back to the profile of participants originally targeted.

It is very encouraging and promising that **89%** of the respondents plan to organize an **Erasmus + Youth in Action** project next year<sup>1</sup>; that was again **89%** in the *PRP*. However, in the last *PRP*, **12,3%** more of the participants had experience with international youth projects. So, in other words, there is an increase concerning the motivation to organise an Erasmus+: Youth in Action Project among the Appetiser participants (composed of more new comers compared to *PRP*).

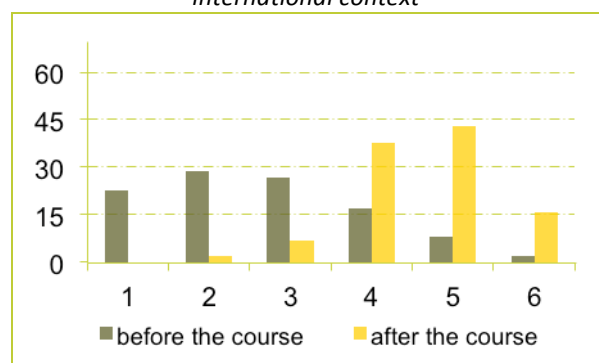
<sup>1</sup> This is the *next year* of the reported “Appetiser”, not of this report.

#### 4. GROUP LEARNING PROCESSES AND RESULTS

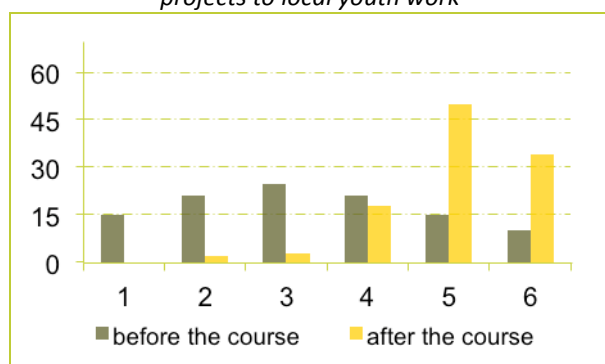
4.1 Understanding of the international youth projects supported by Erasmus+: Youth in Action



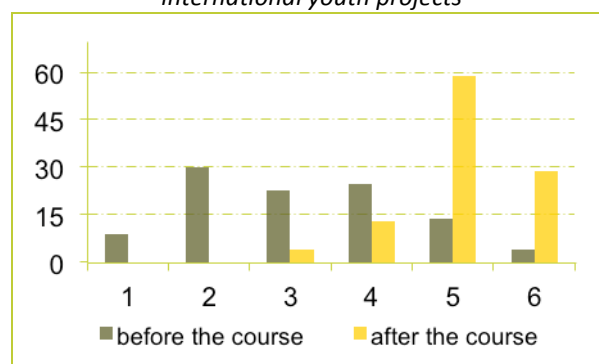
4.2 Confidence to present local youth activities in an international context



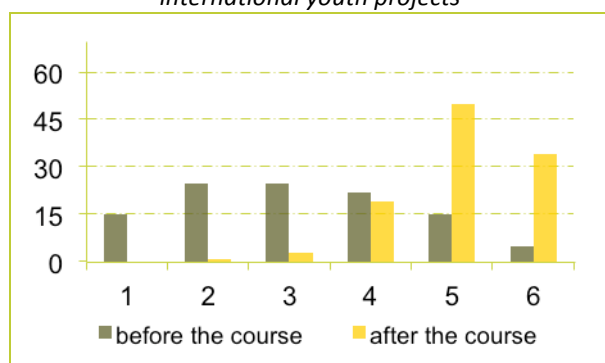
4.3 Awareness of benefits of international youth projects to local youth work



4.4 Understanding of intercultural learning in international youth projects



4.5 Understanding of non-formal learning in international youth projects



#### **General conclusions about participants learning process and results**

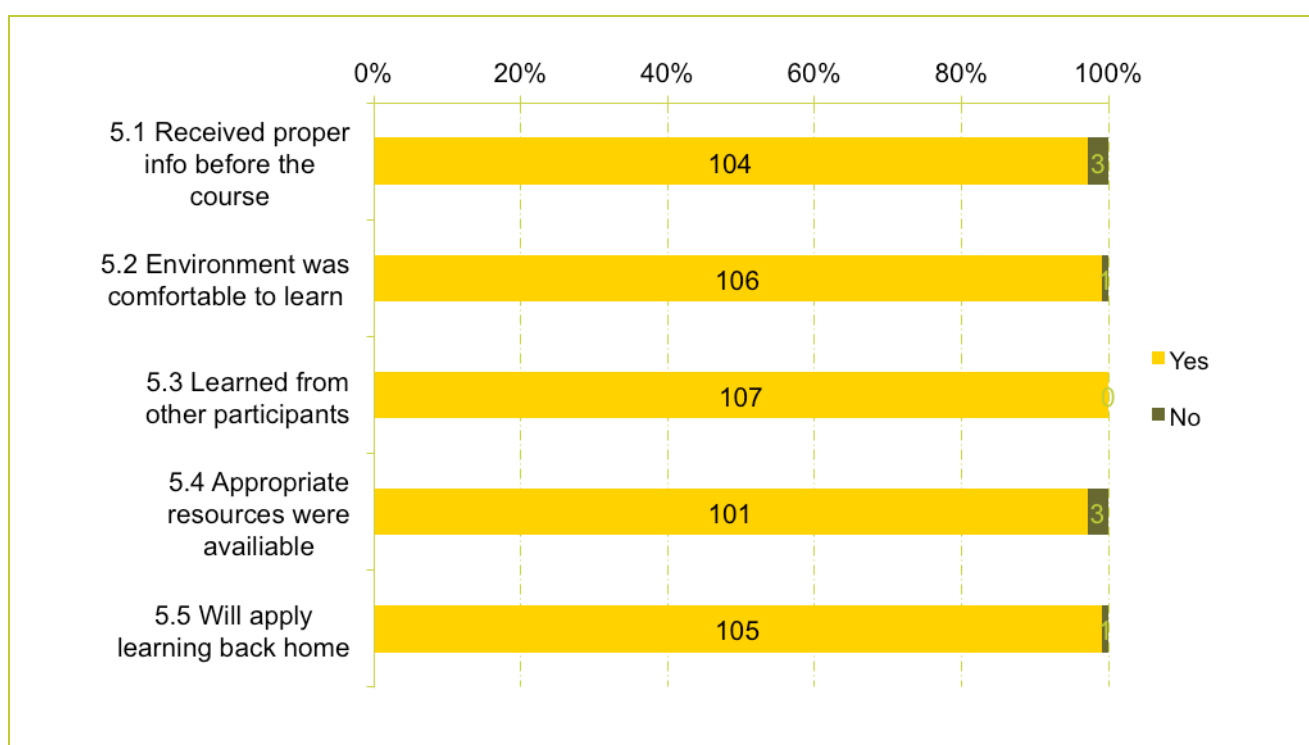
All of the above graphs clearly demonstrate that there has been a remarkable increase of *knowledge* in every researched item. More specifically:

- Graph 4.1 shows that participants now have a solid grasp on international youth projects supported by the **Erasmus+ Youth in Action Programme**. The sessions “Sharing of experience” and above all, “Good practices” have admittedly played a key role in this achievement.
- Graph 4.2 shows that “**Appetiser**” has empowered participants to feel proud and confident to present their local activities in an international context; again, the “Sharing of experience” session but also, the “Organizations’ bazaar” have supported the goal.

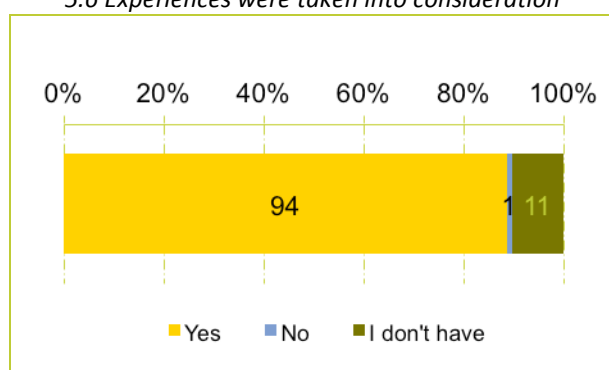


- c) Graph 4.3 presents the – very encouraging – responses to an underlining question in “**Appetiser**”: *will international youth work make a difference in participants’ local reality?* Participants are evidently aware now that the practice of international youth work can enhance their local youth work service delivery and its benefits can have a great impact in young people’s lives.
- d) Graph 4.4 tells us that participants now have a good breadth of understanding on *intercultural learning in international youth projects*; so good that some critical questioning is necessary. The theory and practice of intercultural learning is based upon several inputs by disciplines such as sociology, psychology and pedagogy; it is also something mainly constituted by 2 concepts increasingly complex and *in flux*, that is *culture* and *learning*. Therefore, understanding of it takes much more than a 3-days international training seminar but admittedly there is a lot of effort being put by the trainers’ team both to explore the concept intellectually and to experience its suggested methodologies and approaches.
- e) Same as right above, Graph 4.5 informs us that *non-formal learning principles and practice* are now well understood by the participants. The critical remarks, the considerations and the conclusions made for *intercultural learning* are also valid here.

## 5. QUALITY OF THE COURSE ORGANISATION



### 5.6 Experiences were taken into consideration

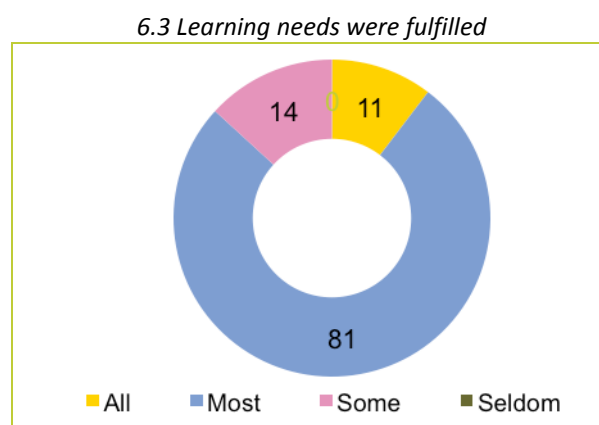
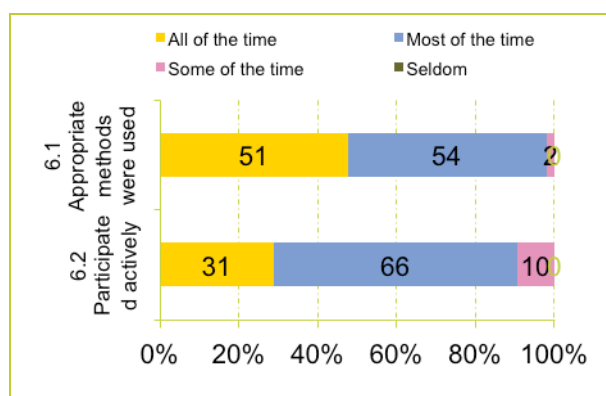


### **General conclusions about quality of the course organization**

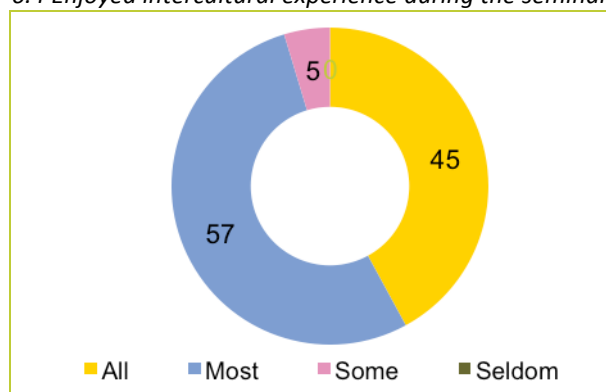
It is evident from the above graphs that SALTO TC RC, the hosting and sending National Agencies and the trainers' team, have made a significant effort to deliver "Appetiser" in good quality. In a nutshell:

- a) Just an insignificant number of participants, only **2,8 %**, have not received *proper information before the course* (graph 5.1); we can safely assume that those participants who responded so, were either last-minute replacements or simply facing technical and/or other difficulties that surpass the capability of the information providers (sending/hosting National Agencies) to solve them. In PRP, the percentage of people that thought proper information was not available before the course was 6,7 %; so we can interpret that this issue was dealt even better than previous cycle; it can also be interpreted that there were less last minute replacements. It is also important to mention that for most of the Appetisers in the current cycle, there was a person appointed by the hosting NA, acting as an event coordinator and serious amount of time was dedicated to provide the participants with information and help with their preparation before the trainings.
- b) *The environment has been comfortable to learn something that also enabled significant learning from other participants* (see graphs 5.2 & 5.3). The achievement is so high that it can be safely concluded that despite the physical space chosen for the seminar venue (and "Appetiser" has taken place anywhere between the spectrum of fully-serviced hotels to self-managed youth centres), the concentrated effort by everyone involved is solid, coordinated and systematised that any spatial limits and restrictions (eg. room capacity, remoteness, social spaces etc) are effectively overcome. All of the participants think they have learnt from other participants; this also shows that there was a well-established group dynamics within different groups of participants in all the Appetiser training courses and the methods chosen gave the opportunity to learn from each other.
- c) All (105 participants) but very few participants (3 participants) believe that *appropriate resources were available to use and take with them* (see graph 5.4); something that will also assist them in *applying the learning back home* (see graph 5.5). The trainers' team has created (and continuously updates and improves) an "Appetiser"-specific resource file that is sent to the participants after the seminar. We have testimonies (be it through the Facebook groups that are now a standard, participant-initiated practice or through personal emails to the trainers) that this file, when properly explored, has almost the effect of a "eureka" moment. It, also, greatly helps to put the learnt into practice, as participants can explore different methods and the theories that back them up. In the last Appetiser in Spain, the team also tried something new; and everyday after the sessions, all the materials used during the day were sent to the group by e-mail. At the end of the 3<sup>rd</sup> day all the background materials and the resource books that they can use were also sent by e-mail. So before the training course was over, the participants have received all the materials and resources. This practice was very much appreciated by the group of the last Appetiser in Spain.
- d) **89 %** of the participants believe that their experiences were considered during the course, reflecting this way a major component of "Appetiser's" methodology, which sees them as "experts" of their own reality whose experiences can have a significant impact to the work lives of their peers. **Only 1 participant out of 108** responded that their experience, this is a number that can be statistically ignored; so we can conclude that the participants felt their experience was taken into consideration. Looking at this figure, there is a 4% increase compared to PRP.

## 6. METHODS AND INDIVIDUAL LEARNING



### 6.4 Enjoyed intercultural experience during the seminar



### General conclusions about methods and individual learning

There is a lot of learning, evidently, taking place in “Appetiser”. Although its duration is short and explored themes need to be compacted, opportunities for learning are diverse and well supported. That’s why **98 %** (see graph 6.1) -**7% of increase compared to PRP**- of the respondents consider that *appropriate methods were used all or most of the time* something which helped them to *participate actively (91 % all or most of the time, see graph 6.2 – 6% of increase compared to PRP)*. Looking at the graphs, there are no participants that replied “seldom” for any of these two questions. The **9 %** of the participants that were choosing *some of the time participating actively* have been usually stating *lack of experience* as the reason for their low-level active participation.

With *methods being appropriate* and *participants being active*, *learning needs were fulfilled* (see graph 6.3). **87 %** of the respondents have ticked all or most of their learning goals at the end of the seminar; a **4 % increase compared to PRP**. None of the participants mentioned his/her learning needs were not fulfilled. The **13 %** that have mentioned some of their learning needs were fulfilled, in general, that they would expect more information about the specific action sin more details and several times also, more hands-on, practical tips on application writing, something that is not foreseen as an objective for “Appetiser”.

Lastly, “Appetiser” wants to be the first international and also intercultural experience for its participants, as stated in its *Objectives* we have seen though (see pg. 3, graph 3.1) that this has not been the case for some of them. However, the *intercultural experience during the training* has been greatly enjoyed by **95 %** of them! There is again a **3 % increase compared to PRP**.

## **7. METHODOLOGY**

The standard methodology developed throughout the last 10 years, has been applied during the implementation of the referred “**Appetiser**” training courses. Participants were invited to be actively involved and contributing, share responsibility and have well-reflected experiences. The trainers’ team is constantly trying to get to the right balance between the dipoles of *action-reflection* and *theory-practice*. Concluding from all of the above findings, this has been the case and the *vast majority of the participants have enjoyed the learning journey*.

## **8. TEAM**

In a nutshell, the members report smooth communication in the team, although more effort should be made for the contact to be maintained in periods of *inertia* (that is, between 2 seminars, usually end of spring and beginning of autumn).

Cooperation between the team members, NA representatives and expert-guests has also been smooth, although the intensity of contact has varied from time to time. In some cases, NA representative(s) stay together with the team in the venue assisting both in administrative and educational issues while other times they are present in those moments that their educational input is necessary (eg. Erasmus+: Youth in Action session). Expert-guests were rightly selected by the hosting NAs and their input and contribution has always been a highlight.

## **9. FUTURE DEVELOPMENTS**

- Compared to PRP, within this cycle the Appetiser training courses were more satisfying in several aspects as seen from the evaluation forms. So, the recent changes took place were definitely working well with the target. The target group has also been consisted of more new comers compared to the PRP and that also contributed to better results in course delivery.
- During this cycle of Appetiser training courses, the team has made some small changes in running some sessions, such as Intercultural evening being turned into Intercultural coffee-breaks and updating the presentations that were used for the theoretical input parts of NFL and ICL sessions. These changes enabled a smoother flow of the training as well as making the content more ready to use for the group of participants. Some small touch, such as sending out of the materials to the participants already during the training itself proves to being appreciated by the group.
- The presence of the NA representative and/or several guests, during the sessions “Erasmus+: Youth in Action” and “Good practices” respectively, has had a great impact in participants’ learning. The multi-sided input (trainers – NA – practitioners) seems to create a solid understanding of all the aspects necessary for the implementation of good quality projects.
- All and all, it is natural to say that the Appetiser methodology and the methods work very well; still the team of trainers will discuss about the methods in details during the annual meeting and see if there would be any way that would fulfil the expectations of the participants better.



**Annex 1**

**Overview of group composition in each “Appetiser” training course  
for the second half of 2014 – 2015**

**1) Appetiser in Greece, 25<sup>th</sup>-29<sup>th</sup> November 2014**

<b>Participating countries</b>	<b>Final number of participants</b>
AUSTRIA	1
DENMARK	1
ESTONIA	2
FRANCE	1
GERMANY	2
GREECE	3
NETHERLANDS	2
NORWAY	4
ROMANIA	3
SLOVENIA	3
SPAIN	2
TURKEY	3
UK	1
<b>Total number</b>	<b>28</b>

**2) Appetiser in UK, 1<sup>st</sup>-5<sup>th</sup> February 2015**

<b>Participating countries</b>	<b>Final number of participants</b>
Bulgaria	2
Croatia	2
Cyprus	2
Czech Republic	2
France	2
Hungary	2
Iceland	1
Ireland	1
Italy	2
Latvia	2
Lithuania	2
Poland	2
Romania	3
Turkey	2
United Kingdom	3
<b>Total number</b>	<b>30</b>

### 3) Appetiser in Portugal, 12<sup>th</sup> – 16<sup>th</sup> March 2015

Participating countries	Final number of participants
Austria	2
Belgium-FL	2
Cyprus	2
Estonia	2
France	2
Germany	2
Greece	1
Netherlands	2
Norway	1
Poland	2
Portugal	1
Romania	2
Slovakia	2
Slovenia	2
Spain	2
Turkey	2
<b>Total Number</b>	<b>29</b>

### 4) Appetiser in Spain, 5<sup>th</sup> - 9<sup>th</sup> October, 2015

Participating countries	Final number of participants
Belgium-FL	2
Czech Republic	2
France	2
Latvia	2
Lithuania	2
Poland	2
Spain	4
Sweden	2
Turkey	3
UK	1
<b>Total Number</b>	<b>22</b>