EDUCATIONAL MANUAL

BRING YOUTH VOICES INTO COMMUNITY DEVELOPMENT ACTIVITIES

Erasmus+

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This educational guide is designed for educators and trainers working with youth to teach them to be engaged more in their local community and to be empowered to take part in the decision - making process for making their community a better place for living.

The guide was developed within the framework of ''Youth Resource Centre for employability, entrepreneurship, education and community development'' project by group of experts from Azerbaijan and Bulgaria. The project is funded by Erasmus+ programme and implemented by ''Bridge to the Future'' Youth Public Union.

We thank our experts Ilaha Rasulova and Ahmed Kuytov for their work and contribution to the project.

Contents

Introduction - Necessity for youth-led Community Program

Hello young fellows, and welcome to the Youth-Led Community Development Program (YLCDP), written by 2 experts, selected by Bridge to the Future Youth Public Union, Ganja.

Ilaha Rasulova, Azerbaijan and Ahmed Kuytov, Bulgaria, have developed the training modules to stimulate you to engage more in your local community and to be empowered to take part in the decision-making process for making your community a better place for living and to convince you that the European Union can provide a bridge for understanding global issues and provide decisions on the local level.

Your participation can take many forms - public discussion of political and regulatory documents adopted by local authorities, online consultation, participation in municipal budget discussions, creation of public advisory councils, organization of a local citizens' initiative and local referendums on the initiative of young people.

In order to participate in decision-making processes, you should be familiar with the basic principles of civic participation:

➢ Youth organizations express the views of their members and protect the interests of citizens.

The involvement of NGOs in decision-making process increases the quality and relevance of the adopted documents and policy initiatives for the benefit of young people.

➢ Trust:

Correct interaction and mutual respect between young people and different sectors of society.

➢ Accountability and transparency:

Working for the public interest requires openness, accountability, and clarity by NGOs and public authorities.

➢ Independence:

The youth organization must be recognized as a free and independent organization in terms of goals, decisions and activities.

Depending on the intensity of the impact and the focus, different forms of participation are formulated:

➢ Information:

Access to information is fundamental to the active participation of young people in the decision-making process. Institutions must make public information available to the youth organization in an accessible format.

➢ Consultation:

It is a form of initiative in which institutions consult young people about their position on a particular issue or regulation. The youth organization can make opinions and recommendations, and the institutions give feedback on them.

➢ Dialogue:

The dialogue initiative can be two-way. The dialogue implies openness on both sides and active exchange of positions. The dialogue implies the development of common positions, documents, and proposals for changes in legislation.

➢ Partnership:

It assumes shared responsibilities at each stage of the decision-making process, from agenda setting and drafting to youth decision-making and implementation. The partnership involves the joint participation of the youth organization in various decision-making bodies.

The public authorities, together with the youth organization, develop and adopt a strategy for youth participation in local government, where young people are at the center of all democratic institutions and processes;

Each of us has the opportunity to contribute to improving the quality of life of people in our community, in Europe and the world. One of the main community activities accessible to everyone is through voluntary work.

Becoming a member of a youth organization and volunteering is an expression of active citizenship; it strengthens our understanding of some of our core European values - solidarity and social commitment. Through volunteering you will acquire knowledge, practice your skills and expand your social networks, often leading to new or improved job opportunities, as well as personal and social development.

And this is the purpose of the training modules – to inform you, the young people, about the opportunities, offered to you for becoming conscientious citizens. You can decide to become members of a youth organization and contribute to

community development. You can make your environment the best place in the world. Being a Volunteer is a freedom of spirit a way to find yourself, your strengths and future career.

Being a member of a youth organization and a volunteer is a journey, an adventure of invaluable experience, opportunity to support a cause, an opportunity to express your talents and to do something useful for your friends, family and neighbors, a beginning of long lasting friendships.

Educational approach and the role of educators

The modules should be used by implementing the approaches of non-formal education which is characterized by implementing pair and group work, brainstorming, visualization, active and experiential learning. Learners should fulfill tasks and learn "by doing".

The following activities are being offered:

- Simulations - hypothetical scenarios that volunteers have to deal with
- Case studies – examples based on real life situations
- Role playing – usually adopting the roles of a representatives from local authorities and perform a meeting with them for solving current issues
- Sensitivity training – to enhance trainees self-awareness and confidence

The modules are designed to be run by youth educators: trainers and facilitators.

Facilitators run the non-formal education which is voluntary, open to everyone without any discrimination in terms of differences in sex, age and religion differences. It is learner-centered and involves active participation of trainees, includes panel for exchange of experiences, ideas and visions, takes place outside of the formal educational premises, and ends with reflection of observation and links with real life.

The facilitator has the responsibility to plan, guide and manage a group, ensuring that the group objectives are met effectively. It's not about offering the right answers, but is about questioning, in order to guide the group in the discussion to achieve a conclusion. To facilitate effectively, the facilitator must be objective and take a neutral stance, stepping back from its personal point of view and focus on the group process.

To bring the trainees to a successful conclusion, and achievement of the desired outcome, the facilitator and the trainer will:

• **Create a safe and trustful learning environment**, providing physical, emotional, and intellectual security for the group, a space for sharing, thinking, growing and learning;

• **Design and plan the group process**, selecting the **learning tools** that best fit the dynamics of that group;

• **Guide the group**, ensuring that:

> • Participants have a good level of **self-awareness and motivation**;
> • Participants achieve a **mutual understanding** about the desired outcome;

- There is **effective participation** of all members and that contributions are considered and included in the discussion;
- There is an atmosphere of **self-reliance** among the group;
- Participants take **shared responsibility** for the outcome.
- **Monitor, assess and summarize the outcomes** and impact of the activities performed by the group.

Educational Program by Modules
Module I. Citizenship and Participation

Introduction

The concept of citizenship in common way is understood as a legal relationship between a person and a state. Being legal citizen enables people to get benefited from legal rights as well as have certain responsibilities before the government. But here citizenship has deeper meaning than legal. Nowadays "citizenship" expresses one's personal sense of belonging, as the sense of belonging to a community which he/she can shape and impact directly. Citizenship is also understood as a relation between an individual and a community in 4 areas, such as political, economic, social and cultural lives.

Module summary:

Citizenship and participation are an idea based on normative aspects. It promotes those skills that allow people to become active, responsible citizens in a society that respects the rights and the involvement of its individuals and fundamental democratic values. As we leave in our society there are many things are happening around us. We either react to them or do not. The activities of the module aim to answer the following questions. In the frame of this module we will more focus on the following topics and theories:
- What is citizenship?
- Active and democratic citizenship
- Involvement or participation forms
- Hart's ladder of participation theory
- Council of Europe's youth policy

Session A
Goal:

The purpose of this session is to clarify the definition the meaning of Citizenship. What does really stay behind this word?

You give some inputs about "citizen and citizenship" stories from the ancient times. The origins of citizenship can be traced back to Ancient Greece, when "citizens" were those who had legal rights to participate in the affairs of the state. However, by no means was everyone a citizen: slaves, peasants, women or resident foreigners were mere subjects.

For those who did have the privileged status of being citizens, the idea of "civic virtue" or being a "good" citizen was an important part of the concept, since participation was not considered only a right but also, and first of all, a duty. A citizen who did not meet his responsibilities was considered socially disruptive.

Action: You start your session by asking question: Who is the citizen and what is the citizenship? You collect answers and stick somewhere on the wall and go over to next steps. The next activity is suggested "Draw a citizen"

Session B
Goal:
The goal of the session is to work together to improve the life of participants as community members based on democratic principles and values such as respect human rights, the rule of law etc.

Introduction

The facilitator explains some definitions about active citizenship and participation. He/she gives examples from the ancient period and emphasizes how did it work in BC and nowadays. E.g. in ancient Greek some intellectuals, great thinkers used to gather together and debate on rules that were made by the government. Those debates were becoming popular and influence others' approaches. At the same time, it became some impact on the governor's

decision-making process. In this case facilitator gives input showing the power and meaning of active citizenship and participation.

Ask participants to make a list of problems that sometimes occur outside. Participants can share their list of problems with a partner and then share the problems with a small group to make a combined list. As a team, categorize the problems under major headings. Strategies for sharing possible solutions to problems, such as inside/outside circles, can be used to promote discussion between participants. Inside/outside circles involves participants sitting in two circles – an inner circle and an outer circle. Participants on the outer circle suggest a solution to a problem to the participants in the inner circle. Participants on the outer circle then rotate one position to the right. Alternately, participants in the inner circle can suggest a solution to the participants on the outer circle, and then rotate one position to the left.

Duration 1,5 hours
**Materials needed**

- Flipcharts
- Crayons or markers
- Stickers
- A4 papers (white)

Activity
Discussion wheel

This method is one of the effective methods to simulate what is happening around of our entire life. You make examples of some issues (or keys) that happen outside. You write each key to one piece of paper. Those keys could be the followings:
- The driver in front of me threw away a red bull can from the car window.
- I saw an old woman fell down the escalator.
- The driver of the bus was smoking in the morning and I couldn't say anything.
- Some strangers in the garden of our building started to cut the trees
- Participants are asked to choose the most appropriate action to take from three possible responses.
- Can participants recognize the most appropriate action that needs to be taken in each scenario?
- Can participants explain why other actions are unsafe/irresponsible?
- How might the unsafe/irresponsible actions lead to a conflict?
- How do appropriate/responsible actions avoid conflicts/lead to a solution?
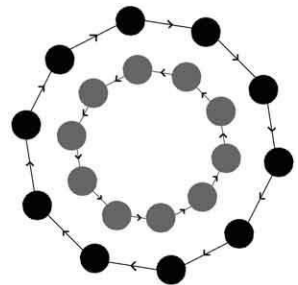
Session C

Goal

The goal of this session is to make aware of participants the meaning and values of participation. In this session you should more focus on the Roger Hart theory called "Hart's Ladder.

Introduction:

The Sociologist Roger Hart wrote a book called Children's Participation: The "Ladder of Children's Participation" also called the "Ladder of Youth Participation" is one of many significant tools from the book. The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care was developed for UNICEF in 1997. This groundbreaking work puts the work of young people and adult allies around the world in the context of a global movement for participation, offering needed guidance and criticism of many efforts.

In this session we will go deeper to this theory and reflect on activities.

8 Young people's initiative, decisions made in partnership with adults

7 Young people's initiative and leadership

6 Adults' initiative, joint decisions

5 Adults make decisions, young people are consulted and informed

4 Young people are assigned tasks and informed how and why they are involved in a project

3 Participation for show - young people have little or no influence on their activities

2 Decoration - young people help implement adults' initiatives

1 Manipulation - adults use young people to support their own projects and pretend they are the result of young peoples' inspiration

increasing levels of participation

levels of seeming involvement

Instructions

In this session we will be discussing participation as a significant tool to address the issues that people face and how they can get involved and engaged in political, social and economic life in contemporary societies. We will try keys from our own.

You give some time to the participant to think and find one issue from their own life. This key could be positive or negative. When they are ready you explain the "Hart's Ladder" theory on flipchart and visualize it. Then you deliver them paper and they draw the ladder and reflect on their issue. Then you divide them into pairs and give time to share with each other's.

Reflection

During the reflection process we discuss the following questions:

- What did you feel?
- What did you learn?
- Was the theory appropriate for your keys?

Duration

    2 hours

Materials needed: Flipcharts; Crayon or markers; Stickers; A4 papers (white and colorful); White board

Expected results:

As a result of the session, the target youth will understand the whole citizenship concept, the importance of their participation in political, economic, social and cultural life of the community, the participation forms of the citizens in the society and be aware of Council of Europe's youth policy.

Reference:

https://www.coe.int/en/web/compass

Module II. Human Rights Education and Activism

Law related education aims to improve the ability of adult learners to understand and apply elements of law that affect their everyday lives, as well as raising awareness of fundamental rights as core social and civic entitlements.

Knowledge of rights and legal issues empower individuals and communities to participate in the democratic process, gain access to public services and demand their fundamental rights. Moreover, law-related education programs have the potential to re-engage adults in life-long education and enable them to take more control over their lives and careers. Recent European research in the field of Law-related education and wider access to justice issues has highlighted significant gaps in the ability of Europeans to understand their rights and the processes that are available to gain redress.

Aims of the module

This course aims to develop the basic competence of educator in working with human rights education and enable

them to act as trainers or multipliers for human rights education, especially different daily training courses.

Session A

Introduction
In this section the participants work cooperatively to create an image that helps to define human rights and human needs.

Goal
To give the space to the participants to think about basic elements of human rights

Action

1. Ask participants, working in small groups, to draw a tree on large chart paper.

Write on the tree (in the form of leaves, fruits, flowers, or branches) those human rights that they think all people need to live in dignity and justice.
A human rights tree needs roots to grow and flourish. Give the tree roots and label them with the things that make human rights flourish. For example, a healthy economy, the rule of law, or universal education.
2. When drawings are complete, ask each group to present its tree and explain its reasons for the items they have included.

Going Further

1. Match the fruits, leaves, and branches with articles of the Universal Declaration of Human Rights and write the number of the article next to each item.
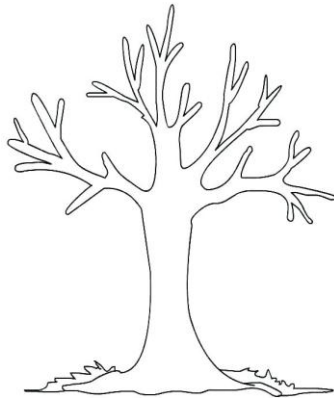
2. Display these trees in the classroom or in public places.

3. Identify rights concerns that are of particular concern to you and your community.
Duration: 30+ minutes
Materials: Art supplies, chart paper

Sources: Amnesty International-Austria

Session B

Introduction

Participants make cards illustrating things they think they need and want to be healthy and happy. Groups then sort these cards into "wants" and "needs." The whole group discusses what it means when people's basic needs are not met and the relation of basic human needs to human rights.

Action

1. Ask participants, working in pairs or small groups, to create 10-20 cards that illustrate the things they think children need

and want to be healthy and happy. They may draw these things on the cards or cut out and paste on pictures from magazines.

2. Each pair or group exchanges cards with another. The group then sorts out the new cards into categories:

Which things are NEEDS (e.g., essentials for survival, such as food, health care, shelter)?

Which things are WANTS but not NEEDS (e.g., desirable but not necessary for survival, such as toys, education, or voting rights)?

Which things are neither?

3. The groups who exchanged cards join together and compare their cards. They then try to reach agreement on categories for all the cards. When they have done so, discuss:

Which pile of cards is bigger? Why?

If you had to move two cards from the NEEDS pile to the WANTS pile, which two would you choose? How would your life be affected by this change (e.g., if something you feel you really need were no longer available to you?).

4. Ask whole class to combine their cards. Attach them to the wall or blackboard to complete a class list. Discuss:

Are all human needs included in the NEEDS list? Are there other needs that should be added to the list?

Going Further

Discuss:
Is it easy to differentiate between wants and needs?

What happens to someone when his or her wants are not fulfilled?

What happens to someone when his or her basic needs are not met?

What happens to a community when many people's basic needs are not met?

Are there people who don't have their basic needs met in the world? In Azerbaijan?

In your community? At your university?

Are there some kinds of people who often don't get their basic needs met?

Should these needs be met? Why?

Should some people have their wants satisfied when others don't have their needs met?

What can be done to meet people's basic needs?

Whose responsibility is it to meet people's basic needs?

What actions can you take to help meet the basic needs of others in your community?

Are all the wants included? Can the class think of others?

Are there such things as basic human needs common to everyone everywhere in the world?

Are these needs always met?

What influences our wants?

How are wants influenced by age? Gender? Class? Culture? Ethnicity?

Source: Adapted from Margot Brown, Our World, Our Rights, 23-26.

Equality is the result of human organization
We were not born equal

**-Hannah
Arendt**

Reference:

https://www.coe.int/en/web/compass

Module III. Working with young people – a continuous process

This module talks about advantages of working with youth and its importance. The main question of this module is what is the youth work? Why do we work with young people? Potential and benefits of youth power.

What is youth work and working with young people?
Working with young people means range of activities, topics and measures provided by a range of actors in assorted fields and settings. In fact, there are three core features that define it as youth work distinct from other policy fields:

■focus on young people,

■ personal development, and
■ voluntary participation.

Not all countries have a formal definition of youth work and amongst those that do, there are variety of definitions.
Why do we work with young people?
Youth work allows you to supportively challenge behavior, opinions and doubts and leads to improved confidence and social skills. Perhaps most importantly, a youth work role is a facilitation role; encouraging young people to challenge each other's view points and behaviors and to teach each other new things.
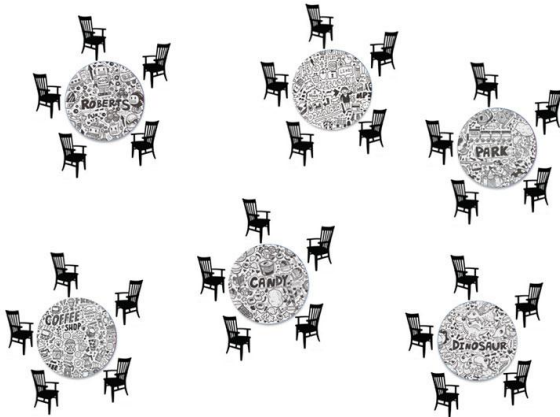
Session A

Goal

The goal of the session is to understand young peoples' point of view about advantages and disadvantages of working with them.

Main objectives of the session

To imagine yourself from the outside
To be acquainted with other realities
To see difference positively
To understand the world, we live in
To favor positive attitudes, values and behavior

You put the box on the floor and ask the participants to write an advantage and a disadvantage of working with youth in our society. Then let them put their paper into the box. After all, mix the piece of papers in the box and let them choose a piece from the box. Then use "world café" method.

Ask them sit with pairs face to face and give them time to discuss the issue. In each 3 minutes say switch as a sign to change the partner.

Reflection:

Ask them: How did they feel? What did they learn? And ask them to paraphrase an advantage and a disadvantage of the word. Write their word to the paper and stick them on the wall after the session.

Expected results:

Participants will understand power and potential of youth work. They will learn with each other and see other prospective.

Reference:

https://ec.europa.eu/assets/eac/youth/library/study/youth-work-report_en.pdf

https://www.coe.int/en/web/compass

Module IV. Conflict resolution

Introduction

In our society, in everyday life there is a competition over different interests, goals, identities, values or norms that often seem incompatible, causing conflicts. Conflicts are an inevitable part of our daily life and a part of our development. With the increasing complexity of a conflict the requirements for possible solving capacity are increasing. This time the conflict resolution process starts.

In this session we will be aware of: What is conflict? What is conflict resolution? Also, some methods and tools about conflict resolution.

Common ways of dealing with conflicts within a group
- Avoiding - withdraw from the conflict situation, leaving it to chance.
- Harmonizing - generally cover up the differences and claim that things are fine.
- Bargaining - negotiate to arrive at a compromise, bargaining for gains by both parties.
- Forcing - push a party to accept the decision made by a leader or majority.
- Problem solving - confront differences and resolve them on a collaborative basis.

Conflict-management styles
Collaborating - Conflicting parties jointly identify the problem, weigh and choose a solution.

Accommodating - Playing down differences while emphasizing commonalities.

Competing - Shows high concern for self-interest and less concern for the other's interest. **Encourages** 'I win, you lose' tactics.

Avoiding - Either passive withdrawal from the problem or active suppression of the issue.

Compromising - A give-and-take approach involving moderate concern for both self and others. Each party has to give up something of value. It may include external or third-party intervention.

Managing conflict

- Allow time for cooling down.
- Analyze the situation.
- State the problem to the other person.
- Leave the person for some time.
- Use a win-win approach.
- Factors affecting conflict.
-

Personality traits affect how people handle conflict.

- Threats from one party in a disagreement tend to produce more threats from the other.
- Conflict decreases as goal difficulty decreases and goal clarity increases.
- Men and women tend to handle conflict similarly. There is no 'gender effect'.

Session A
Goal

This is an actor-oriented method. The aim is to rise up the real needs of conflicting actors, which usually can be hidden under the position of the actor.

You can organize a simple role play to understand this method better. In the role play there can be 2-3 different roles (or group position) after playing the game you can visualize onion model on the wall.

Steps

1. List all relevant actors who can significantly influence on conflict. 2. Draw up three rings each of them should be inside of other, like the rings of onion is. 3. Name each ring, start from the outer layer and go to inside; position, interest and needs. 4. Write down for each actor his/her position, interest and needs in certain conflict.

POSITIONS:
What we say we want

INTERESTS:
What we really want

NEEDS:
What we must have
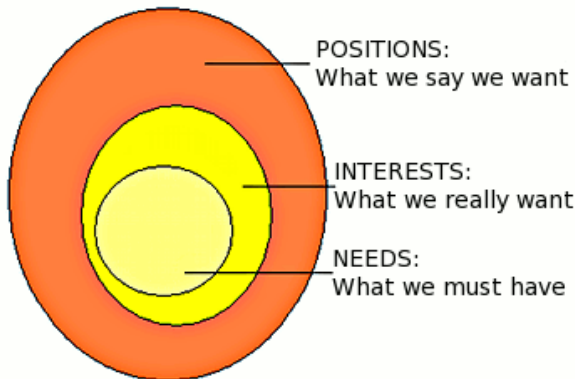
Reflection

1. What interest do they have in relation to the conflict, and how do these interests influence the conflict? 2. What are the relationships between the various actors?

3. What capacities do they have to negatively or positively influence on conflict? 4. Do the actors have an interest in peace? What kind of peace do they want? What kind of steps did they do for it? 5. What kind of incentives could be offered to them to choose the peace?

Reference:
Compotendo.net

https://competendo.net/en/Main_Page
https://www.sessionlab.com

Module V. Soft skills

Module: Time management and delegation
Introduction

Time management - is the process to arrange and to plan time between activities. The issue is that you mange yourself rather than time. Good time management let you get more done in less time. It always seems that there is never enough time a day. We all have the same 24 hours, but why some people achieve so much more with their time than others? The answer is good time management. By using the time-management methods, you can improve your ability to function more effectively, to do more work, not let useless

things take your time. The other issue is to delegate tasks based on team members' capacity reaching at the same time two goals – to empower team members, to increase their capacity and at the same time to spend more time on strategic tasks.

Module summary:

Within the workshop participants will be aware of time management concept, main reasons of wasting of time, time management techniques. In addition, the participants will get aware of prioritizing, a Gantt chart, procrastination, planning, and SMART goal. The participants will also learn the importance of task delegation, how to delegate based on the interests and capacity of team members which will help to manage projects, tasks.

Session A
Goal:

To increase the knowledge of participants about time, time management concept, time management techniques

Time management can be unclear for some people. How can you manage time? This session clarifies time management issue, importance of effective time management, how to identify the reasons of waste of time and to learn how to avoid the time "thieves".

The participants will increase their knowledge on:
- Time management concept, the methods of time management
- Main reasons of waste of time

Action:

$86,400

There are numerous ways to do this time management activity.

You can have each person with $86,400 to spend, or you can have it done as a team where they have a flipchart or paper to write out how they will spend the money.

The only restriction is that they have to spend it all in one day or lose it. You can't save it.

This represents our time. There are 86,400 seconds in a day. What we don't invest wisely, we lose. We can't save time for later.

Session B

Goal
To prioritize, to set SMART goals, to overcome time "wasters"

Introduction
This session begins with the presentation of a five-step process of effective time management, which identifies the priorities offered, as well as ways to analyze how the time is spent, as well as how to filter information and support participants' time requirements.

- Focus on the question "What are the basic requirements that you think should be met while managing your time effectively?".
- First watch the video "Jar" and then describe it in a few sentences.

- The other knowledge that the participants will get are techniques to help you identify goals and set priorities to achieve them.
- The more specific and realistic our goals (including the timeline for completion), the more likely we are to achieve them.
- Targeting is a 6-step process. Some of them involve thinking about our role, making long-term goals, dividing goals into parts and planning those parts.
- Individual business goals should always be aligned with the goals of the department or team and the organization as a whole.

DISCUSSIONS

1. What previous experience in targeting do you have? What worked well? What was the challenge for you?
2. What role does Targeting play in your life? What process does your organization use to set its goals?
3. How does working towards specific, accessible goals affect your time management?
4. How do you help others to set and achieve their goals?
5. Have you considered other targeting models? If so, how do you compare them to the example you are currently experiencing.

Activity

Dealing with Distractions

Distractions can be deadly to productivity.

In this activity, you identify your distractions then come up with solutions to solve it.

One way is to track your time over a span of a few days. Of course, you may be able to just recognize some of the distractions in your life.

Write them down. Then work on strategies to overcome them.

If you do it as a group, work together as a class or in groups. Write out your distractions and then discuss solutions.

Session C

Goal

To enhance with task delegation methods

The goal is to introduce the participants with: What is task delegation? Instruction about task division.

Introduction:

This section provides an overview of the positive and negative consequences of work division. Participants will evaluate their current behaviors and determine which skills they need to develop more effectively.

Focus the discussion around the question: What past experiences have you had about any business breakdown, or what have you observed? What were the reasons for this result?

Job division can reduce individual stress levels, promote trust and teamwork, and promote development.

Analyzing the behavior of ourselves and others can help us determine if we need to develop our ability to transfer our powers, and thus help us stay focused on our core priorities by getting rid of certain tasks.

Try to make sure that what you are doing is consistent with the individual's strengths and abilities, and differentiate the powers that you have delegated to one person.

Encourage your employees to further success by giving a brief review after work

Goal of the training:

- Distinguish between types of motivation
- Types of awards
- What to consider when motivating

Introduction:

The trainer talks about motivation, two types of motivation: internal and external, material and non-material motivation. The trainer then mentions the pros and cons of the two motivation methods. To understand better the differences between material and non-material motivation, Carl Dunker explains the candle task.
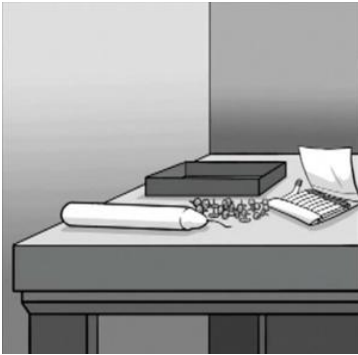
The test presents the participant with the following task: how to fix and light a candle on a wall (a cork board) in a way so the candle wax won't drip onto the table below. To do so, one may only use the following along with the candle:

a book of matches
a box of thumbtacks

As a result of the test one group or a person will find the way how to fix it. The option is shown in the picture bellow. Using thumbtacks to fix its box to the wall and with math melt the candle and fix it inside the mini box.
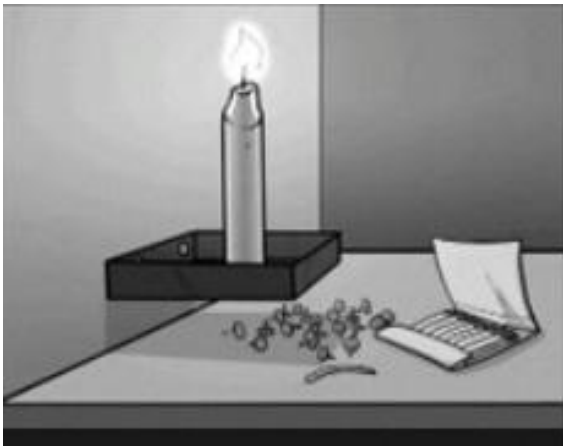
There is another experiment about this test. The professor gives the same task to separate groups.

He says to **the first group** that he is just eager how much time will it take to fix this problem. But he promises a present to **the second group** as motivation. So he promises 5$ to 25% those who will find the solution faster, and 20$ who finds the solution the fastest.

The result is very interesting. Second group and its members find solution 3,5 min later than the first group.

This experiment shows that important thing in this life is your inner motivation. The material motivation blocks your brain and creativity in problem solving issues.

This is very good and easy experiment to do with participants in small groups and show the internal and external motivation.

Module VI. Team building

Goal:

To understand differences between team and team work.

• The need for teamwork
• Why the organization and individuals need teamwork?
• Team types

They are asked to write the first word that comes to their mind when they see the figures (just one word or word) and take the picture as they are able. The trainer approaches each participant and reads the words they write. Everyone

writes almost different words. How different are different views on the same figures. A team is needed to assemble such different teams.

Then each person raises his own picture. Everyone draws a different image, according to his or her own abilities.

The team's four development stages are mentioned. The names of Formation, Storm, Normalization and Productive Stage are mentioned. The release phase is not mentioned. Discussions are being held with group members at the end.

Session A

This is a creative building exercise in which participants build towers in teams, and then take the learning points from the first round of building experience to work together again in group to build a tower. The aim of this session is team support and team work.

Goal

To support teamwork and collaboration.

Instructions

Introduce the objectives of the activity and how to get the most out of it and enjoy it too.

(I might propose listening, trying things and not taking it too seriously and ask them if they have anything they want to add.)

Brief discussion, what do people do when they work effectively together?

(You can offer some suggestions: For example, everyone having an opportunity to contribute perhaps and ask for more ideas from the group. You might list these on a chart and display them)

Introduce the practical exercise. Groups of four to six people each build a Lego tower. It is a mini-project. Each group has the same number and type of "bricks" they have up to 20 minutes to build the tower and make a profit by doing so.

The "profit" is calculated as follows. Profit in pounds/dollars/Euros = height of tower in cm multiplied by 3, minus planning time in minutes multiplied by 2, minus construction time in minutes multiplied by 5, minus 50 pence (of pound), 50 cents (of a dollar), 50 cents (of a euro) per brick! When you are planning you can look at and handle the "bricks" but not put them together! The tower must stand by itself for a minute (it is possible to build a very respectable tower reasonably quickly and make a profit.).

Do the exercise and calculate the "profits". This is quite quick; you can just count the bricks left over. The other factors are easy to measure

Review the learning from the exercise in each group. People could refer to the list they created at the beginning of the exercise and see how they did against the things they thought were important for people to work effectively together. One person in each group could make sure everyone has time to speak while everyone else just listens.

Repeat the tower building exercise, as before. Calculate the "profits" (You might consider splitting groups and forming new

ones to maximise the opportunity for team building across a department).

Review in groups, as before. There will be new learning about using experience. I would bring the whole group together to discuss the implications for work and the work of the department and ask people to share what they learned (This will help your investment in this activity have a return in practice. You will also have some idea of the output of the event).

You may also find it helpful for people to identify the assumptions they made. Common ones are that the activity is a competition and what stems from this is that the groups can't help each other. These are not necessarily true. There are lessons here for back into the organisation

Here are some additional things to notice about each group.

Does the group use its expertise? (Some people may have built Lego towers before.)

- How does the group handle disagreement? (Do they face it openly, use voting, or suppress it. What are the consequences of their choice)

- How do they make decisions? (By consensus, by one person or a pair, by voting, or do they avoid making them. What are the consequences?)

- Do they listen to and follow the instructions or just dive in? (People differ in their learning style, activists tend to do first and think later, theorists prefer to think first and do later)

- How does leadership emerge? How involved is everybody in the activity? Do others bring people in or is it everybody for herself/himself?

Some thoughts on structuring the exercise.

Consider how you divide a larger group into two teams. You can divide people randomly by (say) alphabetical order of first names. You could also divide people by putting the "noisier" people in one group and the "quieter" people in another. This can be very interesting as the noisy people learn what it is like to have to shout to be heard and the quiet people learn that they can make a valuable contribution when they have the space to do so.

Consider having one person in each group keeping time and noting when "construction" starts. This is when anyone joins two pieces of Lego together and then their time costs more.

Consider asking each person or some people to observe one of the "things people do when they are being effective together" as it happens in the group as well as taking part in the activity. This will help people learn about how to observe what happens in a group as well as take part. This is a very useful skill. The "things people do" will be quite simple. They might be:

Agreeing what the objective of the task is

Making sure everybody has a turn

Listening and not interrupting

If you want you could add a bonus payment for flair or aesthetic appeal

Reviewing learning

When you review the learning from the exercise, ask each person what she or he learned about working together effectively and give everybody the opportunity to speak without interruption, before moving on to more general points.

Materials

Identical sets of lego bricks (preferably with 100 to 150 bricks in each set). It doesn't matter if some of them seem irrelevant to you to building a tower! With this you will be able to work with up to four groups of four to six people

Session B
Goal
To observe how teams work and give them space to learn from their own mistakes

Instructions
You put one bucket in one place and pour some water in it. You explain participants that it is poison. You can add some missionous things also (like if this poison drops anywhere all the creatures around us will be died) You make line around the bucket (3-4 meters areal - round) You call this area dangerous area. You can use stop-bands or other resources to sign dangerous area.

Next step is to give participant some simple resources (like sticks, ropes, paper, some string that can be joined to each other etc.) You give short time to the participants to take bucket from the dangerous area without dropping the poison. Make announcement that they have only one chance. Observe

what is going on and take notes. Make time pressure or give them very short time to do that.

Evaluation:

Ask question what did they feel? What happened and why it happened so? If they succeed ask why? What was their strategy? If not ask the same things and evaluate the reason of the results.

Excepted results
They will learn the importance of team work and decision-making process. Probably all of them will try to fix the task or vice versa. At both circumstances it will be good activity for learning by doing and understanding the importance of teamwork.

Reference:

https://www.nickheap.co.uk/
http://www.bibliotekar.ru/upravlenie-5/79.htm
http://www.irbis.vegu.ru/repos/11937/HTML/0014.HTM
https://books.google.az/books?id=S6QtBQAAQBAJ&pg=PA10&lpg=PA10&dq=%D0%A7%D0%98%D0%A1%D0%9B%D0%95%D0%9D%D0%9D%D0%9E%D0%A1%D0%A2%D0%AC+%D0%9A%D0%9E%D0%9C%D0%90%D0%9D%D0%94%D0%AB&source=bl&ots=CDuglJgdG6&sig=upJMHiAJ67RJatLXOQBeNQquQsc&hl=ru&sa=X&ei=KylaVY24K4STyQOj7IDoDg&ved=0CC8Q6AEwAw#v=onepage&q&f=false
http://ppt-online.org/2189
http://hr-ru.com/2011/09/motivatsiya-personala-na-predpriyatii/
http://psihoanalitik.net/library/articles/motivacija
http://www.lambre-online.com/publicationslambre/motivation/inexmot.html

http://magic-goal.ru/vidy-i-primery-motivacii/

Lebedova N.U "Time Management"
Delivering Time management for IT professionals. Trainer's manual.

Module VII. Project management

Project management is the practice of initiating, planning, executing, controlling, and closing the work of a team to achieve specific goals and meet specific success criteria at the definite time. The main challenge of project management is to achieve all of the project goals within the given time, budget.

The main thing in project management issue is action plan, which can be called Gantt chart or WBS (work breakdown Structure). These action plans help to control the project activities implementation based on definite indicators. It is also useful for avoiding confusion, as each team member knows its responsibilities.

This is the sample of action plan of the project implementation. The planned activities are based on months.

Link: https://www.proofhub.com/articles/gantt-chart-template
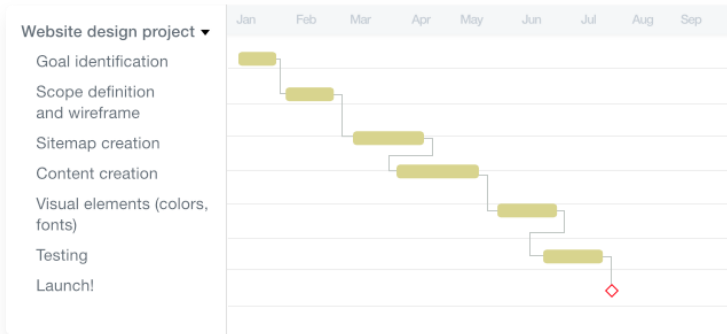
The next Gantt chart shows not only planned activities, but also the people who are responsible for which activities:

Link: https://www.teamgantt.com/what-is-a-gantt-chart
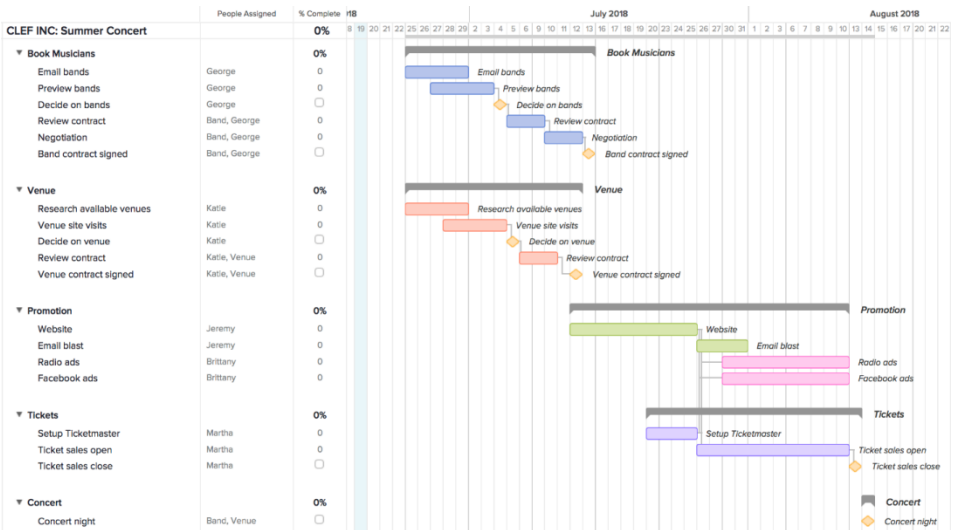
Link:

Usually project staff consists of a Project Manager, Project Coordinator, Financial manager, Procurement manager, Administrative Manager, Volunteers. Sometime experts or consultants, PR staff can be outsourced. The project is monitored from the beginning till the end. It is necessary to control the main parts of the project: budget, goals and time.

Project planning, tools for successful projects

Youth initiatives can cover projects with different topics starting that promote job creation, small-business development and supporting small farms; and any project that supports the beautification neighborhood areas, planting trees and etc.

Community Development Projects can be all of these things above mentioned and require the following elements:

- The needs and desires of the people involved and the areas where they live and work
- Control by community members, who become active participants
- The concept of self-help, which is important to the community development process

People+plan+process = successful project

Taken into consideration the above equation, there are five principles that help a successful Community Development project

1. Community Engagement - For any successful community development project support by a community from the beginning is important.
2. Leadership - It is not enough to have community participation in the project, it must also have one or more leaders—those who lead the project and the effort from day to day and make sure it succeeds.
3. Collaboration - A successful community development project isn't the work of a single individual or even a group of people; the project can be successful in partnership of all the stakeholders.
4. Evaluation - The project is successful, if it is developed based on needs assessment of a community. It is ongoing process. Clear goals, objectives and measurable indicators are important to assess the process and as well the outputs and outcomes.
5. Adaptability - Sustainability is also a crucial element of the project. It should be developed in such a way, that after ending a financial support, the outcomes can be in progress afterwards.

Community engagement

An important element of community development begins with identifying the needs of a community. But it is also important to engage all community stakeholders in defining those needs and developing solutions. And find more effective and practical solutions. When community stakeholders are engaged in the process of development or planning in the

early stages of a project, it is more likely that community will benefit from the project results. There are some strategies to engage the community stakeholders into the project process:

- Asset-based community development (explore community's capacities and assets, and to mobilize those assets for community improvement)

- Deliberative Polling (public opinion research to get people's thoughts, survey conducted randomly online or face to face)

Leadership

Project leader is a key component in successful initiatives. During challenging times, an effective leader provides motivation, commitment. Effective leaders will provide the skills to motivate stakeholders to remain committed and focused.

Collaboration

Nowadays resources—time, energy and money—are limited. To solve complex community development problems collaboration among stakeholders is important. There are different types of collaboration:

- **Public-private collaboration –** partnership between government and business
- **Funder collaboration–** some donors tend to fund the same issue
- **Multi-stakeholder initiative –**voluntary activities by stakeholders from different sectors around a common theme

- **Social sector networks–** individuals or organizations connected through purposeful relationships, whether formal or informal

  Evaluation: Before starting the project, it is important to assess macro and micro levels. Macro level – all factors impacting the project outcomes, including political, business, environmental and etc. Micro level – teams, facilities, project targets and etc.

Module VIII. Erasmus+ and Europe for citizens programme

Introduction

Young people can learn not only from each other, but also from the youth in different European countries. Different experiences, capacities will help local youth to give their contribution to his community members. Youth will be aware of different EU funded exchange programs and be benefited from the projects.

Goal
The aim of the workshop is to introduce different EU youth programs and to enhance the capacity of local young people who will contribute their communities via different innovative ideas. The ideas can cover socio-economic, cultural and other relevant areas.

What is Youth Exchange program?

1. **Erasmus+**Young people from different countries meet; develop joint projects addressing different social, economic, cultural and other relevant areas. Youth exchange programs cover workshops, exercises, debates, role-plays, outdoor activities and others.

Youth aged 13-30 ages can be participants of the Youth Exchange Programs and people 18+ ages can be a group leader.

Erasmus+ is not only for students, but also for individuals and organizations. Youth can get more information by visitingErasmus+ Programme Guide

2. **The European Solidarity Corps (ESC)** is a new initiative of the European Union that enables young people to volunteer or work on projects in their own country or abroad, benefiting communities and people in Europe.

Participation projects in the ESC program support the participation of young people in various forms of volunteering in and outside the EU. It provides an opportunity for young people to make their own contributions through voluntary activities at European and international level, involving young people in activities that promote solidarity between people. Engages non-profit volunteer youth for the benefit of the community in a country other than the one in which they live.

The ESC promotes the creation of social cohesion in the European Union and promotes active citizenship. The ESC

shall include at least one host and one sending organization and one volunteer. The voluntary work performed by the young people may take place in volunteers' country or territory other than their home country. Activities are not paid, they are not for the purpose of obtaining material benefits, and are not full-time for a fixed period (max. 12 months). They are for the benefit of the local community.

The ESC projects can be implemented in various fields: culture, youth, sport, social care, cultural heritage, art, civil protection, ecology, development cooperation and more. Participation in high-risk, post-crisis situations (e.g. humanitarian aid, etc.) is excluded.

Youths can apply to participate in the European Solidarity Corps if they are 17 years old, but they cannot start a project until they are 18 years old. Projects of the European Solidarity Corpus may involve persons up to 30 years of age.

Following the completion of the registration process, participants in the European Solidarity Corps may be invited to join a wide range of projects, such as for the prevention or recovery of natural disasters, assistance at refugee centers or action on various social issues in certain communities.

The duration of the projects supported by the European Solidarity Corps is 2 to 12 months. Usually they will take place in the countries of the European Union. More details in the following link:

Types of projects of the European Solidarity Corps

Inclusion - This is a broad topic that includes issues such as dealing with people with disabilities or people with additional support needs, combating discrimination and intolerance, dealing with minority groups such as Roma, and intercultural, inter-religious and inter-generational issues.

Reception and integration of refugees and migrants - Helping ensure the safe reception of people who have recently arrived in Europe and integrating them into their new communities across Europe.

Citizenship and Democratic Participation - Work in the fields of human rights, justice and other legal issues and help people understand and participate in democratic and decision-making processes.

Disaster Prevention and Recovery - Helping communities avoid identified disasters or recover from natural disasters. Participants in the European Solidarity Corps will not be required to carry out immediate response activities. These tasks will continue to be carried out by professionals who have the necessary skills and experience to work under such hazardous conditions.

Environment and nature conservation - Projects that are related to climate change, energy and natural resources and are in various fields, such as agriculture, forestry and fisheries.

Health and wellbeing - Support for projects that promote good health and well-being, such as healthy lifestyle or active elderly projects.

Education and training - A wide range of training-related topics, such as combating early school leaving, improving core competencies such as mathematical or computer skills, or teaching foreign languages.

Employment and Entrepreneurship - Supporting projects to tackle unemployment and foster entrepreneurial spirit.

Creativity and Culture - Using arts and culture when working with communities on a wide range of topics.

Sport - Improve inclusion, equal opportunities and participation in sport and promote mass sport.

Reference:

https://europa.eu/youth/solidarity_en

Youth leadership training programs

The Council of Europe promotes human rights and democracy through education, as a means of building peaceful societies where the human dignity of all people is respected. With the adoption of the Charter on Education for Democratic Citizenship and Human Rights Education, the member states committed to "the aim of providing every person within their territory with the opportunity of education for democratic citizenship and human rights education". The state of citizenship and human rights education in Europe is reviewed every five years with member states and civil society with the aim of identifying achievements and challenges and proposing action at European, national and local level.

The first component of a new Council of Europe reference framework of competences for democratic culture is important to be known by all educational policy makers and practitioners who work in the fields of education for democratic citizenship, human rights education and intercultural education. The goal is to:

-       Improve the competences about the main features, values and principles of youth work in general, with a special focus on intercultural youth work

-       Improve competences about learning in general and about the main features, values and principles of non-formal education, focusing on leadership and soft skills development

-       Improve the competences about the main principles and models of active youth participation, promoting youth participation in the decision-making policies and community development

-       Defining youth work strategies/interventions/actions – project methodology - adapted to the needs and specific features of the target groups and communities

-       Create opportunity to debate and question openly, to reflect and discuss about practices, sharing of experiences and knowledge, increasing self-confidence, motivation, capacity of self-assessment and critical thinking,

-       Promote conflict transformation and intercultural dialogue within communities increasing open-minded discussions, sense of tolerance, and mutual understanding.

Following essential policy developments and the introduction of Erasmus+: Youth in Action, the European Commission has

sent the European Training Strategy (ETS) into its next phase. The strategy continues to focus on the key principle of capacity building among key actors in the youth field. Introduced as part of the YOUTH (2000-2006) and revised under the Youth in Action Programme (2007-2013), the ETS has proven to be an effective instrument for sustainable capacity building in the field of youth.

In order to support quality capacity building, it is important to give orientation and guidance to those who are responsible for training the youth workers by developing a modular system to train trainers within the context of Erasmus+. These measures should serve to establish an "ETS trainer pool" that assists Erasmus+: Youth in Action stakeholders with creating training strategies and activities for both youth workers and trainers.

In addition, the ETS does not only focus on trainers, but also on the advancement of youth workers. It encourages decision makers, experts and practitioners to continually cooperate and improve the quality of youth work as well as its recognition through capacity building. Platforms offer stakeholders on both the national and the European level exchanging existing concepts and good practices.

The leadership training programme includes the following topics:

1) Citizens and the government.

• Forms of citizen participation in a democratic society: gathering the information needed to express an opinion and actively participate in public life; using personal advantages over others to prove your influence on public life.
• Civic organizations and their role.

• Ways to express support or rejection (elections, referendums, demonstrations, etc.).

2) Universal principles of democratic societies - .Majority governance and minority rights.

• Role of the law - protection of the individual, regulation of the relations of the people, regulation of the relations of the individual and the government.
• The three independent authorities.
• Civil disobedience.
• Democracy and other forms of government.

3) Human rights - natural and inalienable: individual and political, social, economic and cultural rights of minorities.

• Children's rights. Exercise of rights and freedoms: through the courts, through lawyers, through national and international human rights organizations; through citizens' initiatives.
• Threats to democracy - insufficient respect for the rights of some citizens (racism, nationalism, religious intolerance); insufficient balance of authorities; human rights violations; excessive politicization of society.

The following themes can also be added wherever possible: (1) Contemporary World Issues: United Europe - common problems and contradictions; patriotism and nationalism; international conflicts; international organizations; economic competition and wars; energy problems in the world; activity of environmental organizations, rich and poor countries - cooperation. (2). Diseases - cancer, bad habits, alcohol, drugs and their social significance. (3) The family as a social group. What makes it easier and more difficult for the family; roles in the family; family conflicts and their resolution; social roles for which the family prepares; family protection law.

The curriculum should help young people:

- to become aware of their personal goals and values as citizens in the context of local society and the country as a whole;

- to understand and analyze the basic social structures and dynamics of life in groups, family and school;

- to define the main characteristics of an open society and apply them to the structure and functioning of the state, to understand the organization and functioning the most important state institutions;

- to be aware of the threats to democracy;

- to respect human rights in their daily implementation;

- to know the most important characteristics of a free market economy;

- to be informed of current and future relations of the country and the United Europe, the UN and other international organizations;

- to see and evaluate threats to the environment and to offer possible solutions at local, national and global levels;

-to apply civic knowledge and skills in evaluating selected life problems.

Young leaders should be able:

- to gather information on political events, issues and controversial issues;

- to present and defend their ideas and opinions to other citizens, the government and the media;

- understand the impact of political decisions on their own lives;

- to evaluate the positions and political activities of their fellow citizens, interest groups and the government;

- make well-thought-out decisions in their day-to-day civil affairs;

- collaborate with other citizens and groups to achieve mutually beneficial goals;
- to express and defend their own political interests aimed at the common good.

Reference:
https://www.coe.int/en/web/portal

4 Inspirations for you and your young people – Activity Examples

Community development is inextricably linked to the preservation of the national heritage, the promotion of culture as ancestors' treasure, creative expression and objects of art made by representatives of all age groups. Young people have a mission to develop and promote spiritual values and local cultural traditions as part of the world's heritage. Organizing cultural events, commemorative celebrations, national holidays and festivals brings volunteers of all ages together. During cultural events, young people disseminate information about the native lands. Residents of small towns come together to showcase their cultural traditions and customs. In this way the cultural life of the community is enriched.

Young people spend their free time preparing for the holidays, taking part in rehearsals which include non-formal education. This affirms the national self-awareness and respect for contemporary and past artists. Through the participation of guests from all over the world in local festivals, young and old, they become acquainted with the cultural traditions and customs of people from all over the world, thus achieving tolerant attitude towards otherness, acceptance of differences

and respect for the cultural achievements of other peoples. Promoting customs and traditions by participating in regional, national and international events raises the confidence of local people. Young people are able to organize the following events:

- Fairs
- Culture tournaments
- Celebrations of local customs
- New Year holidays
- Night at the theaters
- Exhibitions of local and international paintings of artists
- National historic holidays – special shows and performances
- Memories of the contribution of independence fighters
- Restoration of historical battles
- Celebrations marking the culture activists for their contribution to the heritage of their native land
- Festivals of: Folk dance, Folk songs, Local drinks and food, Classical opera artists, Contemporary jazz bands, Holidays related to local customs

It is of utmost importance to organize cultural events related to performances of foreign artists of classical works, jazz musicians, opera and ballet, which involve young people in organizing the world cultural achievements.

Each youth center must develop a cultural program to be disseminated through the media, social networks, leaflets and posters.

The dissemination of information about cultural events before and after the event can also be made through filming, video

recording of cultural events and inclusion of the cultural program in broadcasts on local, national and international television programs. This will help to disseminate the cultural achievements of the local people, unite them in their efforts to present attractive creative products, and provide funding for the sustainability of the cultural program.

The development of the cultural program must be carried out by representatives of the population, with young people inviting older cultural activists to share their experiences. This continuity will contribute to the sustainability of the program.

In order to ensure the participation of locals in cultural events, they must be organized on weekends or after working hours at the end of the working week and during national holidays and holidays for pupils and students.

People with special needs and pensioners who cannot provide the means to buy tickets for paid cultural events must be admitted with invitations, with special transport for those with physical disability.

Young people's creative endeavors should be encouraged through the formation of interest clubs:

• Dance groups, • Dance ensembles, • Singing groups, • Club for research of ancient customs and traditions, • Culinary club, • Traditional Crafts Club producing artwork and local souvenirs

It is required to implement a recruitment methodology, which includes the following steps:

- Visit to schools and places where young people gather
- Presentation of the program to the whole school - teachers and students
- Talking to students, applying peer-to-peer methods and showing interest in the personality of potential members of creative clubs
- Organizing an introductory seminar so that the young people can be acquainted with the opportunities for creative expression and memberships to community culture clubs
- Invitation of future potential club members by posting brochures, posters in shops and places frequented by young people, through TV ads, social media posts and peer-to-peer communication
- Organizing team-building seminars - usually this is done on weekends outside residences of potential participants
- Establish a monthly program for face-to-face meetings
- Adopt the rules of procedure for the club's internal affairs and select officers to monitor the schedule, report activities and disseminate information for the activities
- Increasing membership by creating the club's distinctive features - badges, logos, T-shirts
- Preparation for participation in local, regional, national and international events
- Organizing meetings with representatives of local authorities and participating in decision-making meetings for the development of the community cultural program
- Organizing fundraising events, including bake sales and project composition for applying for providing funds for developing cultural program from the local budget

- Monthly dues to provide salaries for coaches, trainers and specialists to prepare the youths for events
- Attracting sponsors to pay the fee for disadvantaged young people

The clubs are led by experienced youth workers and youth leaders, with decisions made by team members following a commonly accepted program. It would be wrong to make one-person decisions and to have a single decision.
Additional seminars may be organized to promote team work and tolerance, inviting psychologists and youth workers.

In order to motivate participants, it is necessary to create conditions for work with volunteers, who are paid for covering travel expenses and food during volunteer activities when organizing public events whether in old people's residences or in social inclusion and rehabilitation centers.

Youths supporting social causes

The social services that the youth centre can offer aim to contribute to the independent life and integration of youths with special needs in the activities of the centre, taking into consideration the European disability strategy 2010-2020 focusing on actions in eight priority areas[1]:

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[1] https://ec.europa.eu/social/main.jsp?catId=1484&langId=en

1. **Accessibility**: make goods and services accessible to people with disabilities and promote the market of assistive devices

2. **Participation**: ensure that people with disabilities enjoy all benefits of EU citizenship, remove barriers to equal participation in public life and leisure activities, promote the provision of quality community-based services

3. **Equality**: combat discrimination based on disability and promote equal opportunities.

4. **Employment**: increase the participation of people with disabilities in the labour market, where they are currently under-represented

5. **Education and training**: promote inclusive education and lifelong learning for students and pupils with disabilities. Equal access to quality education and lifelong learning enable disabled people to participate fully in society and improve their quality of life

6. **Social protection**: promote decent living conditions, combat poverty and social exclusion

7. **Health**: promote equal access to health services and related facilities

8. **External action**: promote the rights of people with disabilities in the EU enlargement and international development programmes

Social support is one of the important functions of social relationships in the community. There are 4 types of supportive behavior:

- Emotional: expressing love, trust, caring

- Instrumental: help and service

-Informational: advice, suggestion, information

-Appraisal : information that is useful for self-evaluation

This is the conceptual framework of social support
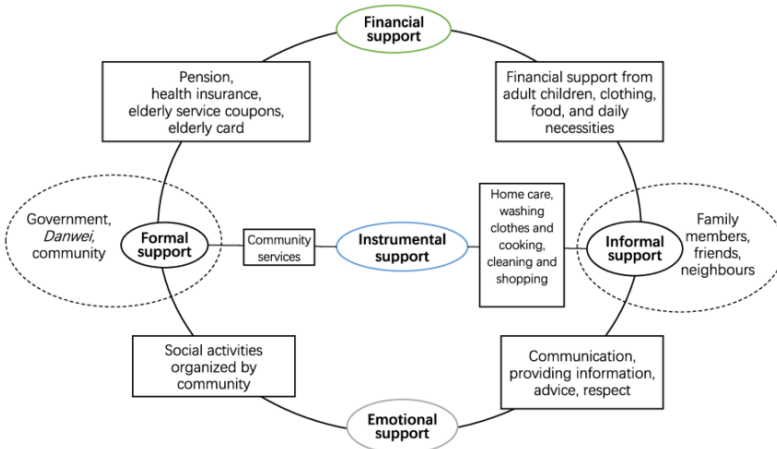
Social support is vital for the well-being of children and adults of all ages. Social support includes information, advice, or practical help from others that has positive effects on all the people with different ages receiving it.

The following social services are offered:

➢ One-to-one counseling

➢ Problem-solving issues, for example how to prepare documents to get social support from the government

- Emotional support, defined as comprising empathy, validation, and encouragement during times of loss

- Material assistance, such as resources to meet concrete needs, including clothes, food, basic materials needed for setting up a first apartment, or money referring you to other services

- Health and wellbeing projects and activities, some of which are run in partnership with local schools and other organizations.

- Practical help such as practicing interview skills for a job interview, accompanying a young person to a meeting, or teaching a new skill like driving or managing a budget

- Assisting families to find a balance between protecting youth and letting them make and learn from mistakes

- Providing information and teaching families how to recognize and understand mental health difficulties

- Through engagement in volunteer activities for practicing employment-related skills as well as feeling needed and forming relationships with others

Young leaders are not only benefiting from the activities at the Youth-led Community development Center; they are not only developing their interpersonal skills, knowledge and capacity; but they also play a key role in bringing the messages, challenges and problems to authorities, government structures to make positive changes in their community life. They are bridges between community and key authorities, municipalities, businesses and other relevant

stakeholders to make social, economic changes in their community. Advocacy support gives people access to information to make informed decisions, giving them confidence to make these decisions, assisting them to secure their rights and get services and support

Tools for Advocacy

• Communicating an Effective Message.

• The Lobbying Process.

• Contacting with the relevant stakeholders

• Organizing a large events, campaigns

• Writing letters, reports to the relevant agencies

• Prepare bulletins, leaflets, social trailers to promote the needs and problems of the community

Young leaders can send messages of the community through social networks represent them in the key meetings with relevant stakeholders, pass the messages to other youth organizations that are able to promote the challenges and problems at necessary levels.

Advocacy campaigns for social equalities and observance of human rights are the tasks that can be fulfilled by youth center's volunteers.

Advocacy and social change are at the heart of what the youth center can do, whether working to achieve gender equality and social inclusion or to ensure universal health care.

Creating long-term social transformation within the community requires investment in strong advocacy and social movements.

Progressive social policies are influenced by mobilizing civil society, changing the political process to include previously marginalized groups, challenging existing gender norms and promoting alternative social norms.

Sustainable development of the Youth centre for employability and career development

It is of paramount importance to provide favorable conditions for development of the creative talents and organizational competencies of young people, who are able to unite the population of all ages. The financial means for the youth culture program is essential for ensuring the sustainability of the activity, so it is necessary to link it to the local and national budget, with financial operations being carried out by specialists.

The necessity for financing the activities of creative clubs, choosing the right environment for conducting both rehearsals and events should be taken into consideration. Funds are needed for salaries for the paid staff who are engaged throughout the year with:

➢ Drawing up a cultural program

➢ Recruitment of volunteers

➢ Provision of remuneration for the leaders of the clubs

➢ Paid transport and food costs for the volunteers

➢ Development of projects with the Ministry of Culture, the Ministry of Education and the Ministry of Youth, international and national funds

➢ Fundraising from: private donors, organizing bazaars, selling souvenirs

➢ Programme for international cooperation and implementation of projects

Project work

Development, coordination, management and implementation of projects and programs aimed at preserving the customs and traditions of the local people, education and strengthening of the national consciousness, corresponding to the goals and tasks of each youth center and uniting the efforts of the community members for the implementation of culture programme;

Experience in the non-profit sector shows that the importance of financing for the success of an organization is often overestimated. Very little attention is paid to the whole set of factors and conditions that predetermine not only the external, short-term success of the organization, but also its stability, flexibility, its ability to adapt to the changing environment.

The following factors have a huge impact on the stability of NGOs:

1. Human resources - The human resources situation in an organization is a key factor that influences all its other elements and parameters - efficiency, adaptability, adequacy. One of the first tasks of every

organization is to monitor the development of its human resources - through a properly set and implemented personnel policy, a clear system for evaluating the performance, long-term and short-term training strategy at all levels of staff, opportunities for growth in the organizational hierarchy, etc.

2. Institutional Development and Organizational Strengthening - These are measures concerning both internal relations within the organization and external partnerships, which create appropriate conditions for the organization to better meet its goals.

3. Purpose- It is often considered that the wish and good intentions of the founders, backed by one or two "ideas", are sufficient to ensure a minimum ideology and vision of the new organization. The truth is that defining the mission and vision of the organization is a collective and sometimes time-consuming activity, without which, however, the organization may soon become an "autopilot" in terms of its entire activity. Such an "autopilot" can last for years (especially if there is funding available) - in which case the financing becomes a stagnant factor rather than a progress.

It is essential to provide ongoing financial revenue for the development and running of cultural events initiated by youths and to hold seminars with young people to compose projects. Thus they will be united in causes for the spread of cultural achievements, show creativity and become initiators of performances that combine traditions with contemporary art.

Young people are aware of their role as inspirators of the cultural life of the community and express their creativity in culture clubs, which represent various forms of bringing together, uniting and enhancing the interests and ways of intergenerational communication.

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