BRIDGING THE GAP

Training Manual
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Foreword

This manual is the culmination of contributions from several individuals and organizations. Two partner organizations from partner countries – Global Life Foundation (Zimbabwe) and The Betterway Trust Foundation (South Africa), and programme country partner organisations – Wezesha (Ireland), Asociatia Dominou (Romania), Inter Alia (Greece), with the leadership of Cross Culture International Foundation (Malta), — are grateful to the dedication, hard work, and creativity of the people involved in the development of this training manual. The purpose of this manual is to provide user-friendly resources and tools aimed at youth workers, volunteers, young people who are interested in undertaking a leadership role with young people and NGOs who want to promote positive youth development in their communities.

The impetus to develop this manual came from NGOs from partner countries who suggested training in topics covered in this manual in order to bring them to the same level as their counterparts in the EU. The principles of learning contained in this manual are based on non-formal learning methods where the process of learning is seen as a key dimension of the learning experience. Learning continues to take place throughout our lives impelled by the new problems and issues we have to face and tackle and the reflective process which forms the basis for new understandings and new ways of acting.

We would also like to recognize the contributions of Malta-EU Steering and Action Committee (MEUSAC) our technical partner in this project and their efforts during the proposal writing of this project and contribution in this training manual. The lead partner (CCIF) played a critical role in keeping this project focused and moving forward. The shared technical knowledge, experiences, and perspectives have produced a tool that will have a significant positive impact on the capacity of youth workers and their organisations.

Special thanks are extended to the persons who collaborated in the preparation of the different modules: Cati Predescu, Salome Mbugua, Willem Joubert, Alec Douglas Bvumbura, Peter Mabasa, Hedwig Bvumburah, Lynn Marie Spiteri and Boyka Boneva. The preparation of this manual would not have been possible without the financial support provided by Erasmus+ Programme of the European Union.

Hedwig Bvumburah
Project Leader
1. Non-formal education on young people life development

1.1. Introduction

Non-formal education gives young people the possibility to develop their values, skills and competencies other than the ones developed in the framework of formal education. Those skills (also called ‘soft skills’) include a wide range of competencies such as interpersonal, team, organisational and conflict management, intercultural awareness, leadership, planning, organising, co-ordination and practical problem solving skills, teamwork, self-confidence, discipline and responsibility.

What is special about non-formal education is that individuals, participants are the actors actively involved in the education/learning process. The methods that are being used aim at giving young people the tools to further develop their skills and attitudes. Learning is the ongoing process, one of its crucial features is learning by doing.

“Non-formal” does not imply unstructured, the process of non-formal learning is shared and designed in such a way that it creates an environment in which the learner is the architect of the skills development. Non-formal learning on the other hand is a process that is different to formal education and therefore can happen in different settings and environments. Youth organisations offer non-formal learning through their programmes at the same time non-formal learning experiences can be organised within the workplace.

It is important to acknowledge that individual skills acquired through involvement with youth organisations are not only related to employment prospects, but they contribute to the development of human capabilities and motivations. Such skills contribute more directly to a general motivation for learning rather than to specific tasks and responsibilities related to personal development. There is a thin line between those learning experiences, nevertheless it is important to outline the specificities of learning provided through engagement in the youth organisations and their programmes.

Non-formal education has numerous advantages in personal development in comparison to traditional formal education. Formal education tends to have a bias towards certain competencies and certain learning styles. It seems that formal education, especially higher education, focuses on the learning of knowledge. Practise of skills is done less than studying
knowledge, and by the time when we have reached university, the amount of attitudinal learning is often almost non-existent. Non-formal education, on the other hand, is often much more based on skills and also has attitude-based learning objectives.

Tolerance is an example of an attitude that is often developed using non-formal education. Practitioners of non-formal education should not, however, forget the important knowledge element just because formal education seems to prefer it.

1.2. Definition of culture

Culture refers to the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. The word "culture" derives from a French term, which in turn derives from the Latin colere which means to tend to the earth and grow, or cultivation and nurture. Culture has many definitions, but nearly all of them define culture as the systems of knowledge shared by a relatively large group of people. For example, see the following:

Culture is…

- the sum of total of the learned behaviour of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation.

- a way of life of a group of people--the behaviours, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.

- cultivated behaviour; that is the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behaviour through social learning.

- symbolic communication. Some of its symbols include a group's skills, knowledge, attitudes, values, and motives. The meanings of the symbols are learned and deliberately perpetuated in a society through its institutions.

Many countries are largely populated by immigrants, and the culture is influenced by the many groups of people that now make up the country. This is also a part of growth. As the countries
grow, so does its cultural diversity. Thus, culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artefacts; the essential core of culture consists of traditional ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other hand, as conditioning influences upon further action.

**Western culture:** the term "Western culture" has come to define the culture of European countries as well as those that have been heavily influenced by European immigration, such as the United States. Western culture has its roots in the Classical Period of the Greco-Roman era and the rise of Christianity in the 14th century. Other drivers of Western culture include Latin, Celtic, Germanic and Hellenic ethnic and linguistic groups. Today, the influences of Western culture can be seen in almost every country in the world.

**Eastern culture:** societal norms of countries in Far East Asia (including China, Japan, Vietnam, North Korea and South Korea) and the Indian subcontinent are seen as the Eastern culture. Like the West, Eastern culture was heavily influenced by religion during its early development, but it was also heavily influenced by the growth and harvesting of rice. In general, in Eastern culture there is less of a distinction between secular society and religious philosophy than there is in the West.

**Latin culture:** Many of the Spanish-speaking nations are considered part of the Latin culture, while the geographic region is widespread. Latin America is typically defined as those parts of the Central America, South America and Mexico where Spanish or Portuguese are the dominant languages. Originally, the term “Latin America” was used by French geographers to differentiate between Anglo and Romance (Latin-based) languages. While Spain and Portugal are on the European continent, they are considered the key influencers of what is known as Latin culture, which denotes people using languages derived from Latin, also known as Romance languages.

**Middle Eastern culture:** the countries of the Middle East have some but not all things in common. This is not a surprise, since the area consists of approximately 20 countries. The Arabic language is one thing that is common throughout the region; however, the wide variety of dialects can sometimes make communication difficult. Religion is another cultural area that the countries of the Middle East have in common. The Middle East is the birthplace of Judaism, Christianity and Islam.
**African culture:** the continent of Africa is essential to all cultures. Human life originated on this continent and began to migrate to other areas of the world around 60,000 years ago, according to the Natural History Museum. Africa is home to a number of tribes, ethnic and social groups. One of the key features of this culture is the large number of ethnic groups throughout the 54 countries on the continent. Nigeria alone has more than 300 tribes, for example. Currently, Africa is divided into two cultural groups: North Africa and Sub-Saharan Africa. This is because Northwest Africa has strong ties to Middle East, while Sub-Africa shares historical, physical and social characteristics that are very different from North Africa, according to the University of Colorado. The harsh environment has been a large factor in the development of Sub-Saharan Africa culture, as there are a number of languages, cuisines, art and musical styles that have sprung up among the far-flung populations.

### 1.3. Layers of culture

There are very likely three layers or levels of culture that are part of your learned behaviour patterns and perceptions. Most obviously is the body of cultural traditions that distinguish your specific society. When people speak of Italian, Samoan, or Japanese culture, they are referring to the shared language, traditions, and beliefs that set each of these peoples apart from others. In most cases, those who share your culture do so because they acquired it as they were raised by parents and other family members who have it.

The second layer of culture that may be part of your identity is a subculture. In complex, diverse societies in which people have come from many different parts of the world, they often retain much of their original cultural traditions. As a result, they are likely to be part of an identifiable subculture in their new society. The shared cultural traits of subcultures set them apart from the rest of their society.

Examples of easily identifiable subcultures in the United States include ethnic groups such as Vietnamese Americans, African Americans, and Mexican Americans. Members of each of these subcultures share a common identity, food tradition, dialect or language, and other cultural traits that come from their common ancestral background and experience.

As the cultural differences between members of a subculture and the dominant national culture blur and eventually disappear, the subculture ceases to exist except as a group of
people who claim a common ancestry. That is generally the case with German Americans and Irish Americans in the United States today. Most of them identify themselves as Americans first. They also see themselves as being part of the cultural mainstream of the nation.

The third layer of culture consists of cultural universals. These are learned behaviour patterns that are shared by all of humanity collectively. No matter where people live in the world, they share these universal traits. Examples of such "human cultural" traits include:

- communicating with a verbal language consisting of a limited set of sounds and grammatical rules for constructing sentences;
- using age and gender to classify people (e.g., teenager, senior citizen, woman, man);
- classifying people based on marriage and descent relationships and having kinship terms to refer to them (e.g., wife, mother, uncle, cousin);
- raising children in some sort of family setting;
- having a sexual division of labour (e.g., men's work versus women's work);
- having a concept of privacy;
- having rules to regulate sexual behaviour;
- distinguishing between good and bad behaviour;
- having some sort of body ornamentation;
- making jokes and playing games;
- having art;
- having some sort of leadership roles for the implementation of community decisions.

While all cultures have these and possibly many other universal traits, different cultures have developed their own specific ways of carrying out or expressing them. For instance, people in deaf subcultures frequently use their hands to communicate with sign language instead of verbal language. However, sign languages have grammatical rules just as verbal ones do.
1.4. Culture and society

Culture and society are not the same thing. While cultures are complexes of learned behaviour patterns and perceptions, societies are groups of interacting organisms. People are not the only animals that have societies. Schools of fish, flocks of birds, and hives of bees are societies. In the case of humans, however, societies are groups of people who directly or indirectly interact with each other. People in human societies also generally perceive that their society is distinct from other societies in terms of shared traditions and expectations.

While human societies and cultures are not the same thing, they are inextricably connected because culture is created and transmitted to others in a society.

Cultures are not the product of lone individuals. They are the continuously evolving products of people interacting with each other. Cultural patterns such as language and politics make no sense except in terms of the interaction of people. If you were the only human on earth, there would be no need for language or government.

Is culture limited to humans?

There is a difference of opinion in the behavioural sciences about whether or not we are the only animal that creates and uses culture. The answer to this question depends on how narrow culture is defined. If it is used broadly to refer to a complex of learned behaviour patterns, then it is clear that we are not alone in creating and using culture. Many other animal species teach their young what they themselves learned in order to survive. This is especially true of the chimpanzees and other relatively intelligent apes and monkeys. Wild chimpanzee mothers typically teach their children about several hundred food and medicinal plants. Their children also have to learn about the dominance hierarchy and the social rules within their communities. As males become teenagers, they acquire hunting skills from adults. Females have to learn how to nurse and care for their babies. Chimpanzees even have to learn such basic skills as how to perform sexual intercourse. This knowledge is not hardwired into their brains at birth. They are all learned patterns of behaviour just as they are for humans.
Culture is often compared to an iceberg (see Figure 1.1.) which has both visible “on the surface” and invisible “below the surface” parts. Elements of culture which we can plainly see, such as food or clothes, are represented by the upper portion of the iceberg. Those elements which are not as obvious such as why someone eats or dresses the way they do are represented by the much larger portion of the iceberg underwater.

Figure 1.1. Cultural iceberg.

Failure to understand and recognise these parts of culture and the layers that compose them, as well as how they influence each other is the main reason misunderstandings occur when doing business internationally.

When we see an iceberg, the portion which is visible above water is, in reality, only a small piece of a much larger whole. Similarly, people often think of culture as the numerous observable characteristics of a group that we can *see* with our eyes, be it their food, dances, music, arts, or greeting rituals. The reality, however, is that these are merely an external manifestation of the deeper and broader components of culture -- the complex ideas and deeply-held preferences and priorities known as attitudes and values.
Deep below the "water line" are a culture's Core values. These are primarily learned ideas of what is good, right, desirable, and acceptable -- as well as what is bad, wrong, undesirable, and unacceptable. In many cases, different cultural groups share similar core values (such as "honesty", or "respect", or "family"), but these are often interpreted differently in different situations and incorporated in unique ways into our daily lives. Ultimately, our Interpretations of our core values become visible to the casual observer in the form of Observable Behaviours, such as the words we use, the way we act, the laws we enact, and the ways we communicate with each other.

It is also important to note that the core values of a culture do not change quickly or easily. They are passed on from generation to generation by numerous factors which surround us and influence us. These Formative Factors are powerful forces which guide us and teach us. The things our educators and parents teach us, the opinions and ideas we see and hear in the media, the way our laws and social norms structure our world -- all of these things (and many more) meld us and our cultural values. Cultural change is never quick and forces, ideas, and beliefs -- both new and old -- continually impact our way of seeing the world and deciding what matters to us (our Core Values), what that means in our personal and professional lives (our Interpretations), and how we ultimately act (our Observable Behaviours).

So, like an iceberg, there are things that we can see and describe easily... but there are also many deeply rooted ideas that we can only understand by analysing values, studying formative factors, and in many cases, reflecting on our own core values.

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**Stereotypes and prejudices**

- A **stereotype** is a belief about a certain group of people, while **prejudice** is a feeling about a person based on their membership in a group. Both stereotypes and prejudice can be either positive or negative.

- **Discrimination** is an action that denies the rights of a person due to their membership in a group.

A stereotype is a thought that someone has about specific types of individuals that may or may not accurately reflect reality. Stereotypes can also be thought of like caricatures, which are pictures that exaggerate certain features while oversimplifying others and end up distorting the essence of an individual. Many stereotypes are widely held but they are also over
generalised images or ideas about a particular type of person. Any time we group individuals together and make a generalisation or judgment about them without knowing them, this is an example of a stereotype.

A prejudice is an opinion - usually an unfavourable one - that was formed before having any evidence and that is not based on reason or experience. While a stereotype is a thought about a person or group of people, a prejudice relates to feelings and attitudes about that person or group of people. Prejudices are often rooted in the idea that certain types of people are worth less or are less capable than others.

Discrimination

Discrimination refers to behaviour. It can be direct, indirect or structural and often results from stereotypes or prejudicial attitudes.

When we have expectations or feelings about people based on characteristics like sex, gender, marital status or pregnancy we may act in ways that negatively affect individuals or groups of people. Often, we don’t even think about the stereotypes or prejudices we hold and may hurt or disadvantage people without realising it. We may think that we are simply behaving in ways that accurately reflect the realities or abilities of men and women but we are actually discriminating and reinforcing inequality. Even if a stereotype is seen as or meant to be positive, the fact that not all persons in that group meet that standard often leads to a “positive” stereotype disadvantaging specific individuals.

Stereotypes and prejudices are harmful because they ignore the fact that each individual has his or her own abilities, strengths, weaknesses, desires, thoughts and feelings. Our sex and gender are part of who we are, but these characteristics do not define us. Even if a stereotype is correct in a specific situation, putting someone down or acting in a discriminatory way does not encourage that individual to succeed.

Stereotypes don’t just describe what people are like; they also define what they should be like or what role they should have on the basis of characteristics such as sex, gender, marital status or pregnancy. Prejudices also lead people to make value judgements and assume what people can do or cannot do because of who they are. All of this leads to discrimination and limits equality of opportunity.
Some studies have even shown that when people are aware of specific stereotypes about themselves - for example, that girls are bad at math or that men are not good communicators - that knowledge affects their perceptions of their own abilities and also their performance.

In order to combat stereotypes and reduce prejudices we can all try to learn more about people, especially those who are different from us, and understand and value our similarities and our differences.

If we are more conscious of our assumptions we can also choose how we respond – within our families and home lives; in the workplace as employers and employees; as parents, teachers and mentors to children; and in other relationships and positions that we have and hold.

Promoting gender equality means valuing men and women equally and promoting the right of men and women to have the same opportunities for the achievement of important goals in society such as education, employment and income and to contribute to political, social, and cultural development at all levels.

Prejudice and stereotyping are biases that work together to create and maintain social inequality. Prejudice refers to the attitudes and feelings—whether positive or negative and whether conscious or nonconscious—that people have about members of other groups. In contrast, stereotypes have traditionally been defined as specific beliefs about a group, such as descriptions of what members of a particular group look like, how they behave, or their abilities. As such, stereotypes are cognitive representations of how members of a group are similar to one another and different from members of other groups. Importantly, people can be aware of cultural stereotypes and have cognitive representations of those beliefs without personally endorsing such stereotypes, without feelings of prejudice, and without awareness that such stereotypes could affect one’s judgment and behaviour. Prejudice and stereotyping are generally considered to be the product of adaptive processes that simplify an otherwise complex world so that people can devote more cognitive resources to other tasks. However, despite any cognitively adaptive function they may serve, using these mental shortcuts when making decisions about other individuals can have serious negative ramifications. The horrible mistreatment of particular groups of people in recent history, such as that of Jews, African Americans, women, and homosexuals, has been the major impetus for the study of prejudice and stereotyping. Thus, the original conceptions and experiments were concerned almost entirely with conscious, negative attitudes and explicitly discriminatory actions. However, as the social acceptability of prejudice and stereotypes has changed, the manifestations of
prejudice and stereotypes have also changed. In response to these changes, and given that people who reject prejudice and stereotyping can still unwittingly internalize stereotypic representations, the study of prejudice and stereotyping has recently moved to include beliefs, attitudes, and behaviours that could be considered positive and not obviously or overtly prejudiced. Importantly, even when prejudice and stereotypes are ostensibly positive (e.g., traditional women are wonderful and adored), they preserve the dominance of powerful groups: they not only limit the opportunities of stereotyped groups but also produce a litany of negative outcomes when those group members defy them. Because of these new conceptions of bias, there have also been methodological adaptations in the study of prejudice and stereotyping that move beyond the conscious attitudes and behaviours of individuals to measure their implicit prejudice and stereotypes as well.

1.5. Intercultural competence

Terms and definitions

The definition of **intercultural** is something that occurs between people of different cultures including different religious groups or people of different national origins.

Competence is often used interchangeably with the term skill, but they do not really mean the same thing: **competence** refers to the ability to apply knowledge, know-how and skills in a stable/recurring or changing situation, while **skill** means having the knowledge and experience needed to perform a specific task or job – someone who has learned what to do (possesses the knowledge) and how to do it (can transfer the knowledge into real practice), which also means that someone else can observe the skill in action. Two elements are crucial: applying what one knows and can do to a specific task or problem, and being able to transfer this ability between different situations. Yet, a competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context.

In interactions with people from foreign cultures, a person who is interculturally competent understands the culture-specific concepts of perception, thinking, feeling, and acting. Thus, **intercultural competence** can be defined as the ability to communicate effectively (valued goals or rewards relative to costs and alternatives are accomplished) and appropriately (valued rules, norms, and expectations of the relationship are not violated significantly) with people of other cultures. Intercultural competence is also called "cross-cultural competence".
Intercultural competence is the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions.

**Ability** refers to capacities that someone can already demonstrate that s/he possesses, such as having the ability to speak a certain language. Capability refers to what someone can demonstrably or presumably do, and therefore it is similar to the terms skills and competence.

**Knowledge:** it is impossible to provide a satisfactory account of the conceptual background behind the term 'knowledge' in a few words. In the everyday world, the meaning of the term knowledge appears self-evident: it is what someone individually knows or the sum of what a given civilisation collectively knows. But what does it mean to know something? What is it that is known, how do we come to know it, why does it count as something worth knowing, and what do we do with it when we know it? In educational practice knowledge is what there is to learn, but it is not necessarily useful and worthwhile of its own accord. It has to be joined up with skills and competences (to become useful) on the one hand – and no less importantly, with principles and values (to become worthwhile) on the other hand.

**Attitude** could be generally defined as the way a person responds to his or her environment, either positively or negatively. It influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called *stimuli*). Attitude exists in the form of emotions or feelings; belief or opinions held consciously; inclination for action; and positive or negative response to stimuli.

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**Hofstede’s Cultural Dimensions theory**

Hofstede’s Cultural Dimensions theory is a framework for cross-cultural communication, developed by Geert Hofstede. It describes the effects of a society's culture on the values of its members, and how these values relate to behaviour, using a structure derived from factor analysis. National cultures can be described according to the analysis of Geert Hofstede. These ideas were first based on a large research project into national culture differences across subsidiaries of a multinational corporation (IBM) in 64 countries. Subsequent studies by others covered students in 23 countries, elites in 19 countries, commercial airline pilots in 23 countries, up-market consumers in 15 countries, and civil service managers in 14 countries.
Together these studies identified and validated four independent dimensions of national culture differences, with two more dimensions added later (see Table 1.1.).

Table 1.1. Hofstede’s Cultural Dimensions.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualistic / Collectivistic</td>
<td>How personal needs and goals are prioritized vs. the needs and goals of the group/clan/organization.</td>
</tr>
<tr>
<td>Masculine / Feminine</td>
<td>Masculine societies have different rules for men and women, less so in feminine cultures.</td>
</tr>
<tr>
<td>Uncertainty Avoidance</td>
<td>How comfortable are people with changing the way they work or live (low UA) or prefer the known systems (high UA).</td>
</tr>
<tr>
<td>Power Distance</td>
<td>The degree people are comfortable with influencing upwards. In high PD societies, there is accept of inequality in distribution on power in society.</td>
</tr>
<tr>
<td>Time Perspective</td>
<td>Long-term perspective, planning for future, perseverance values vs. short time past and present oriented.</td>
</tr>
<tr>
<td>Indulgence vs. Restraint</td>
<td>Gratification of human drives related to enjoying life and having fun vs. regulating and suppressing these needs by means of strict social norms.</td>
</tr>
</tbody>
</table>

1.6. Exercises for developing intercultural competence

We tried to structure our approach on the main pillars of culture:

- intercultural communication
- values and ethic
- conflict management and facilitation
Such design serves as a recommendation. It may need to be adjusted to the needs of a target group.

Crystal clear communications (intercultural communication pillar)

The trainer gives each member of the group a half of paper and keeps one him-/herself too. The participants are asked to close their eyes. No questions are allowed.

Part 1: Fold the paper in half. Rip off a corner. Three times. The group can now open their eyes and find that there are many different shapes of paper.

Part 2: Now, have the pairs sit back to back and repeat the exercise using two way communications and find that the patterns come out closer.

Comparing cultural values (values and ethic)

As we have seen, Hofstede have suggested areas of life in which we can systematically compare the values commonly present in different societies (i.e. what is treated as important in those societies, what is respected). These areas of life are referred to by some theorists as “dimensions”.

Work together to compare the attitudes of two societies (e.g. European and African) for Hofstede dimensions. This can be based on assumptions if the participants do not represent two different societies. Discuss and then summarise in the boxes provided (see Worksheet A below).

Worksheet A:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Areas to consider and questions to ask about each culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power distance</td>
<td>Who has authority? What type of authority? How much power do they have? (e.g. parents, teachers, police, government)</td>
</tr>
</tbody>
</table>

Society 1          | Society 2                                                   |
| Individualism vs. collectivism | Are families small or large?  
| | Do people tend to make decisions alone or as a group?  
| | Does the extended family play a large role in people’s lives?  
| Masculinity vs. femininity | Does the society tend to value achievement? And assertiveness?  
| | How competitive is it? Or does it tend to value co-operation, modesty and non-material things?  
| Uncertainty vs. avoidance | Is self-control and not needing to seek ‘pleasure’ valued? Does the society expect people to be able to ‘let go’? How should work and play be balanced?  
| Long term vs. short term | Have the people strong work ethic and respect for hierarchy status? (their actions might affect the future)  
| | People values actions and attitudes are affected by the past of present: as respect for traditions and reciprocation of greetings favours and gifts.  

**DIE (Description, Interpretation, Evaluation)**

| Description | What I See (only observed facts)  
| Interpretation | What I Think (about what I see)  
| Evaluation | What I Feel (about what I think...positive or negative)  

The group receives different pictures. After looking at the picture, please fill in your own brief description of it. The task for the group is:

1. To agree on a single description.
2. Based on the description, to suggest two interpretations.
3. For each interpretation, to suggest both a positive and a negative evaluation.

**Worksheet B**

- DESCRIPTION
- INTERPRETATION #1
  - EVALUATION (POSITIVE) OF INTERPRETATION #1
  - EVALUATION (NEGATIVE) OF INTERPRETATION #1
- INTERPRETATION #2
  - EVALUATION (POSITIVE) OF INTERPRETATION #2
  - EVALUATION (NEGATIVE) OF INTERPRETATION #2

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**Values and ethics:**

Part 1:

The trainer helps the group define such terms as personal value, belief and attitude. This can be done by simply asking questions (e.g. What, in your opinion, is “value”? Is there a difference between value and belief?). In no more than 15 minutes the group must choose common definitions. For instance, they might decide that:

A belief is an idea that a person holds as being true and it is inspired by cultural society norms (such family) or only what other people say;

A value is stable long-lasting belief about what is important to a person. The values become standards by which people order their lives and make their choices;

An attitude is the mental disposition people have towards others and the current circumstances before making decisions that result in behaviour. People primarily form their attitudes from underlying values and beliefs.
Part 2:

Work in smaller teams.

Instructions: You are given the list of 10 values. Now put them in order of priority.

**Prioritization** requires a deep analysis of core values and their connections with intercultural/cultural life situations. The core values are the fundamental beliefs of a person or organization. They are the guiding principles that dictate behaviour and action. For instance, core values can help people to know what is right from wrong; they can help companies to determine if they are on the right path and fulfilling their business goals; and they create an unwavering and unchanging guide. While some people or companies might expressly publish their core values, often the best way to identify these values is to which how they act and behave. A core value is only a true core value if it has an active influence and if the people or company manage to live by it, at least most of the time.

Part 3:

1. Write down 5 values and present them. As a ground rule, each participant has the right to choose his/her value according to their life experience and the rest of the group should not judge the choice.

2. Out of the 5 values, choose 3 most important values in intercultural settings, for individual members of your group. Each participant justifies their choice.

3. Now, out of the 5 values keep only 2 that are the most important in intercultural settings, not to you as individuals, but to the team. To to come to an agreement, try to explain which 2 particular values are the most appropriate, in order to convince your colleagues.
My limits (conflict management)

This is a great exercise for team building, and getting people more accustomed to other members of the team and work on their empathy, since it lets people experiment with other people limitations and discomforts.

1. The group should form a broad circle. Each member of the group will secretly write on a piece of paper: *one of their greatest limits (hesitation/doubt) in an intercultural group situation.* They should write in big letters to be easily visible. Then papers are all put together, and each participant takes one random paper (make sure that participants don't get their own paper).

2. One of the participants from a group goes into the centre of the circle and shows the paper they picked. Then, other participants will interact with the person in the middle by doing something that *either respects or breaches that limit.*

3. After a while, once the interactions have stopped, the person in the middle returns to the circle and another one takes the place showing their own paper. Ask the group what did they feel this exercise was about and let them discuss their own conclusions: How did it feel to live another person’s limit? Did you understand the limit you were living? Is it one of your limits too? If not, how did it feel to focus on this limit? Does it make sense to you? Do you feel you can understand this limit better now? To those who broke the limits: How did it feel to break the limit requested by another? And so on.
2. Asset based community development (ABCD) training: empowerment approach for migrant youth

2.1. Introduction

Established in Ireland in 2010, Wezesha (Swahili for Empower), is the African Diaspora-led development Organisation that support women and children affected or likely to be affected by war, conflict and poverty, especially those in and from the African continent.

Through its involvement with bridging the Gap project (BtG), Wezesha aims to achieve its objective of empowering Young people. Since 2000 Ireland has seen a big inflow migration and thousands of Irish children are now born from migrant parents who face many challenges in upbringing them within a different social environment that they struggle themselves to fit in. This has a huge impact on their children, though born in Ireland or have migrated with their parents at a very young age.

The present manual will assist in setting up a framework that will support youth workers who engage with youth from migrant parents in general.

In this chapter Wezesha will use the ABCD (Assets Based Community Development) approach which, we believe, corresponds well with our vision of Empowerment. Building on existing capacity and assets among migrant Youth and existing communities is a key strategy for sustainable community driven development. ABCD consists of building “on the assets that are already found in the community and mobilizes individuals, associations, and institutions to come together to build on their assets... An extensive period of time is spent in identifying the assets of individuals, associations, and then institutions before they are mobilized to work together to build on the identified assets of all involved. Then the identified assets from an individual are matched with people or groups who have an interest or need in that asset. The key is to begin to use what is already in the community”. (1)

The three modules covering this chapter have been informed by feedback from a questionnaire that Wezesha shared with Organisations working with Youth and which wealth of experience can help others develop their capacity in assisting youth with/from migrant backgrounds.
2.2. Migration and youth

International migration has increased steadily over the years, becoming an established feature of the contemporary social and economic landscape for many youths. Young migrants constitute a relatively large proportion of the overall migrant population and have a significant impact on origin, transit and destination countries and communities.

According to the United Nations estimates, there are 232 million international migrants worldwide, representing 3.2 per cent of the world’s total population of 7.2 billion (United Nations, 2013a). There are 35 million international migrants under the age of 20, up from 31 million in 2000, and another 40 million between the ages of 20 and 29. Together, they account for more than 30 per cent of all migrants.

Why do young people migrate?

Young people are the largest group of individuals migrating each year and they do so mainly in search of decent work and better living conditions, education, family reunification and for humanitarian reasons.

With some 71 million youth unemployed globally in 2016, the search for work continues to be a significant driver of youth migration in both developed and developing countries. Many young people also choose or are forced to migrate in order to escape poverty, violence, conflict, or are displaced due to the effects of war or climate change, and some others migrate with their parents. As such, youth are heavily represented in migration for humanitarian reasons, including as refugees, asylum-seekers and as unaccompanied minors.

Impact of migration on youth

Internal or international migration can have a positive impact on young people by opening up new opportunities, a path to participate in higher education, a better and decent job, a chance to gain professional experience or to pursue personal development, by building self-confidence, and allowing them to acquire skills and competencies that would benefit themselves and also both their countries and communities of origin and of destination. However, for some young people, in particular those in irregular situations, seeking protection
and students the migration process confronts them with particular challenges and confers to them certain vulnerabilities.

**Challenges**

Most of the time migrant youth are faced with many challenges such as isolation, lack of access to basic social and health services, risks associated with sexual and reproductive health and lack of social protection or loss of social protection entirely once the migration status of the young migrant changes (from student to graduate, for example). Therefore, the migration experience can end up representing either an opportunity or a risk for young people and can either lead to their development or the very opposite, depending on policies and measures supporting them. Their ability to cope, adjust and excel in life depends largely on conditions and sometimes support they receive from host countries and sometimes find themselves torn in between two cultures.

Youth workers must always work towards supporting migrant youth with an understanding of their migration experience in order to help them grow and achieve the very best.

**2.3. Understanding youths**

**Introduction**

Youth migrants or from migrant background, though not different from youth from the indigenous Irish/European society, face issues and challenges that may impact on daily life which make them have different stand compared to their indigenous friends and school mates.

**Learning Objectives**

1. To identify issues that feature Youth migrants or from migrant background
2. To pinpoint challenges that hinder youth migrants integration and development
3. To understand the existing diversity among the youths
**Exercise: Sikuli Case Study**

Sikuli is a 17 years old boy living in Ireland with his mother. His mother left DR Congo as a result of war in 2000 and migrated to Ireland to seek asylum. The father was killed during the war and his mother was raped by 5 rebels while she was pregnant with Sikuli. Apart from Sikuli, she has two other children, both are girls, Sikuli’s elder sister, 19 years old and a young sister of 10 years old born in Ireland from mother’s boyfriend which relationship did not sustain. Sikuli lived with his mother in a Direct provision accommodation centre for Asylum seekers for 7 years before the mother being granted residency on the basis of her last child born in Ireland from an holder of Irish citizenship. Ms. Kasongo, Sikuli’s mother, has been struggling a lot in upbringing her children, she constantly looks upset and find it difficult to control and support Sikuli with his educational needs. She is constantly sick and can’t even maintain the house hygiene. Currently Sikuli’s family has been allocated a county council house in an area with high level bad social behaviour.

**Group discussion**

Group 1: What are the issues that you think Sikuli has been facing? Explain why?

Group 2: Name key challenges that prevent Sikuli’s personal development

Group 3: What intervention measures do you think should be put in place to support Sikuli as a youth?

**Presentation**

Identifying social challenges facing youths is the key to understanding their needs which is a pathways to identifying their assets from which they can be empowered. Youth workers have a duty to identify those social challenges facing youths in communities and help to addressing them. Sikuli case study is typical in highlighting how trauma experienced by a migrant parent can affect his/her children who would find it difficult to negotiating social inclusion and personal development despite existing assets in the community. From focus group discussion with youth workers, it emerged that Sikuli has experienced isolation, frustration, deprivation, educational disadvantage due to lack of support, etc. As a consequence, it has been observed that children in this situation have often been victims of bullying in school; they develop anger and eventually drop off from school.
Listed below are some examples of social issues faced by the Youths in general and that affect migrant youth too:

**Unemployment** – Probably the biggest challenge youths are facing. Most jobs value experience over qualifications. This makes it hard for young people who have just finished college or Universities to venture into the labour market. Although the government has introduced different Employment Schemes in order to reduce unemployment and help those unemployed to gain some work experience that will position them to compete for labour market access. This is however a short-term solution as after the completion of the scheme people find themselves still unemployed.

**Drug Abuse**: Most youths suffer from drug abuse. The government and other voluntary organisations have been working hard on reducing drugs and substance abuse. Disadvantaged young people are often exposed to drugs usage. Youth workers should work with these young people in preventing such practice affect their lives but also establishing mechanisms in support of drug addicts’ rehabilitation.

**Self Esteem**: This is a condition where individuals view themselves as inadequate, unlovable, and incompetent. Once formed this negative thought permeates every thought, producing faulty assumptions and self-defeating behaviour. This sometimes leads to suicides and in other cases taking of substances or drugs. Sikuli case study is an illustration of a situation where a young migrant can easily loose self-esteem due to the family situation. A particular attention of the youth worker can assist the youth rebuild confidence and explore more positively their values and assets that use for their personal development.

**Stress**: As most youths find it hard to copy with changes in life, they often find themselves in stressful condition when changes occur. Some of the things that stress youths the most are: relationships, relationship of parents, grades in school, peer pressure, change of cities, loss of a relative or friend, employment status. Children who have migrated with their parents at a teen age sometimes find it difficult to adapt in their social environment. While they migrate with a set of skills from country of origin, they can feel frustrated and stressed when they are socially excluded and treated as strangers in their midst.

While it is difficult to separate youths involved in a group dynamic, youth workers should consider the above factors as specific challenges that may affect migrant youths in a specific way and work with them in addressing those challenges.
2.4. Mapping assets and resources for youths

- - - - - Introduction

What in an asset? Discussing the ABCD approach, Foot and Hoptins (2010) define health asset in terms of “any factor or resource which enhances the ability of individuals, communities and populations to maintain and sustain health and well-being. These assets can operate at the level of the individual, family or community as protective and promoting factors to buffer against life’s stresses.” Other assets include the following: the practical skills, capacity and knowledge of local residents, the passions and interests of local residents that give them energy for change, the networks and connections – known as 'social capital’ – in a community, including friendships and neighbourliness, the effectiveness of local community and voluntary associations, the resources of public, private and third sector organisations that are available to support a community, the physical and economic resources of a place that enhance well-being. This notion can be applicable to migrant youths as a community of individuals with valuable assets, either as individuals or as a group and for whom existing opportunities in their local community can contribute to their personal development.

- - - - - Learning objectives

1. To identify assets shared by migrant youths either as individuals or group

2. To identify what migrant youths lack compared to youths from the indigenous community, in other words, what are the presenting opportunities for youth migrants?

- - - - - Directions

Present to the group a half filled glass of water and invite participants to observe the glass and keep 5 minutes of silence. Then the facilitator invites participants to close their eyes and imagine that this glass represents a life of an individual, a young migrant. He talks to the group while inviting participants to internalise this situation and think what are the elements of the water in the young migrant’s life and what is missing in his/her current social context…. Then the facilitator divides participants into two groups. One group reflects on assets identifiable among migrant youths and name them and the other group on missing opportunities and name them too.
Asset mapping brings people together, to discover all of their assets. Youth workers can draw a community map to identify physical and natural assets, such as roads, buildings, government institutions, existing projects etc. Youth workers can also list the skills of individual youths, groups or associations, and map some of the social characteristics of the community. Youth workers will begin to see ways in which individual skills can be combined with associational, institutional, and natural assets to create new enterprises and opportunities.

Figure 2.1. A detailed map of a community.

2.5. Micro-planning for youth capacity building

Introduction

Building community capacity needs participatory planning. In using ABCD approach for youth migrants, micro-Planning will assist youth work moving from identified “needs and challenges”
to the use of existing “assets and opportunities” for sustainable development. By recognising youth skills, potential, weaknesses, strengths and interests, Youth workers are in a better position to take advantage of existing opportunities in the community in order to enhance their social and economic capitals.

Learning objectives

To build youth workers capacity in setting up projects in support of youth migrants.

Directions

From identified needs, challenges and opportunities for migrant youths, bearing in mind Sikuli’s case study, invite the group to put down whatever elements they consider would help in drafting a project.

Presentation

Figure 2.2. Micro Planning Process

Using Asset-Based Thinking in Micro-Planning

Building community capacity needs participatory planning. Youth workers must be at the centre of everything, planning, mentoring, facilitating, organising. They must play an active role in projects implementation and monitoring.
2.6. Motivating youths

Motivation can simply be defined as a will to do something.

What is motivation and where does it come from?

We are motivated by many things, when we are angry, excited or scared. The will to do something normally comes naturally, but when sought, motivation appears scarce.

One cannot fabricate motivation, you have to foster it. Motivation is more a result of doing something than it is a source to pull from. It is a result of habit, routine, and doing. We cannot push ourselves into motivation; we can put ourselves into motivation. To discover something you are passionate about, you have to do it. If your goal is to work out in the gym every day, you will never find the motivation until you decide to show up in the gym. It is only choosing to show up after some days that motivation will find you.

We cannot fabricate motivation, we can foster it by choosing to do something consistently and have it find us. To find that consistence we need commitment. Normally self-commitment can be easily broken. Thus, we need accountability. There are three sorts of accountability: personal accountability, partner accountability and public accountability.

Personal accountability is a promise you make to yourself that you can easily break. Partner accountability is the promise you make to your friend either that you will go to a match together, go for a walk together. You cannot easily break this accountability because you will let your friend down. Then public accountability is when you make a public commitment out in the open, either to your followers, subscribers or the community, you are motivated to keep your commitment so as to uphold your reputation. The weight of the commitment you make to the public backed by your own personal commitment creates an opportunity for you to uphold a commitment to yourself. You are slowly teaching yourself that your own word means something to you. If you hold your own word in high regard you will be teaching yourself to be self-motivated and self-disciplined enough to commit to something without the external accountabilities.
Positive Attitudes

In every community, there are stories of great success. Somehow certain people find ways to succeed even if facing difficult situations that others fail to overcome. This success could be academic success, higher crop production, striving business or successful project. The strategies used by these people are likely appropriate and acceptable to others in their communities. Identifying and learning from these positive attitudes can help shape the community’s development.

To do this youth workers must:

• Identify the people or families who have been successful in the community.

• Understand the strategies they have used to overcome challenges

• Use those ideas to plan wider community development

• Start talking to people. Ask questions about what is normal and what is average in their communities.

• Ask people what challenges prevent prosperity in their communities

• Encourage youths to identify behaviours and circumstances that explain success

• Discuss how those same circumstances and behaviours could be accomplished by others in the community.

The Fruit Tree and John The Florist

Youth work must be like a fruit tree. We plant a seed of a fruit tree and the seed develops into a full grown fruit tree. From that fruit tree we gather fruits that everyone eats, then the other fruits we gather seedlings and plant more trees, and from those more trees, we gather seedlings and plant more and more fruit trees, and more and more people get to eat those fruits. If we keep planting more and more trees, the entire nation ends up enjoying the fruits and even exporting some fruits outside the country, that is the world ends up enjoying the fruits from just a single seedling.

If we create opportunities for Youths that are beneficiary to the community, we are not only helping youths realise their dreams and reach their potential but also expanding their works
to help develop the community. For example, John who has interests in flowers. If we help John with all the equipment he needs his garden will expand and flourish. John will eventually need people to help him and this is creating employment for others in the community. The community does not have to go far looking for flowers but they buy from their local hero, John. As the community buys from John, John expands his garden because of demand. John hires (Five) 5 more people from his local community to help him. Unemployment is reduced by five people in the community. The demand for John’s flowers is growing, John extends his garden. John’s flowers are selling all over the country. John needs five delivery drivers. Unemployment is again reduced by ten people in the community. John’s employees are gaining valuable experience. John has not only provided employment opportunity to others in the community but also he has equipped them with much needed experience.

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On the Ball Game

Have 3 – 6 softballs (various sizes and shapes)

Instructions:

1. Participants to stand in a large circle
2. It energizes the room and makes people know each other’s names
3. First get everyone raise their hands. Tell everyone to remember who they got the ball from and who they threw it to. Everyone can stand in a circle if there is space
4. Throw the ball to someone who has raised their hand; make them do the same until everyone has passed the ball. They can call out the names of the person to get their attention
5. When the last person has received the ball, have them throw it back to the facilitator who started it.
6. Repeat the pattern a number of times with one ball and slowly introduce the others.
7. End the exercise by slowly taking the balls out of circulation.
2.7. Working and prioritising youth development

- - - - - - What is it?

Prioritization and scheduling of work begins with a discussion about many possible ideas for action. It results in specific plans for an activity or several activities.

- - - - - - Why is it necessary

A clear detailed plan is necessary so that everyone knows who is responsible for what part of the plan, what resources need to be mobilised and when different activities need to take place.

- - - - - - Who should be involved?

Youth workers and Youths themselves must be involved in prioritising youth development and activities. Other community members might want to be involved too.

- - - - - - How should it be done?

This depends on whether planning is being done as part of youth workers or if it is done independently by youths themselves. Youth workers have an important role to help communities design micro-plans for youth’s development. The idea behind this is to assist youth workers to ensure that communities do prioritise youth works and make sure adequate resources are channelled to youth development. This process must be an opportunity for youths to get the experience necessary to formulate plans independently.

- - - - - - Building a comprehensive plan

Youth workers have a special responsibility to develop a plan, making use of resources available and ensure that those marginalised youths or those who feel neglected are the focus of activity. Make sure that this plan builds on the skills, capacities and assets that youths already have. This way youth workers will be investing in youths whose capacities are recognised and valued.

To achieve this Youth workers must:

- Discuss ideas from different youth groups
- Identify which ideas are in common, which complement each other, and which are different.
• Develop a long-term plan that maximises opportunities and assets.

They need to define the Task: Make sure everybody understands the task and they know what their responsibilities are in the planning of the process. For example, each member of the youth group may have the responsibility to discuss the planning process with other members of different youth groups so that it is as transparent and participatory as possible.

**Assessment Questionnaire on Asset Based Community Development**

1. Are you a member of any Community group or organisation? If so what does your group or organisation do and what role do you play?

2. What mechanisms does your community use to identify different people skills?

3. Is there any hindrance in you achieving your goals or making maximum use of your skills?

4. What do you think institutions and leaders in your community must do to help residence?

5. What are the skills, passions you think residence have to share in your community?

6. Do you think there are people with skills in your community that are underutilised, and what do you think can be done to utilise them?

7. What measures has your community taken or taking to make sure there is social inclusion for new communities.

8. Are there any community leaders and researchers in your community? And how do they engage with youths?

9. Are there any community leaders that Migrant youths can approach or turn to when faced with problems or difficulties?

10. Have there ever been any researches on Migrant youths in your community to find out their needs and their skills and problems they are facing?

3.1. Introduction

The L-10-T Youth Training module is an easy way to train youth with a Christian background or interested in Christianity as a philosophy of life.

Luke 10 Transformation (L-10-T) is a Christian youth programme taking about 12 hours to teach, but focusing on lifestyle change. L-10-T teaches youth to live their faith practically every day everywhere they go. In society L-10-T training enhances tolerance in youth towards people of other cultures or other faiths or no-faith. L-10-T promotes forgiveness, love and compassion towards people around them, especially towards people in need. L-10-T works in all Christian streams and denominations (Catholic, Orthodox, Protestant, Charismatic and Pentecostal). The programme has been formulated to be acceptable in most of the broad Christian streams and denominations. It also aims at youth that are churchless.

Youth is defined as people between the ages of 13 and 25 years.

At the end of the module participants will be able to:

- Understand the concept of “living your faith”.
- Know how to do L-10-T.
- Will have had the opportunity make a choice to live the L-10-T lifestyle.
- Teach other youth to do L-10-T
- Teach other youth leaders to be L-10-T trainers
The broad scope of L-10-T in European and African context

One could ask the question as to why one would include a Christian programme in a general youth leader training manual?

The first reason is that a lifestyle based on Christian faith (for people from Christian background) improves compassion, love and forgiveness and tolerance towards other people in need becomes a major focus and the programme facilitates a holistic concern about others. Looking at life in general and specifically at the two continents that are focused upon one sees the diversity of people and cultures and the ease with which conflict arises. Many cultures strive towards peace within the culture, but cross-cultural peace has additional components of complexity.

Religion can often be a cause for division inside and between cultures. In L-10-T is used to formulate a positive programme for peace and goodwill in and between cultures.

Let us look at the broad religious situation in Africa: According to Operation World, about 48.8% of Africa is Christian with about 41.5% Muslim and both religions are growing. The implication is that L-10-T can be relevant to train Christian youth, which will impact their relationship with the other 41% of the population.

From a high historical base, Europeans are 71% Christian (and declining) while the non-religious group is 21% and growing fast. Due to the refugee situation, the Muslim population has increased in the last couple of years. The implication is that the majority of youth comes from Christian backgrounds and would at least be familiar with some of the concepts of L-10-T. It would certainly improve their own lifestyle and also their attitude and intercultural relations towards those who are non-religious or Muslim.

Some countries, provinces or towns have different religious distributions; however, the same principles would apply.

One can see that youth leaders should be able to identify a high percentage of Christian background youth to train in L-10-T.
3.2. Training

Instructions

The Luke 10 Transformation programme is based on the instructions given by Jesus Christ to 72 unknown disciples as described in the Bible in Luke 10:1-24. These instructions as modernised are:

Step 1: You ask God’s blessing or peace on every place & the people where you go and the tasks you do. Usually a silent prayer.

Step 2: Build relationships with non-believers in Christ, regardless their faith, without compromising your faith.

Step 3: Identify the needs of the people around you by listening or asking. Assist physically or emotionally if possible and/or pray for the need (silently or out loud to the person).

Step 4: Preach the good news of the gospel by answering any question about your faith, if you are one of the 96% of all Christians who do not normally freely talk about Christ.

The Return: Regularly telling what happened as you did steps 1-4 to your friends or L-10-T buddy (a special person doing L-10-T with you) as L-10-T becomes your lifestyle.

Materials

A summary of the teaching is given below for your own use. Copies can also be made for the participants.

The summary of the L-10-T Training

L-10-T is an exciting and radical new way for Christians of all ages to follow Jesus (introduced by Jesus nearly 2 000 years ago, when He sent the 72 in Luke 10:1-24). When Jesus was thinking about the cities and towns He was to go to, He sent 72 (70 in some translations) other disciples (not the 12) to take the message ahead of Him.

They are the examples that we follow in L-10-T for modern life IN FOUR EASY STEPS:
Step 1: Asking the blessing, peace or love of the Lord to be on people places and tasks as you go through your life.

Step 2: Building short and long term relationships with non-believers where you meet them daily.

Step 3: Meeting the needs people have by helping, encouraging or praying.

Step 4: Tell about Jesus: Directly, if you have the gift of direct evangelism; by answering questions about your faith for the rest of us.

An exercise before starting L-10-T

1. How are you currently following Jesus in your lifestyle? How can you follow Him better?

2. Before Jesus went to heaven He gave a very important instruction called the Great Commission:
   • *Read Mat 28:19-20*. How well are you doing the Great Commission?

3. Jesus also gave us two Great Commandments.
   • Read them in Mat 22:37-40.

   He explains the Second Great Commandment even further in:
   • *Read Mat 25:31-46*. If we despise these less fortunate ones around us, we despise Jesus.
   • *Read Mat 7:21-23*. This shows the importance of the First Great Commandment.

4. How well are you doing the two Great Commandments?

5. Perhaps, you will find that L-10-T is a way to follow Jesus’ commandments. Let’s begin!
STEP 1: Bless

*The first step is to ask the blessing of the Lord on every place to which you go.*

- **Read Deut 28:1-13**

There is nothing more wonderful that can happen to a person, organisation, city or country than the Lord’s blessing. So, everyday you ask the Lord for His blessing and peace to rest on every place, its management, employees, and participants, family and whoever else is there. This prayer will usually be quiet, many times with eyes wide open.

- **Read 1 Tim 2:1-3**

The Lord is serious that in the first place we should offer different prayers for all people and especially for those in positions of authority.

- **Read Jeremiah 29:7**

The Lord is serious about seeking the peace of any place to which we go, even if we do not want to be there, and commands us to pray for it, because in its peace we will find our peace.

There is something that may hinder our prayers for God’s blessing:

- **Read Mat 5:43-48**

Yes, it is not optional: we have to pray and ask God’s blessing on our enemies.

- **Read Mat 6:12, 14-15**

If we are praying for the Lord’s blessing it is important to forgive everybody to which we bear a grudge. Let go of grudges against people (yes father, mother, brother or sister too) – they are like bondages. Give them to the Lord and you will be set free.

Do you have anything against a person whom you have not yet forgiven?
Ask the Lord to help you to forgive that person, now (or get help if you cannot). Then pray God’s blessing on the person (whether you know them or not). You do not have to go to the person you have forgiven.

Remember: Also forgive yourself if you caused some serious thing to happen to yourself or your loved ones. If you are angry at God for allowing something bad to happen in your life: Confess the sin and “forgive” the Lord. If you have done wrong to others: Go immediately and Say you are sorry (give back if applicable) and ask forgiveness (Matt 5:23-26).

You are an ambassador of God with the message of reconciliation (2 Cor 5:18-20)

Moving higher with Step 1 by bringing blessing: 3 ways.

- Showing appreciation can bring blessing to people. Five ways: Speaking words of affirmation, giving tangible gifts, spending quality time, doing acts of service and appropriate physical touch.
- Are you being generous with the gifts Jesus gave you? – Finances, possessions, time, skills, gifts, networks?
- Being a blessing yourself in everything you do, starting with a smile.

STEP 2: Fellowship or build relationships

Jesus requires us to fellowship and build relationships with the people who do not know Christ wherever you go, whether it is school, university, work or just where you hang out. Be friendly and use the normal language. No Christianese.

So, identify people who need Christ in their life and start building relationships. Sometimes it may be for a few minutes with a stranger; sometimes longer lasting friendships with people you frequently meet. Try to have at least one new unbeliever as a friend in a long-term relationship.

Think of some of the words or phrases which you use and behaviour you exhibit when you are around people. Do these words or behaviour put some people off Jesus because you are using or doing them? If you have any behaviour that will put people around you off Jesus, get it out of your life. Get help if necessary.
STEP 3: Meeting needs

In step 3 you respond to the immediate needs of the people you meet wherever you go. Someone might express a need such as, a parent who has become ill, the need for money to catch a bus/taxi, the loss of a job, family member or pet, the need of finances for further studies or many others. If you hear about such a need, you might, at an appropriate time, assist by giving some money (only if you can) or give a helping hand and/or by praying about the need.

There are three possible levels of prayer in Step 3:

1. You might pray softly or with the person with a need (everyone can do this)
2. Ask the person if you might pray for the need with him/her. This should be a simple prayer with the person involved.
3. You may ask any person if they have a need that you can pray for (everyone is walking around with some or other need or desire).

The wonderful thing about praying for a need is that if you ask a person if it is okay to pray for the need, most people - Christian, Muslim, Hindu, New Age or atheist - will say yes. If they say No – turn away and pray silently for them. You are now ready to go and care for those around you in a new way at a level that you never thought possible before.

Step 4: Tell about Jesus

Answer questions that anyone may ask you about your faith, why you care or pray for people.

- Read 1 Cor 3:5-7: Let us all do our bit.
- Read Luke 9:26: Always be ready to share your faith in Jesus.

To ensure that you are ready to share your testimony or your reason for your faith, prepare Your testimony (in a 3-minute story - No Christianese). Practice by sharing your testimony with someone! Also, practice how to lead someone in the sinner’s prayer.
**Contextualization and Practical Training**

After the training of L-10-T has been completed, the participant knows in theory how to do L-10-T. There might also be some concerns about how the participant will apply the teaching in his/her context. Therefore time is spent where all participants get the opportunity to share their contexts and concerns and it is discussed and resolved in the group.

Depending on your time available you might want to leave some questions out. There are repetitive questions in most sections about which character you identify with and a question encouraging different students to tell about the character’s development. Every student should participate in these questions in the course of the training, but not every lesson as it takes time.

Also watch the time you give to discussion on each question with reference to your training time available and make sure you and each student achieve what you want to achieve with the question. Where there are tasks – do not gloss over the tasks – make sure they are done by the individual or group(s). The training methods that can be are:

- Discussing the full story and thereby allowing the participants to formulate how they will do L-10-T;
- Discussing fully how participants will make L-10-T a lifestyle.

**Suggested reading**

*L-10-T Train-the-Trainer Manual* (For those wanting more background on L-10-T and who want to understand L-10-T training in its broader context. Further information (if applicable): The L-10-T website www.luke10t.com contains updates or further information about L-10-T. All documents and videos can be downloaded free of charge from this site.)
4. Creative fundraising

4.1. Introduction

Non-profit organizations like Cross Culture International Foundation, face a long list of challenges that starts with fundraising. Many non-profits rely on grant funding - financial contributions made by the public sector (e.g. government entities, international organizations), but these traditional avenues to finding funding can be highly competitive. Moreover, grants are usually given for limited amount of time and to meet strict goals set by donors. As a result, organisations may be highly focused on their ‘outputs’ and on the completion of structured goals, there may not be much space for fluidity within this environment. In some cases, the money received cannot be used to pay staff salaries or to cover rental cost of premises, equipment purchases, and other work-related expenses of an organization. To meet their general financial needs non-profits, seek further support from charity institutions or individual donors, but it is never certain whether they will be provided with funding. Some non-profits are not able to access charity funds simply because their organizational goals are not similar to charity body’s goals. Thus, it is difficult for non-profit organizations to survive and to be sustainable financially if they limit their sources to traditional donors only.

This module aims to present innovative fundraising techniques that can be and must be employed by non-profits in order to increase their financial capacity and help them be more flexible in times of financial strain. There are numerous ways to fundraise creatively, however, we are not going to list all of them here but just a few that non-profit organisations can try in order to boost their income.

Who should read this module

This module will be useful for anyone who runs, works within or plans to set up a non-profit organization. Since the ideas presented in the module are not very common, yet effective, it is our aspiration to spread this information across different stakeholders who can influence the fundraising process within a non-profit organization. Not only fundraisers but also board members/directors (decision-makers), financial managers, volunteers should read this module as it will help them to improve their own contribution.
Why creative fundraising

Non-profit organizations like CCIF must consider alternative ways of fundraising for a number of reasons. First of all, this will reduce their dependency on traditional donors (e.g. government entities, charity funds) and allow them to determine their own priorities rather than adjust to conditions and goals set by the donors. Secondly, having become more financially sustainable, non-profits will be able to develop and expand their work, improve their technology, personnel’s qualifications and subsequently, services provided to the community. Last but not least, creative fundraising campaigns usually have promotional elements, so they not only help non-profits to collect funds, but also to reach a wider audience.

Essential elements of creative fundraising

• Creation of opportunities- the use of digital platforms to enable more flexible learning
• Fundraising strategy
• Setting a fundraising goal
• Identifying your audience (potential donors)
• Crafting your message
• Looking for volunteers

It is absolutely essential to look at the method of fundraising, some fundraising activities demand a lot of energy, thought provoking planning, a lot of manpower, time and in some cases an initial cash outlay. Your planned goal will determine which method you want to use and the time that is needed to realise your financial goal. The diagram below gives a glimpse of the ease with which you can attain your goals or how difficult it can be.

Things you'll need

• time
• enthusiasm
• like-minded friends to help you
4.2. Current funding challenges for NGOs

Before we try to understand what different types of alternative resources are available for NGOs, we need to reflect a bit for what purposes do we need resources at the first place. Actually, we need funding to implement projects that would lead to the development of the communities. Determination of these projects as to what they should address and how they should be implemented mostly depends upon case-to-case. But overall, these projects conceptualized by different stakeholders need to be implemented and these have arisen out of some need felt by the organization, donor and the community.

The management of the project also requires funding because there will be some human resources involved to give a direction to the project and these human resources need to be sustained which can be done by paying through the resources raised for the project. To manage these human resources, there is also need for some money so that the administration is institutionalized and professionalism is induced.

Growing competition in the civil society also requires tremendous competency in presentation and management, which also consume considerable resources. Moreover, publicity and documentation for organizational advancements also need to be carried out. These areas also have to be adequately funded for its future growth. There are also various contingency needs of the community and it may expect the NGO to fulfil even though if there is no real donor fund available for it. This could also require some corpus of funds so that NGOs can optimize them for various unexpected needs.

Donor funds are the lifeline of NGOs in developed and most importantly developing countries. It is a fact that if there were not many donor funds available from developed nations, there would not really be so many organizations in the developing countries, as we see today. The NGOs have mushroomed more out of the supply of aid than out of the demand for more work with the community.

Nevertheless, it is also a fact that these donor funds have tremendous limitations and restrictions that sometimes challenge the very ideals of social work. Recipients of donor funds are known to implement projects based on certain conditions and guidelines imposed and dictated by the donors. Often these conditions could prove unfavourable to the kind of the developmental activities that really need to be implemented for the welfare of the community. But when choices are few, NGOs really cannot refuse this reality and hence find themselves bound. Besides this, we also know that funding resources from foreign donors are not sustainable. They are there now, but then they can just disappear next day without any
warranty and they can just reappear back again. We have seen donors pull out of countries and leaving NGOs exposed. Therefore, it is high time that organizations started to think beyond just donor funds or donor syndrome. The point we are trying to make is not that we need to stop depending upon external funding, but we really feel it is time that NGOs started becoming creative to overcome the challenges posed by conventional sources of funding in order to be more sustainable and effective in their approaches towards the development of their communities.

In this context, it will be a good idea for NGOs to analyse the various advantages and disadvantages of the different funding sources received by them. For example, there may be funding received by an NGO from the Europe Aid. The advantage of this funding is that it is substantial and can enhance the quality of services, but the disadvantage can be that it is mostly available for small period of time like one year to 18 months or 30 months that can limit the scale of intervention. Similarly, the member contributions are also a source of income, but their advantages and disadvantages can also be listed like being sustainable but small in terms of value.

4.3. Major sources of funding for NGOs

Let us examine the various sources of funding available for NGOs both at the conventional as well as non-conventional level.

- **Conventional sources** are those that are mostly existing and donor-based, while **non-conventional sources** of funding are those that involve alternative fundraising options.

The bilateral and multilateral aid is one of the biggest sources of funding we have seen over the past fifty and more years. These originate either from the foreign offices of the developed countries or from the multilateral organizations set up by different countries such as the United Nations, the World Bank, the Asian Development Bank. These organizations have been created to extend international support for alleviating poverty and reducing the socio-economic gap between the developed and the developing countries. But their agendas are far more complex and they are not necessarily focused upon injecting funds into NGOs, but definitely a small part of their massive programs does include funding support for NGOs in developing countries.
The second important source of funding is the private charities/foundations/international organizations that are more privately handled and have a better focus on equipping local NGOs not just financially but also technically. In countries where there is some economic growth recorded with a presence of a wealthy private sector, NGOs can also look upon the corporate agencies as another major source of funding for them.

There are also international corporate groups that have Corporate Social Responsibility (CSR) agenda for enhancing equity, social justice and development. Besides, in the present times, the corporate agencies are also partnering with NGOs for joint profit-oriented projects.

In some countries, the local governments are also a major source of funding as they have different community welfare and development schemes which NGOs can apply and raise resources and implement projects.

Donations and gifts, mostly from individuals or informal groups are also sources of funding for NGOs.

Finally, the non-conventional resources include the micro-enterprises, microfinance and micro-insurance.

--- Unsustainable funding support

Most of the NGOs in most of the developing countries are now aware what unsustainable funding support is. Every organization, small or big, at one point of time or another has encountered the problem of unsustainable funds. The over-dependence of NGOs on foreign funding has been the biggest factor for un-sustainability.

The foreign funding and donations are determined by certain factors that are beyond the control of the NGOs. The twenty-first century has witnessed some unprecedented challenges like the September 11 attack on World Trade Centre, the War against Terrorism and the global recession, which have subsequently affected the flow of funds from the North to South.

Suddenly, now the international foundations have withdrawn and bilateral agencies have revived their policies of development assistance, as a result of which there is a huge funding gap.

The NGOs have suddenly found themselves vulnerable because of these global events.
The dangers of foreign funding

Foreign funding to NGOs has been one of the most controversial issues for governments in many countries. Often the governments try to introduce new policies to scan and restrict these funds to the detriment of the very survival of the NGOs. But governments are not the only obstacle between NGOs and foreign assistance.

There are also activists and other types of organizations continuously opposing foreign aid for a variety of reasons. Foreign aid is mostly determined by trade and international relations, so often the donors do not really consider the developmental factors while giving out funds to NGOs.

Also, the foreign aid policies of many developed countries are contentious. For every dollar spent for developmental support, the developed countries ensure that at least 40% of it returns back through international volunteering and consultancy, which actually means only 60% of the total funds reach organizations.

Foreign funding has also been the source of corruption at both the governmental as well as the non-governmental level. Also, it has been observed that increasing presence of foreign-supported organizations fail to mobilize local support for their initiatives. There is less and less of local resource mobilization practices.

Also, foreign support contradicts the self-reliance concepts. The more foreign assistance reaches the NGO, they become less dependent on themselves for sustaining their work.

The alternatives

If NGOs start thinking about lessening their expectations from foreign donor support, their first question would likely be, “Then, what is the alternative?”

Of course, there are alternatives. NGOs can exist without foreign donor support. But this kind of existence not only means sacrifice, but also some creativity and effort involved in the way of doing the work. NGOs can always welcome foreign aid, but should avoid depending upon it all the time. Alternatively, they can seek non-conventional ways of mobilizing resources like becoming more service-oriented and looking upon the communities as potential clients who can pay for the services received. In this manner, the situation can be sustainable from both the sides. Also, NGOs can access local resources through individuals, institutions, businesses and even governments for supporting their programs. This may not be an easy job, but it is
still more sustainable than remaining over-dependent upon foreign donors. The other area of local support that NGOs can think of is also mobilizing youth volunteers, who can considerably contribute to development services.

- - - ➢ Non-Financial Resources for NGOs

If carefully planned and managed, NGOs can benefit tremendously from the non-financial resources. But what are the non-financial resources? They are many. There is volunteer time, first of all. If NGOs look around, there will be many supporters who are ready to keenly provide their services. They can be sought among friends and other known people. Students who wish to gain some valuable experience can be involved in volunteer service.

Volunteer skilled service may also be required by NGOs. For example, if the organization is implementing a health project, it can seek the support of a medical doctor for a certain number of hours in a day. Organizations can also visit other offices and businesses for getting goods and material donated to them. There could be old computers, books, office furniture etc., which can be used by the NGOs.

- - - ➢ Communication for Local Fundraising

We know how as organizations we struggle to put ideas on paper while preparing proposals. We also try to present our organizational work in the most attractive manner through publicity material. We also try to present all these ideas in a relatively foreign language, which is usually English and which is one of the most accepted languages for donor agencies across the world. But many native speakers have problems in writing or expressing themselves in English. In fact, in many developing countries, NGOs fail to reach the right donor in spite of their best endeavours because they are unfamiliar with the language. Some end up hiring expensive consultants to translate the ideas into the English language and present it to donors.

A substantial part of our effort goes towards the struggle to express in this language. But thought this is important, we emphasize less upon local language communication. This is a critical part that we need to notice if we are engaging in local fundraising in our own country. There may be local businesses and local individuals, who are willing to donate, but if they are unaware about the activities of the organization, then they cannot really help anyone. In order to mobilize local resources, it is important to develop the organizational communication
material in the local language. Apart from developing the communication material, there is also the need to interact with them and inform them about the work that is being carried out. Interactions can be held through member-based associations, forums, youth clubs promoted at the local-level.

--- Businesses for NGOs

Businesses run by NGOs are part of the non-conventional funding sources for NGOs themselves. The first and the foremost question about NGOs running businesses is that whether it is ethical to do so since they have been emerged from the spirit of non-profit-ism. If non-profits become profit-oriented, then the very basic values are challenged. In this context, one should note that organizations also have their own expenses.

Usually, small and medium-sized organizations are not supported by any internal corpus and in some cases, they begin operating with zero amounts. And when they get funds from donors, they operate until the funding remains and then they again face the same question of unsustainability. Therefore, one should look upon the profit ventures as the only option for survival. Because, if people start arguing against it, then they may not be in the field for long.

NGOs have undertaken businesses and they have found enormous success in many parts of the developing world. There are also new kinds of services that have been recognized the world over as the new tools for sustainable development and the examples have proved it. Microfinance is just one of them that has not only converted NGOs into profit-making companies, but also reduced the dependence on external donor funding.

NGOs can operate businesses initially and some profit is acceptable even legally in most countries. However, if the NGOs start making excessive profits out of their services, it is only then that other people may start questioning. But at such times, organizations have grown to such an extent that they can form a separate company for covering these activities and this company can fund the NGO’s developmental interventions as a corporate social responsibility.

--- Cost-Recovery for NGOs

NGOs need to be more professional when they are managing businesses. The idea of cost recovery is critical for this. While operating donor-funded projects, this may not really be of much concern for organizations, but while they are investing financial and human resources
into a project so that businesses are operated for the benefits of the community and also for the sustainability of the organizations, the first thing they need to think about is covering the costs incurred by the organizations.

Some of the examples for undertaking profitable business ventures could include microfinance projects where NGOs can directly lend money to the community members and earn profits out of the interest rates charged to them; NGOs can also partner with local banks for raising capital to provide loans to the community members and in return, both banks and NGOs are able to share profits through the interests charged. It is important that the interests fixed are in line with the local situation. It will be highly impractical if the rate of interest is high and the poor community is unable to repay the loans. The other form of business could be community-based tourism if the NGOs and their communities are based in a strategic location. The resources available can be optimized for the sustainability of both the NGO as well as the community. Microenterprises and micro-insurance are other potential forms of business for organizations.

4.4. Key recommendations

- - - - ➔ Find a cause you believe in

In my experience, the people who work the hardest to achieve maximum results are those who really believe in what they are doing. Your motivation and passion will come through in all your communications with attendees and should help you raise lots of money for your cause.

- - - - ➔ Involve your friends and your enemies

Make it fun, many hands make light work. Sharing the experience with a great group of friends passionate about the same cause and music will make putting on the event a lot easier and fun. You will be amazed with the number of great ideas you can come up with just a few like-minded people.
Do not underestimate human goodwill

As the old adage goes “if you don’t ask you don’t get”. In the last two fundraisers, CCIF Malta have put on we have managed to get free venues, free soundmen plus a whole host of sponsors to support the event donating gifts ranging from meals for two and mobile phones. This principle applies to chugging, when collecting money, we have tried to talk about the cause first then ask people if they wish to donate rather sticking a tin underneath someone’s nose.

Look after the talent

Most bands will support your cause for free; in appreciation of the time they have given up I have tried to organise radio and press interviews for headlining bands.

Use online networks

Social media is your friend; setting up a Facebook event is easy. Ask your friends and bands playing to spread the word and you will be amazed how quickly your event can acquire attendees. Twitter although slightly scarier as currently it is less used has become a great way to raise the profile of your event. It gives you the ability to connect with a wide range of potential attendees but also potential givers and media outlets who could promote your event or cover it.

Be prepared to be flexible

As always everything will not go to plan, be prepared to improvise on the day and in the build-up. Mentally preparing yourself for the odd hiccup on the way makes dealing with them much easier upon arrival.
- - - - Keep track of the money as you make it

Safeguarding your funds is essential; make sure your constantly “bank” your money throughout the day. Keeping a close eye on what you have made is not only sensible but really exciting as you witness how much money you have raised.

- - - - Create an online giving account

This is a great way to raise funds from friends and those who support the cause but cannot make your event for whatever reason. Recently a senior colleague of mine made a very generous donation. He told me that he had been meaning to give to for a good cause and I just gave him that opportunity by setting up a donations page.

- - - - Most importantly, have fun!

It doesn’t matter if you make €20 or €1000, you are doing an amazing thing to benefit people less fortunate than you, be proud and enjoy the day.

*Figure 4.1. Efforts vs. Results.*
4.5. Alternative fundraising ideas for NGOs

Crowdfunding

Crowdfunding is the process of raising money through many donors (“the crowd”).

The idea behind crowdfunding is that every donor contributes as much as they can, and the general fund is made up of small contributions collected from a large number of donors. For example, if a campaign aims to raise 5,000 USD and it attracts 1,000 donors who contribute 5 USD each, the campaign will be successfully funded.

Nowadays, many crowdfunding campaigns are organized online as the internet allows to reach a bigger number of people. The most popular online crowdfunding platforms are Kickstarter, Go fund me, and Indiegogo. They are not non-profit-specific, but have been used by some non-profits to raise money for their projects. Generally less popular, but non-profit-oriented online crowdfunding sites include Causes, CauseVox, etc. All the listed sites can help your organization to raise funds, it is only important to determine which one fits your objectives and capacities best.

Event-based fundraising (music concert etc.)

Event-based fundraising is one of the most popular and effective ways of raising money.

Costs of organizing such campaigns can be minimal, depending on the type of event considered. Benefit concerts are a major example of celebrity charity for they involve popular musicians; actors and actresses; and other kinds of entertainment figures volunteering to a greater cause.

Example: “Do They Know It's Christmas?” is a song written in 1984 by Bob Geldof and Midge Ure in reaction to television reports of the 1983–85 famine in Ethiopia. It was first recorded in a single day on 25 November 1984 by Band Aid, a super group put together by Geldof and Ure and consisting mainly of the biggest British and Irish musical acts at the time. The single was released in the United Kingdom on 3 December 1984[1] and aided by considerable
publicity it entered the UK Singles Chart at number one and stayed there for five weeks, becoming the Christmas number one of all time.

--- Charity Auction

Auctions are events within events, and they pair well with many of your fundraising staples.

The first decision that you'll have to make when it comes to your auction has to be about what kind of auction you're going to have. Silent? Live? A combo?

There's no wrong answer. The decision will come down to the kind of event your auction is a part of. If the auction is a central attraction to the event, go live or go home. If, on the other hand, the auction is accompanying an awards night, silent is the better route.

With a good auctioneer, live items typically sell for equal to or more than fair market value. At silent auctions, you can anticipate raising half of fair market value for each item sold. However, if you have an item that needs to be carefully inspected to sell, it will do better in the quieter, closer setting of a silent auction.

To collect items for bidding, gather a team of volunteers, staff, and board members to reach out to all of their contacts. Experiences and one-of-a-kind items go over best. Think trips to exotic locales, golf with professional athletes, and dinners from celebrity chefs.

Items like those perform well during big live auctions at formal events. If your auction is smaller in scale, you have the opportunity to play to your audience. For example, an auction for a youth sports club might include four private lessons with a local coach or unlimited babysitting for a month. Once you have your list, promote some of the items in advance of the auction as a teaser. Anticipation is an auction's best friend.

--- Travel Raffle

You'll need some great contacts to pull off a travel raffle. But, if you do, one of your lucky supporters will be setting sail (or taking off) on the vacation of a lifetime.

Get your staff together to dream up the perfect getaway. You want the trip to be so enticing that anyone who hears about it will be rushing to enter the raffle, yourself included!
For the prize package, you'll definitely want to secure airfare and wonderful accommodations for two. Seal the deal with included tickets and coupons for activities to fill out the winner's travel itinerary. Work with a team to secure the various trip items as in-kind donations. It'll take ingenuity to complete the prize. Struggling to find donated plane tickets? See if a frequent flyer will donate her miles. Having difficulty booking a hotel? Ask around for a donated vacation property.

Once the package is finished, set your raffle ticket price and start advertising. You can host a reveal party to pick the winner's name, or fold the raffle into another fundraising event.

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A car wash fundraiser is a proven money-maker in virtually every community.

A car wash fundraiser is a proven money-maker in virtually every community. All you need are willing volunteers, a high-traffic location with good visibility, and some attention-getting signs. The following tips will help you raise more funds fast:

- Organize your group into teams – Promotion, Sales, Wash, Dry
- Promotion team attracts new clients with signs
- Sales team explains offer (use flyer for quick info) and up-sells clients with extra features or secondary offer
- Wash team soaps, scrubs, and rinses each car
- Dry team gets water residue off, vacuums, does tires, etc.
- Use at least two lines and wash two or more cars at once
- Wash cars for six to eight hours (Saturday 9:00 to 3:00 preferred). If you can wash 12 cars an hour (one every 10 minutes in each line), you can easily raise $600- $1000 in one day.
• Remember to put together a quick flyer that includes the reason why you are raising funds and clearly states the price. You can even offer some extra services for an additional charge such as providing high-gloss tire treatment or vacuuming interiors.

You can put a car wash fundraiser together on short notice, but they work best with a little planning. Here’s how to get started:

1. Line up a location with good main road frontage
2. Ensure it has suitable water access
3. Assemble supplies list – hoses, buckets, wash towels, dry towels, squeegees
4. Assign each volunteer an item from the supplies list
5. Make 8-10 poster board signs in high-contrast colours
6. Arrange your volunteers in 2-hour shifts
7. Get advance publicity, if possible

Alternatively, you can advertise a free car wash and just ask for donations for your cause. Often, this can raise more cash than stating a specific price, because people will see a group of volunteers working hard and having a good time, and may actually donate more money than you would have charged. Make sure to keep the event fun for all your participants and your customers. Play upbeat music. Provide soft drinks and snacks for the volunteers to keep the energy level up.

Keep safety in mind when trying to attract customers. Be sure to get volunteers to hold and wave signs toward passing traffic, not just volunteers to wash cars. If you have time, increase your turnout by getting your car wash fundraiser some advance publicity coverage in the local newspaper, or by posting roadside signs a day or two ahead of time.

Finally, here are some success tips:

✓ Location, location, location!
✓ Sell car wash fundraiser tickets in advance
✓ Use a flyer clearly explaining why you’re raising funds
✓ List all prices concisely in large, bold type
- Up-sell to include additional services
- Partner with another group if your head count is low

**Used book sale fundraiser**

A used book sale fundraiser is a very easy fundraising idea that works well for small groups, schools or churches.

A book sale is a great way to raise funds without much upfront cost, so let's take a look at how to do a used book sale to raise money for your cause. This type of fundraiser works similarly to a yard sale or rummage sale, but you limit it to only donated books and book related items. For example, audiobooks and DVDs also have a good resale value, so you should include those type of items as well.

There are four essential keys to making this type fundraising event successful:

1. Getting lots of used book donations
2. Getting your book sale lots of publicity
3. Getting enough volunteers to help out
4. Getting plenty of customers for your book sale

The key to having a successful used book sale as a fundraiser is obviously to get lots of books donated. Most people, including friends, family, and neighbours have boxes of books they no longer want but just haven't taken the time to get rid of them. You can also ask for donated used books in nearby neighbourhoods using a mailbox flyer. You can’t put a flyer in a mailbox, but you can attach it using tape, tacks, etc. Your mailbox flyer should state the purpose of your fundraiser. Briefly but specifically say why you are raising money: “We need your help because our soccer team is raising money to go to a tournament.” Or, “Can you donate used books to help us out because we’re raising money for a mission trip.”

List locations of drop boxes where they can drop-off their book donations during the next week or so. Don’t make the drop-off window longer than 7-10 days or people won’t have a sense of urgency about making donations.
Also, include a phone number for your group and say you will be doing book pick-ups of large donations in their area. You will, of course, need drivers – preferably with a truck for easy loading and unloading.

- One of the keys to doing a used book sale fundraiser is getting lots of publicity. Some great ways to publicize your used book sale can be:
  - Press release
  - Social media
  - Posters
  - Roadside signs
  - Classified ads
  - Craigslist or similar sites
  - Newsletters
  - Community email lists

A simple press release will get your event listed in the local paper. Call local radio stations to find out how to get a mention on air.

Put posters in local stores and ask good prospects if you can use them as a book drop-off location.

You can also get plenty of free publicity much like people having yard sales do: Posting simple signs in high-traffic areas. To take it a step further, place an ad in the yard sale section of the newspaper, post it on Maltapark.com, and ask locally owned businesses if you can post a sign in their store. Word of mouth is also great, so pay attention to social media and ask your members to post to Facebook, Twitter, etc.

**Tips for getting more customers:**

- High-traffic location
- Lots of advance publicity
- Roadside signs
- Newspaper coverage
Your choice of location can also impact the number of books you sell. A locally owned business may let you set up in their parking lot, or you can use the church social hall, the school’s multi-purpose room or parking lot on a weekend, etc. If you do it outdoors, arrange to have tents set up in case of inclement weather.

The last key to making this a successful fundraiser is timing! The county library does an annual book sell-off. Find out when yours is and don’t schedule your used book sale near that date. It will affect your book donations and your sales.

One more thing. Use a big jar to ask for donations at your checkout area. You’ll be pleasantly surprised at how many people will donate money. But, you won’t get any donations unless you ask for them.

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Some other creative fundraising ideas

1. Create an obstacle course at a playground, charge an entry fee and give trophies to the winners.

2. Birthday or anniversary coming up? Ask for donations instead of gifts.

3. Host a tournament (tennis/bowling/basketball 3 on 3): For bowling, you pay a flat fee for the night, you provide lanes and snacks. Charge per person or team, and set the round

4. Robin going. Give prizes for the winner or worst bowler.

5. Make cookies or candy bags. Sell them at church events, work or around the soccer field on game day.

6. DVD Night. Show a DVD on a big screen television or a projector screen. There can be a theme to the night, a speaker and perhaps a discussion after the movie. Charge an admission for seating, popcorn (or a small bag of chips) and a drink (maybe about $5 or $6 per person for the show with a snack included). It’s just a fun night, and depending on the subject, people really get into the discussion, too.
7. “Wedding Crasher” fundraiser: Hold a mock wedding sans the ceremony. Invite your guests to join you for the reception. Give people the opportunity to wear their wedding clothes again. Guests can come dressed as brides, grooms, bridesmaids, groomsmen or guests. Find a DJ, provide some food – including a wedding cake - and request that people make donations in lieu of gifts.

8. Fundraising breakfast. Have a local restaurant or grocery store donate the food and charge $5-$10 person.

9. Garage Sale: Gather up your old things and ask your neighbours, family and friends to donate their old items to the cause. Have DetermiNation signs displayed so buyers know the proceeds are going to charity. Sell doughnuts and coffee for increased profits.

4.6. Getting more volunteers

If you have a small group and need more volunteers, here are some tips:

- Friends and family of members
- Fraternal organizations
- Retirees
- Affiliated groups

Start by asking all your group members to get at least one additional volunteer each to help out with the various phase of your fundraiser. Some can help gather donated books, some can help with publicity, some can help out day of sale, etc. Active retirees are another good source of volunteers for a lot of tasks. Another source are groups with an affiliation with yours. For church groups or schools, that might be another church or school. For non-profits, that might be another group that you’ve worked with on another fundraiser.
5. Developing networking skills among the youth

5.1. Introduction

“It’s not what you know, it’s who you know.” This expression is the basis for understanding the importance of networking as a strategy for career development and exploration. Everyone has a network, even if you don’t realize it, and when it comes to job searching, this network may be just as important as your skills and experience. A personal network is that group of people with whom you interact every day – family, friends, and parents of friends, friends of friends, neighbours, teachers, bosses, and co-workers. With these people, information and experiences are exchanged for both social and potential professional reasons. Networking occurs every time you participate in a school or social event, volunteer in the community, visit with members of your religious group, talk with neighbours, strike up a conversation with someone at the store, or connect with friends online.

When networking for the purpose of career development, this means talking with friends, family members, and acquaintances about your goals, your interests, and your dreams. Most people actually learn about job openings through friends, relatives, or others who are part of their personal network, and because each person in your network has a network of his or her own, your potential contacts can grow exponentially. This is important because more often than not, hiring managers would rather talk to a potential candidate who has been recommended by someone they know or already employ. Even if a position is not currently available, networking can lead to informational interviews that can help you not only learn about possible career paths, but also be great exposure for you to be thought of as a potential candidate when a job opens up. An informational interview is not the same as a job interview by any means, but it is probably the most effective form of networking there is. In fact, according to Quintessential Careers, one out of every 12 informational interviews results in a job offer. This is a remarkable number considering the fact that research indicates that only one in every 200 resumes (some studies put the number even higher) results in a job offer.

Though networking is an important skill, and one that can certainly be taught, it rarely is. Therefore, the activities in this section focus on the process of networking and its relevance and importance to career development. Participants will learn about taking initiative and
overcoming fear (which is quite common), informational interviewing, as well as potential guidelines to consider when using social networks, texting, and email for networking purposes.

A note for facilitators

Developing networking skills is important for all youth, but particularly for those with limited work experiences, which is unfortunately often the case for youth with disabilities. By creating opportunities whereby young people can research, talk to, and network with those working in careers of interest, the more likely they will be able to make informed choices regarding their future. For youth who are hesitant to network or take the steps necessary to arrange informational interviews (for any reason), consider using pairs of two for many of the activities in this section. Teaming is one strategy that may help participants feel as if they have the support they need while trying out new skills and learning how to become a strategic and "seasoned" networker.

5.2. Networking

Learning Objectives

1. To introduce participants to the process of networking

2. To help participants understand the relevance of networking to the career development process

Materials

Chart paper or white board and markers

Directions

1. Ask participants the following question: “How do people find jobs?” [List responses]. If the following were not discussed, consider including some or all of them on the list: personal contacts, secondary or post-secondary career centres, employer websites, Internet job sites (such as monster.com, snagajob.com, simplyhired.com or indeed.com), One-Stop Career Centres, walk-ins, professional or trade associations.

2. Ask: “Did you know that approximately 80% of jobs today are NOT advertised?”
3. Discuss: “If employers are not advertising, how are people finding jobs?”

Discussion points:

- Talking to or contacting people you know to find job leads is the most effective way to find a job.

- Most of us find a job through personal contacts—people we already know such as our friends and family, doctor, dentist, and people we meet when we go shopping and during our normal everyday lives. Personal contacts are also the people that our friends and family know.

- Approximately 60% of job hunters find their new job with the help of friends, family members, and acquaintances.

4. Conclusion

Break the group into smaller groups of three or four. Ask each group to spend five minutes developing a list of five strategies they might use when looking for a job (who could they talk to, what could they say, etc.). Highlight the fact that social skills are important for jobseekers – as they usually interact with many different people along the process. You can say: “Strategies should be geared to creating as many ways as possible to tell others you are looking for a job.” Ask for a representative from each group to list the strategies they developed. Inform participants that what they just accomplished is called (traditional) Professional Networking.

**Networking** is finding ways to “get known” by other people who can help you in your job search. It is an “active” process for developing new relationships and new opportunities. Learning how to network takes time and commitment. It means seeking out people you know, people who can offer advice, as well as potential friends, and building on these relationships.

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**Journaling Activity**

There are three types of people in this world: those who make things happen, those who watch things happen, and those who wonder what just happened. A networker is someone who
makes things happens. Think about a possible career goal you have. What is it? What can you do to develop your networking skills to get more information about this career?

**Extension Activity**

1. Discuss the concept of the informational interview:

- **Informational interviewing** is a networking activity important to the career development and career exploration process. An informational interview is an interview with a person who is doing the kind of work in which you are interested. It is an excellent technique to use when you want to: explore different career options; learn more about certain occupations; and/or begin to network with people who can help you in your job search. Although it is an effective job search tool, it’s very important to remember that the primary purpose of an informational interview is to obtain information, not a job.

2. Help participants arrange for an informational interview (either on or off site). Prepare participants on the types of questions to ask (i.e. what is important to them), the importance of asking for a business card, and what to do after the interview.

   **Question examples:**

   • How did you decide on this field of work?

   • How did you get into this field of work?

   • What do you like best about your work?

   • What do you like the least?

   • What is a typical day or week like for someone in your occupation?

   • What kind of skills, education, and/or training would I need to get into this area?

   • What personal qualities are necessary for someone in this occupation?

   • What is a typical entry-level salary? (Do NOT ask how much the person you are interviewing earns!)
• Do you know someone else doing this kind of work that I could talk to for my research?

3. Follow-up the interview with a thank you note. In it, suggest mentioning the specific information that you found to be particularly interesting or helpful. Let the person know that you appreciate him/her letting you ask questions and that the information provided will be valuable to you.

5.3. You expect me to do WHAT? TALK to people?

Traditional networking involves talking to people. For some this may be an easy activity, while for others it may be scary and uncomfortable. According to Lara Zielin, the author of “Make Things Happen: The Key to Networking for Teens”, to avoid feeling nervous or scared when networking, try THE THREE Ps: prepare, practice, and pull yourself together! She says, “By doing your best to accomplish each of the Ps, you’ll have a good chance of overcoming [any] obstacles and eliminating fear when you network.”

Learning objectives

Traditional networking (talking to people) can be a pretty frightening activity. In fact, it can be so overwhelming for some that they may never attempt it! This activity will allow participants to initiate the three Ps (prepare, practice, and pull yourself together!) to overcome any fear of networking.

Materials

Optional: one copy of the current activity for each participant

Directions

1. Review and briefly discuss the Three Ps in further detail. Have participants explore the Scenario (see below: “Tom’s Story”), either independently or as a group, and complete Part 1 of the exercise (see below: “What did Tom do?”).

2. Conclude the discussion by having participants discuss or complete Part 2 of the exercise (See below: “What are some strategies you could use?”).
3. End with the importance of a thank you note focusing on the value of the person’s time and expertise. A thank you note goes a long way to having people remember you.

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**Journaling Activity**

Think about Tom’s story. Think about your wildest career dream. What is it? Now, pretend you know someone who knows someone who does that type of work. Which of the Three Ps would be the most difficult for you – and why? Which of the Three Ps would you feel most comfortable with – and why?

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**Extension Activity**

Conduct a few role-plays with participants on the value of networking. You may even choose to bring a few employers in to participate. If you bring in employers, try to coordinate the types of employers with some of the interests of the participants in your group. Have participants create a Three P “cheat” sheet to help each other prepare for the opportunity.

Have participants either hand-write or email a thank you to the person with whom they met. They should thank the person for their time and for the information that was provided. Some specifics from the meeting would be great to add, such as, “I really appreciated learning about....” Or “Thank you for offering me suggestions on how to improve my resume.” Specifics will let the receiver know that the meeting was really worthwhile.

**The Three Ps:**

1. **Prepare**

Do what you need to do to get ready! For example:

---

• To prepare for a telephone call, write a script and practice it. Know why you are calling (have notes). Prepare yourself on how to leave a message if the person doesn't pick up or isn't available.

• To prepare for a face-to-face meeting, do a lot of the same as you would for a phone call. If you're meeting with someone to get information about the work they do or a particular company, visit the company’s website (if they have one) to learn more about it ahead of time.

2 - Practice

Practice what you want to say over and over and over. The more you hear yourself say what you want to say, the easier it will be – and the more confident you will feel.

Ever think about smiling when you’re on the telephone? Believe it or not, people can hear that confidence in your voice. People can determine friendliness from the tone of your voice. Along the same lines, fear can be heard over the phone, too. Concentrate on speaking clearly, be calm, and breathe!

Prepare for one-to-one meetings by practicing with a friend, parent, or someone you know and trust. Ask them to role play with you – they could pretend to be the person you are going to meet with and you could practice asking the questions you have prepared.

3 - Pull yourself together

Part of feeling confident at a networking meeting is feeling good about yourself. If you feel good about your appearance, you tend to give your confidence a big boost!

Good grooming isn’t just for dogs. Don’t forget about those day-to-day essentials like showering, brushing your teeth, combing your hair, and using deodorant (this sounds silly, but many adults need to be reminded of this, too!) Don’t wear too much perfume or cologne as sometimes people are allergic – and wearing too much will make them remember you because of your smell, not for your skills or your ideas.

Dress the way you think the other person will be dressing. If you were networking with your uncle at a family BBQ, shorts and flip-flops might be just fine. But if you’re meeting with someone in a professional setting, try to find out what the dress code is and see if you can come close to dressing the same (or even one step above). For example, if you’re meeting
someone in an office, and people usually wear ties, then you should wear a tie, too. If you’re
going to meet the head of a landscaping company and people usually wear jeans and t-shirts,
go one step above and wear khakis and a button down shirt, if you have them.

Don’t forget other important things like a pen and a pad of paper. Your contact might say
something really great and you’ll want to write it down. It’s always a good idea to take a resume
with you, even if you’re not meeting with someone for a job. It’s a good way to leave someone
with a reminder of your skills, talents, and experiences. After all, who knows what might
happen? Also, ask the person to suggest additional people you could contact to learn more.

Scenario: Tom’s Story

Tom had a friend (Bob) who had a friend (Ray) who started his own company when he was
20 years old. Tom is a young entrepreneur who also wants to start his own business one day
and wanted to talk to Ray to learn all he could (what to do and what not to do). Tom was
reluctant to reach out to Ray because he thought Ray was too busy or would think his
questions were stupid. Plus, he was worried that Ray might tell Bob that his questions were
dumb – and Tom didn’t want his friend to laugh at him.

Eventually, Tom decided that the benefits of networking outweighed the potential harm. After
all, he knew Ray had built a very successful business from scratch – and Tom figured he really
had nothing to lose. Tom also figured that if he really wanted to start his own company, he
would have to learn how to network in the traditional sense, e.g. with people (and overcome
his fear of talking to people he didn’t know well). He thought, “Better to do it now (and learn)
than to try it later and possibly ruin opportunities for my business.”

So Tom called Ray, who agreed to a meeting. Before the meeting, Tom did some basic
research to get a better idea of what it takes to start a new business (he looked up average
start-up costs, how to secure a loan, etc.). He also wanted to know about marketing, web
design, and product development, so he researched Ray’s company to get a better idea of
Ray’s business strategy. He had his notes written down to be sure to stick to specific issues.
Ray was really receptive – especially because Tom was prepared and didn’t waste his time.
In fact, Ray was flattered that Tom contacted him.

Part of overcoming his networking fear was just getting the courage to call Ray. The other part
of overcoming his fear was doing his homework and being prepared. Mastering Soft Skills for
Workplace Success.
Exercise: The Three Ps

Part 1:

What did Tom do?

Prepare: ______________________________________________________________

___________________________________________________________________

Practice: ______________________________________________________________

___________________________________________________________________

Pull Yourself Together!: _____________________________________________

___________________________________________________________________

Part 2:

What are some strategies you could use?

Prepare: ______________________________________________________________

___________________________________________________________________

Practice: ______________________________________________________________

Pull Yourself Together!: _____________________________________________
5.4. Using social media to network

Google, Twitter, Facebook, YouTube, LinkedIn, Skype, MySpace. These names have all become synonymous with social networking in the early 21st century. In fact, social media has become so popular it has its very own language! For example, you can “Google” or be “Googled.” You can “friend” or “unfriend” someone on Facebook. And you can send tweets to update people on your every activity every moment of the day using your Twitter account. [Believe it or not, in the Merriam Webster Online Dictionary, “text,” “tweet,” and “Google” are all listed as verbs!]

Learning objectives: This activity gives participants the opportunity to debate the pros and cons of using social media to network.

Time
20 minutes

Materials
None required

Directions
1. Ask the group the following questions:
   - Stand up if you have a Facebook account? (Now sit down)
   - Stand up and turn around if you communicate with others by texting? (Now sit down)
   - Raise your hand if you have ever Googled someone or something?

2. Now, read the following aloud (and/or have it written for participants to read while listening):
In May of 2010, the Pew Research Center in Washington, D.C., found that half of American teenagers (ages 12-17) send 50 or more text messages a day, with one-third sending more than 100 a day. Two-thirds of the texters surveyed said they were more likely to use their cellphones to text friends than to call them. Fifty-four percent said they text friends once a day, but only 33 percent said they talk to their friends face-to-face on a daily basis. Many adults are concerned that for young people growing up today (in the age of “social media”), online interactions might be eliminating real-world experiences that help to develop emotions, personal connections, and the necessary communication skills to succeed in the workplace and society. The fear is that this may impact how they operate in the world as adults, and how they build adult relationships.

3. Go around the room and ask the group to count off by ones and twos and divide participants into two groups.

Each group will be asked to discuss and list no fewer than five reasons why they believe using social media (including Facebook and texting) will not only improve the growth and development of youth today, but help them to develop higher level communication skills than those of their parents and/or grandparents.

Each group should elect a recorder and a reporter and will be given seven minutes to brainstorm their ideas. Report outs should follow.

4. Conclusion

Discuss the following: A recent study by an executive search firm found that 77 percent of recruiters run searches of candidates on the Web to screen them; 35 percent of these same recruiters say they’ve eliminated a candidate based on the information they uncovered. What does this mean for young jobseekers with regard to online profiles? Discuss as a group some of the postings that young people preparing for careers should be careful to avoid. Examples include: complaining about a former employer, showing pictures of hard partying, descriptions of sexual exploits, abusive or aggressive language, etc.
- - - - > **Journaling Activity**

Think about your own personal texting and social media habits. How do you think the use of these technologies can support and help you feel more comfortable in face-to-face communications? Explain.

- - - - > **Extension Activity**

According to CareerBuilder.com, there are three things you can do to protect your online image – and your job opportunities:

1. Be careful. Nothing is private. Don’t post anything on your site or your “friends’” sites you wouldn’t want a prospective employer to see. Derogatory comments, revealing photos, foul language, and lewd jokes all will be viewed as a reflection of your character.

2. Be discreet. If your network offers the option, consider setting your profile to “private,” so that it is viewable only by friends of your choosing. And since you can’t control what other people say on your site, you may want to use the “block comments” feature. Remember, everything on the Internet is archived, and there is no eraser!

3. Be prepared. Check your profile regularly to see what comments have been posted. Use a search engine to look for online records of yourself to see what is out there about you. If you find information you feel could be detrimental to your candidacy or career, see about getting it removed – and in the meantime, make sure you have an answer ready to counter or explain “digital dirt.”

Ask participants to use these strategies to create a DO and DO NOT “cheat sheet” for people their parents’ age who are getting ready to look for a job. Help them to understand, in their terms, why they should be careful about their online postings.

5.5. Text or email...Does it really matter?

- Though many teens and young adults consider email an “adult” way to communicate and would rather communicate in real-time with texting or other forms of social media, when it comes time to apply to college or for a job, email skills will most likely be necessary. Therefore, an understanding of "email etiquette" is worthy of discussion.
Learning objectives

This activity will offer participants the chance to challenge themselves to translate text to English and then discuss some of the classic rules of email.

Time

20 minutes

Materials

Worksheet A (see below: “Translating Text”) – one per participant and Worksheet B (see below: “Email Etiquette”)

Directions

1. Disseminate Worksheet A and ask the group to translate the two text messages. This can be done in whatever way is most comfortable for the group (individually, in pairs, writing, sharing aloud, etc.). Share with the group.

2. Ask if the note to the employer would be appropriate to send? Discuss why or why not.

3. Discuss the word “etiquette.” Ask participants if they know its meaning and ask for some examples. You can refer to the following definition of etiquette:

   Etiquette is the customary code of polite behaviour in society or among members of a particular profession or group. Some examples include table etiquette (napkin on your lap, do not talk with food in your mouth, etc.) and social etiquette (saying please and thank you, and excuse me when you interrupt, etc.).

4. Ask participants if they have ever heard of email etiquette. Ask about some of the instances where email would be more appropriate than texting; for example: when applying to college, emailing a professor or a teacher, writing to an employer, etc. Ask for some possible email “rules” or “standards”. Use Worksheet B (see below) as guide/template for discussion.

5. Conclusion

Conclude by reviewing and discussing the suggested answers for Worksheet B. Additionally, address the use of personal email addresses vs. business/professional ones. Why should one
avoid using email addresses such as hotfoxychick@xyz.net, itsallaboutme@abc.com, or partyanimal@mno.me when applying for a job?

- - - -> Journaling Activity

You own a business and have(160,247),(792,259) decided you need an email policy for your employees. What are the three most important factors you would like your employees to understand about using their business email accounts?

- - - -> Extension Activity

Use this opportunity to ensure all participants have an email account. If they do not, use a computer lab or arrange for time at a local library to ensure each has an account they can use for job searching and networking purposes. Of course, having an account and using one are two different things; write a note to each participant and practice exchanging email communications of a professional nature.

Worksheet A: Translating Text

I dun knO Y adults R makin such a big deal out of d amount of tym tEnz spNd txtN! It’s a gr8 way 2 kEp n tuch w yor fRnds & knO wot ppl R doin & whr dey R.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_____________________________________________________________

dEr Employer,

I wud lIk 2 apply 4 d dA tym customer srvic positN I saw advRtizd on FB. I hav atachd my resume & hOp U wiL agrE dat my skilz & intRStz R diRctlE relAtd 2 d positN U hav avail. I wud aPrec8 d opRtunET 2 MEt w U n prsn 2 discuS Y I wud mAk an XLNT employE 4 yor co.

ty
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Worksheet B: Email Etiquette

When emailing people you are not acquainted with:

1. Include a subject line that “helps” the reader to understand the purpose of your message
   Possible Reasons: …………………………………………………………………………………………………………

2. Include a greeting (Dear…) and a closing (Sincerely,)
   Possible Reasons: …………………………………………………………………………………………………………

3. Use business language, spell check, and avoid abbreviations
   Possible Reasons: ……………………………………………………………………………………………………………

4. Use business punctuation and formatting
   Possible Reasons: ……………………………………………………………………………………………………………

5. Avoid using ALL CAPS
   Possible Reasons: ……………………………………………………………………………………………………………

6. Do not use jokes, witty remarks, or sarcasm
   Possible Reasons: ……………………………………………………………………………………………………………

7. Avoid gossiping or complaining
   Possible Reasons: ……………………………………………………………………………………………………………

8. Keep the communication short and to the point
   Possible Reasons: ……………………………………………………………………………………………………………

9. Do not use emoticons (for introductory emails)
   Possible Reasons: ……………………………………………………………………………………………………………

10. Reread before hitting “send”
    Possible Reasons: ……………………………………………………………………………………………………………
Answers

Worksheet A: Translating Text

1. I don’t know why adults are making such a big deal out of the amount of time teens spend texting! It’s a great way to keep in touch with your friends and know what people are doing and where they are.

2. Dear Employer, I would like to apply for the daytime customer service position I saw advertised on Facebook. I have attached my resume and hope you will agree that my skills and interests are directly related to the position you have available. I would appreciate the opportunity to meet with you in person to discuss why I would make an excellent employee for your company.

Thank you.

Worksheet B: Email Etiquette

[Possible answers]

1. A meaningful subject line helps to clarify what your message is about – and also might help the reader to prioritize reading your email.

2. Email should mimic a written letter. Always begin with Dear…. – and end with Sincerely. Sincerely is often the best “professional” choice for a closing.

3. Emails are considered professional or business correspondence. You want to be sure everything is spelled correctly and can be easily understood.

4. Same as above.

5. ALL CAPS USUALLY MEANS YOU ARE SCREAMING. NO ONE LIKES TO BE YELLED AT, EVEN IN AN EMAIL.

6. Jokes and witty remarks may be inappropriate and often do not translate well in email (since the reader decides the “tone”).

7. Emails can be forwarded to others quickly. You never know who will see/hear what you wrote

8. Anything long or complex should be addressed in person or over the telephone.

9. Business emails should not use emoticons because they are not considered “professional” – plus not everyone knows what they mean. If you know the person, you can use them sparingly (if you want to shed light on how you are feeling).

10. Once you hit “send,” there is no turning back!
5.6. It's a small world

“Six degrees of separation” is a networking theory that explains that everyone is, on the average, connected to everyone else by six steps (i.e., friend of a friend).

Learning objectives

This activity will get participants thinking about different relationships and how those relationships start to “weave a web” of networking. It will help them begin to realize how to use their current networks to broaden their future networks. After all, it’s all about whom you know…who knows someone…who knows someone…and so on.

Time

30 – 40 minutes

Materials

Worksheet A (see below: “Degrees of separation”) – one copy for each participant.

Directions

1. Ask participants if they have ever heard of the concept “six degrees of separation”.

2. Let participants know you will be spending a bit of time thinking about whom they know – and how to expand this list of whom they know to whom they want to know.

3. Discuss the concept of “degrees” of relationships using the chart on Worksheet A – and the differences between first, second, and third degree relationships. Further explain that networking is all about weaving a web of contacts and strengthening relationships (so others can help you and you can help others).

4. Spend a few minutes brainstorming what type of person might be a first or second degree contact (use the examples listed on Activity 4, but recognize that those listed may not be appropriate for all participants).

5. Participants should spend a bit of time thinking about and writing down the names of people who are closest to them (first degree). Do the same with second degree. Participants should consider acquaintances, or people they don’t know very well – but might be helpful to get to know a little better.
6. Conclusion

Conclude this activity by discussing ways to strengthen second degree contacts. For example, take some time to get to know the barista’s name at the coffee shop, send your counsellor a birthday card, or congratulate your neighbour on the birth of a child. Discuss the fact that it is often the small things we do that help to make a connection with someone else and this is what networking is all about.

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**Journaling Activity**

Think about your career dreams. Now, who might you list in your third degree? Who might you want to meet or get to know? Do not limit yourself. You might think some of these people will be impossible to meet – but if you are patient, persistent, and up for a challenge, you just never know. The only thing you DO know is if you don’t try, you’ll never find out.

---

**Extension Activity**

Work with participants to build a list of third degree contacts and work together to develop a plan for possible ways to make contact. Then, use third degree contacts to set up a series of informational interviews. As a group, decide on some of the questions that might be important to ask during an informational interview (see below for examples), and why it would be important to send a thank-you after the interview.

Sample questions to ask during an informational interview:

- What do you do at this company/Organization?
- What is the best part of your job?
- What type of education or training is necessary to do this type of job?
- What other types of jobs are there at this company?
- Can you tell me more about this company?
- How do you apply for a job at this company?
- Can you look at my resume and give me some feedback on it?
Participants should share experiences with the group after informational interviews occur. Each should be prepared to discuss the aspects of the informational interview that went really well, and explore any parts that didn’t go as well as expected.

**Worksheet A: Degrees of Separation**

1. Picture or draw a dart board with three concentric circles: a middle bull’s eye/target with a larger circle around it, and then another larger circle around the second circle.

2. The middle circle – or the bull’s eye – is your First Degree Contacts. These are the people closest to you - those people in your life who you love and can depend on. You see these people often and have good relationships with them. Examples of people in your First Degree Contacts might include: parents and siblings, best friends, relatives (including grandparents, aunts, uncles, and cousins), coaches, a boyfriend or girlfriend, etc.

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<th>Bull’s eye: First Degree Contacts</th>
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3. The next circle is your Second Degree Contacts. The people in this circle are those you “kinda-sorta” know – but you might only feel comfortable interacting with them occasionally. These people are aware of you, and you are aware of them, but you don’t have a close relationship. Some of these people might be those you say “hi” to in school or at the gym, a barista at the local coffee shop, a neighbour who waves to you while walking the dog. Some other examples of people in your Second Degree Contacts might include: co-workers (if you have a job), teachers or counsellors, your friends’ parents.
4. The outermost circle is your Third Degree Contacts. These are people who you want to meet or know. These are people who could potentially help you with your career dreams. This could be anyone. Don’t underestimate yourself!

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<thead>
<tr>
<th>Name</th>
<th>Relationship to you (e.g. politician, doctor)</th>
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6. Organisational marketing to reach more youth

6.1. Introduction

Organisational marketing to reach more youth module is a tool to empower non-governmental organisations like Cross Culture International Foundation (CCIF), to utilise technology to impact their communities through targeted organizational marketing of their services, and also reach out to youth who are full of vitality, but whose capacity is underutilized. In Zimbabwe, there is over 90% rate of unemployment, and the majority of this category is the youth.\(^2\) In South Africa the rates are much lower at 26.7%.\(^3\) In the programme countries unemployment rates are much lower compared to the partner countries.

What organizations often lack is actually just a clear insight of what their mission and vision are, and the ability to meaningfully communicate these to the outside world. Only when outsiders can buy into a vision will they truly belong and participate in its narrative. The most frustrating thing is if these youths remain idle and unemployed, they remain with few survival options and many may end up joining bad company, including crime gangs, gamblers, smugglers and drug dealers. We cannot rule out the possibility of these young people being trafficked for sex or labour, or their organs being harvested. It is especially important when inspiring young volunteers to be a part of your organization, to do your part when it comes to helping them understand what your organization does and how they can be a part of that impact.

Rapidly changing environment, globalization and information technology, altered the way how NGOs were addressing community needs but also changed the way how NGOs compete for resources. Every organization needs to distinguish and market its organizational identity. The organization’s identity is made up of its vision, mission, and values. It is the reason it exists. Non-governmental organizations increasingly realize that they must use communications

strategically to better communicate their mission and work and to attract funders and volunteers.

6.2. Terminology

- **Organizational identity** can be defined as a set of statements that organization members perceive to be central, distinctive, and enduring to their organization (Albert & Whetten, 1985), to answer questions such as “Who are we?” “What are we doing?” “What do we want to be in the future?”

Following is a description of the components of organizational identity:

**The vision** is the overarching dream for which your organization aims – for example “Bringing clean and safe drinking water to people in drought prone areas in Zimbabwe.”

**The mission** is the action statement that tells others how the organization works towards realizing its vision. For example, it might be “to enhance international understanding and friendship through education, networking, volunteering and humanitarian activities”.

**The values** of the organization tell the world how the organization operates – its philosophy and the core principles that underpin its work. Organizational values might be to “offer equal opportunities to all people irrespective of colour, creed, social orientation and religious or cultural background.”

**Niche** identifies the organization’s special value it adds to the field or community. For example, the organization is the only one in the community that provides bereavement support services to minors.

**Branding** is the organization’s look. Every organization should become identifiable to the public through its logo and the look of its publications and other communications. Further, every organization should have a short tag line that describes something unique about the organization, for example; “transforming lives one at a time” or “being the difference”.

**Messaging** is the way the organization shares its vision, mission, and values with the wider world.
6.3. Elements of an effective message

A strong message is credible, concise, relevant, compelling and communicative of values.

a. Credible. It is factually accurate, provides information to back up assertions, and is delivered by people that are trusted on the subject.

b. Concise. A good message is clear and simple. Crisp messages that people can understand and remember are much more effective than messages that are long or wade into policy minutiae.

c. Relevant. It starts with what a person’s interests—what they already know and think—and moves them to where you want them to be.

d. Compelling. It touches people so they are inspired to act.

e. Communicative of values. Messages that are framed in a way that resonates with people’s core values (e.g. fairness, equality, freedom, honesty) are the most powerful.

6.4. Communications strategy

- - - - - Learning objectives

Clear and careful thinking in building relationships through effective communications will help create a solid platform for collaborations. Being able to understand different audience’ perspective and address these through communications which are appropriate in format and in content will support efforts to develop and sustain partnership with a range of key stakeholders.

- - - - - Developing a communications strategy

Creating an annual strategic plan for communications helps raise awareness, show your organisation’s impact and attract funders/volunteers.4

Ask yourself the following five questions:

1. What organizational goals are you trying to achieve this year? In the long run?
2. Who is your target audience(s)?
3. What messages do you want to convey to your audiences?
4. What communication tools should you leverage to best reach key audiences; blogging, traditional or social media, e-newsletter or videos?
5. How can we measure the results? Did your communications effort reach the target audience? Did you place a blog? How many times was your post shared on Facebook or retweeted on Twitter?

If you don’t have a dedicated staff person, identify a point person for communications.

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† Channels of communication

Channels of communication are a vital part of a communications strategy. Some examples of communication channels are given in the graph, and we will briefly describe the commonly used communication channels below. Consider what channels of communication can better facilitate the receipt of your message by your target audiences.

1. Websites

A website is a collection of World Wide Web (www) pages (documents that are accessed through the Internet. An organization or a person tells you how to get to their website by giving you the address of their home page. For example: www.ccifmt.org

From the home page, you can get to all the other pages on their site. A web page is what you see on the screen when you type in a web address, click on a link, or put a query in a search
engine. A web page can contain any type of information, and can include text, colour, graphics, animation and sound.

When someone gives you their web address, it generally takes you to their website’s home page, which should introduce you to what that site offers in terms of information or other services. From the home page, you can click on links to reach other sections of the site.

A website can consist of one page, or of tens of thousands of pages, depending on what the site owner is trying to accomplish.

Tip 1: NGOs must clearly communicate their value proposition if they want to attract volunteers and online donations. Sadly, such communication is the sore point in the non-profit user experience.

Generally, people look at NGO websites for two main reasons:

- **To find information they need.** This could be anything from a student looking for internship placement, to researching information about volunteering and learning more about the organization itself. It could be other NGOs searching for project partnerships/collaborations and networking opportunities.

- **To complete a task.** Visitors may want to participate in an online discussion about a certain topic. Websites could also be used to choose a recipient for a donation, or purchasing a product if the NGO has an online store.

Tip 2: The main thing to remember in creating a website is that you’re not creating the website for you; you already know about the information or service you have to offer. You’re creating the site for your visitors, so it should contain the content they want, and be organized in a way that makes sense, even to an outsider. A website is a means of communication, and it is only successful when its message is received by the intended user.
Your website should be visually appealing and feature strong messaging, therefore:

- Clearly state your organization’s mission on the homepage.
- Create a current news section to highlight the latest news and developments.
- Feature compelling images and video to illustrate the impact of your organization.
- Highlight social media icons on the website. Displaying the icons is a great way to encourage visitors to follow you on Facebook, Twitter, YouTube and other sites.
- Your website can be built on one of these platforms: Website builder.com, Weebly.com, Wix.com and many others too numerous to mention here.
- Use Google Analytics to track your audiences and engagement.

Blogs

Blogs are an effective communications tool to promote your organization’s news and information. Blogs can help add new content to your website and social media and shape what your supporters read. It’s also a great way to create your own press and PR around your organization. An example of a blog: https://thecitizensarespeakingccif.wordpress.com

Tip 1: Use your editorial calendar to create a regular blog schedule. Here’s how to do it:

- Regularly write blogs on breaking news and organizational updates
- Feature success stories of your work.
- Highlight resources and empowering How-To tips that would be of interest to your supporters.
- Invite guest bloggers such as a local expert, donors or thought leaders to contribute to your blog.
- Interview your beneficiaries about how your organization has made an impact on their lives and community.
• Create a photo slideshow to showcase your mission and work.

Tip 2: Consider linking your blog to other social media.

For example, you can connect your WordPress.com site to various social networking services. Once connected to a service, you can share your posts with that service automatically. To connect your site to your social networks, go to “My Site” → “Sharing” in your dashboard. You’ll see various services in the in the Publicize section: Facebook, Twitter, Google+, LinkedIn, Tumblr, Eventbrite, etc. To connect to a service, click the Connect button and follow the prompts.

Facebook

This is the biggest social networking service, as of the fourth quarter of 2016, Facebook had 1.86 billion monthly active users. Facebook pages enable public figures, businesses and organisations to create a public presence on Facebook. While profiles are for real people, and groups are for communities who share common interests, pages are for official representative of public figures, businesses or organisations.

Tip 1: How to set up a Facebook page for your organization.

1. Create a page

a. Once you’re logged into Facebook, go to Pages to create your new page. You will be given a few options, including “Company, Organization or Institution” and “Cause or community”.

b. Select “Company, Organization or Institution” and choose “Non-profit” from the scroll down menu. Add a name to your page (Cross Culture International Foundation) and

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click to certify that you are the official representative of the organisation. Make sure you enter the name correctly as this cannot be changed once it’s created.

2. Customise the page

a. Facebook will ask you to add a Page description, a link to your website and a unique URL (web address) for your Facebook Page, i.e. facebook.com/your organisation.

b. It will then ask you to add a profile picture (the recommended size is 180 x 180 pixels), which should be your organisation’s logo.

c. You can define a specific audience, or you can skip through this step.

d. Once you have the basics set up, you should then add a cover photo (851 x 315 pixels) which should be a branded image that demonstrates what your organisation does. Engaging cover photos can be really effective in encouraging people to like your page. You’ll also need to add some information about your organisation to the Info section.

e. The basic skeleton of your Page is now live. Facebook will ask if you'd like to "Like" your Page. If you do so, all activity will appear in News Feeds of those you’re connected to personally to on Facebook. Without any content on the Page, we want to save that organic Timeline story for when you’re really ready for people to view the Page, so skip this for now.

3. Add engaging content

Before you start sharing your page, it’s advisable to get some great content on there. Ask questions, use images, videos and infographics to engage your audiences, and don’t forget to keep posts really short – most people will be visiting your page through their mobile phone.

4. Recruit supporters

A good place to start is by inviting your colleagues to like the Page and ask them to share it with their friends. You can also use your website, newsletter, blog and e-mail updates to promote your page and create a core base of supporters. If your updates are engaging, you will soon see that your supporters will do most of the recruiting for you.

5. Measure your success
Use Facebook insights to measure how well you're doing and what can improve on. Insights give you information on your audience, how they interact with your page and the performance of your posts.

Tip 2: Use Facebook adverts to reach your targets.⁷

More than 1.4 billion people use Facebook to connect with what matters to them, and more than 900 million visit every day. With Facebook Adverts, you can create targeted adverts to reach different audiences and meet your intended goals.

When you run a Facebook Advert, you choose the audiences that see it by location, age, interests and more. In other words, you choose the type of people you want to reach and your adverts will be delivered to them. This makes your adverts more relevant for the people who see them, and brings you real results. So you can target the youths easily using Facebook adverts.

So, reach all the right people: be specific about who you'd like to reach with your Facebook Adverts. Here's how you can create targeted adverts for the people who'll love your business:

**Location**

Reach your customers in the areas where they live or where they do business with you. Target adverts by country, county/region, postcode or even the area around your business.

**Demographics**

The customers your business serves are on Facebook. Choose the audiences that should see your adverts by age, gender, interests and even the languages they speak.

**Interests**

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When people are interested in your business, they’re more likely to take action on your advert. Choose from hundreds of categories such as music, films, sport, games, shopping and so much more to help you find just the right people.

**Behaviours**

You know your audience best, and you can find them based on the things they do – such as their interests, the type of phone they use or if they’re looking for a job etc.

**Connections**

Reach the people who like your Page or your app – and reach their friends, too. It's an easy way to find even more people who may be interested in your organisation.

**Tip 3: Develop a strategy for Facebook Adverts**

1. Create goals for your Facebook ads.
2. Choose an objective for your campaign.
3. Choose your target audience and ad spend. This step is crucial in setting your Facebook ad up for success!
4. Choose your budget.

After you’re done choosing your target audience, you can then choose how much you want to spend on your ad. Make sure your ad spend is efficient and effective. The ad budget you set is the maximum amount you want to spend. If you choose to have a daily budget, the amount you enter will be the maximum amount you’ll spend each day. If you do lifetime budget, the amount you enter is the maximum you’ll spend during the lifetime of your ad.
Facebook Adverts fit any budget,

- You're always in control, as you choose the budget and audience.
- Facebook optimises your adverts to reach people more likely to take action.
- You can edit your budget or stop them at any time.

6. Choose how you want your ad to look.

The actual creation of the ad is the fun part of advertising on Facebook. Choose your images, headline, body text, as well as placement of the actual ad. You can have up to 5 images, and the headline text can only be 25 characters.

7. Place your order.

Once you’re ready for your ad to be reviewed, click on the green button that says Place Order, located on the bottom right-hand corner. You’ll receive an email from Facebook once your ad has been reviewed and approved.

8. Create a Facebook ads report

Now that you have created your Facebook ads, it’s important that you report on the success (and failures) of your Facebook ads. Go to Ads Manager and click Reports in the navigation. You’ll automatically see data from the default report called General Metrics over the last 30 days for your active campaigns. Customize the metrics you see in your report and then click the blue Export button on the top-right column to download your report.

Tip 3: Update Facebook at least 2-3 times a week - once a day is ideal.

Tip 4: Build your network:

Follow the Facebook Pages of your partners, donors and recipients.

- Write posts that link to your Facebook friends and pages you follow, when applicable. This will increase your exposure on Facebook and your “likes.”

- Ask questions or include a call to action to increase engagement.

- Facebook Insights: Tracks your “likes” and posts that engage the most people and your connections.
Twitter is one of the best ways to get up-to-the-minute updates on your donors, partners and beneficiaries. Fellowships, grants and other opportunities are often posted on Twitter first.

Twitter is one of the largest social media communities, and with several billion messages posting each day it’s a great place for your non-profit to reach new supporters and donors. It is also known as a micro-blogging platform, which is different than its counterparts Facebook and Google+, both more full-featured social media networks. Twitter doesn’t have application plugins, games, or fan pages for big brands. Therefore, most of the service is dedicated purely to exchanging messages and having conversations with your friends (known as “Followers” on Twitter)

Tip 1: How to set up your organisation’s Twitter account

1. Go to https://twitter.com/signup and follow the instructions to create a twitter account.

2. Customize your profile. Click on your organization's username at the top right of the Twitter homepage. Upload an image. Here, you can put your logo or an image that will perfectly represent the cause of your organization. Customize the theme.

3. Choose your first few followers.

4. Start tweeting!

Tip 2: Write Twitter posts at least once a day (even 2-3 times a day). More Tweets = More Followers.

Tip 3: Know Twitter “language”

- Don’t forget to use @twitterhandle in your posts. (For example, Cross Culture International Foundation’s handle is @ccifmalta).

- Use @ to start a conversation with like-minded individuals and organizations on issues, events and other news.

- Use # (hashtag) to increase your tweets’ exposure. (ex. #socialmedia #africa #health #youth)
YouTube

YouTube is a remarkable platform for promoting your organisation, because it offers what other social media sites don’t offer. It’s not just video. It’s the focus on video, the constantly-engaged interface, and the enormous appeal of watching — not reading, not scrolling. Watching. Your activities can be recorded on video and uploaded on YouTube.

The popularity of video streaming services like YouTube means that it has become increasingly important for NGOs to engage audiences using creative audio-visual material. While small NGOs in general do not have the capacity to produce high-budget videos, this does not mean that the creativity of its marketing team should be stifled. The greatest strength of NGO videos is that they can appeal to emotions. It can be humorous, and entertaining and informative, but most importantly it must have the power to change minds, opinions and hearts in the space of a couple of minutes.

Tip 1: When creating a video for your organisation it is good to bear in mind this acronym - KISS. Keep it short and simple!

Short

Not many people like to watch a long video clip on YouTube. They prefer using it to view quick, sharp videos that doesn’t take up too much of their time. Mobile internet usage is also surging and people who browse the internet on their phones would not want to watch a mini movie on their portable device. If possible, keep it even shorter, maybe between one to two minutes long. For instance, this video by World Vision is only 1.20 seconds long, but those 1.20 seconds are all it needs to communicate the message ‘end poverty.’

Simple

The most important thing is to make sure that you only feature information that you want your audience to remember, don’t bore them with statistics. We are constantly bombarded with stats and figures about how many children under 5 suffer from extreme poverty, I believe the most important thing is to ensure only the information that you want audiences to remember

8 https://www.youtube.com/watch?v=rz5SMyGqwUg
should be featured in the video. A prime example is Make Poverty History’s famous ‘click’ video.

### Tell a story

It is important to create videos that tell a story rather than simply raising the media profile of the NGO. A good example is World Vision’s ‘First 1000 Days’ video which uses the story of Peter Pan to illustrate the difficulties that malnourished children face. It is memorable because it is a twist on the classic tale of ‘the boy who never grew up’ but which the character of Peter Pan is substituted with a child in a developing country. The great thing about YouTube and social media in general – is that your audience can do the marketing for you! Users can ‘share’ videos that capture their attention so it is important that you take time to craft a video that contains an engaging and emotional narrative that will inspire your supporters to not only take action but to pass on your message to their network of friends.

### 6.5. Documents every organization needs

**Press Release**

Create a press release before an event or a new project is unveiled to increase press coverage.

Pitch your story to print, broadcast and online media before your event. It is important to plan your media outreach:

- Make sure your pitch is newsworthy.
- Create a list of media outlets to reach out to.
- Based on the audience of the media outlet create a tailored pitch with your press release. Contact the appropriate reporter or producer with a pitch email about your story idea.
- Reach out to media contacts by phone and email if you are having trouble reaching them and remember to stay in touch with your media contacts for future stories.

It’s OK to be persistent.
Fact Sheets

The point of a fact sheet or action alert is to get the reader to do something. More information than you need to convince them is a waste of the reader's time and risks losing their attention.

1. Make it as easy as possible for them to take your action. If you want them to make a call, give them the number. If you want a legislator to vote yes on a bill, give him the bill number and title.

2. Keep the text brief - no one wants to read tons of information in small font. One page is best.

3. Make it readable: use at least 12 point font; leave lots of white space; use bullets when you can.

4. Keep the most important information in the first paragraph - what the issue is, what action is needed, and label the main message(s).

5. Make it very clear what you want them to do - Bold, text boxes, and graphics add emphasis.

6. Give references for more information - in electronic communications you can offer links. The fact sheet must be self-contained - do not refer to previous documents or assume that they remember the information.

7. Give them all the tools they need to take the action - do not say "call your legislator" instead give them the numbers; give legislators the bill number you want them to vote for.

Annual Reports

The Annual report highlights major achievements and activities for the year and distributed to stakeholders can really help to promote the NGO.
An Annual Report is a document drafted by NGOs to disseminate the results of all the activities designed and developed in the past twelve months. Many NGOs are not taking the time to produce Annual reports and yet it is a very important marketing tool. They are important for three main reasons:  

1. The reports gives the opportunity to share with your donors and the wider audience the achievements of your NGO.

2. The writing of the report enables the NGO members to critically engage with what has been done in order to set new goals and to develop new strategies for the future by drawing on past experience.

3. The report summarises what the NGO has been doing thus it becomes a way to archive your activities and to create a database, which could be accessed by old and new members of the NGO and contributing to the writing of the history of the NGO.

Apart from the archival character of this report, it is also important to consider that you can proactively engage with the writing of it as a way to further your fundraising activities. In fact, this report will give you the possibility to highlight major achievements of your NGO thus increasing its potential to secure more funding. In fact, once your report is done you can disseminate its contents through your website and public profiles to give visibility to your organisation.

Publish the report in the NGO website and all the other public profiles your NGO might have (including social network). Remember that all those who will visit your profiles will access this information to get to know your organisation. By reading about your achievements and strategies implemented by the organisation you will enable other members of the civil society to review your activities and, as such, you could attract new attention on your projects. Also, by disseminating your results you will make your organisation known and be sure that new organisations will contact you to draft new project proposals together in the future thus expanding your fundraising potentials.

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9 Based on Fundsforngos.org article: “How to develop an NGO Annual Report that can also help raise Funds.” Available online: https://www.fundsforngos.org/featured-articles/develop-ngo-annual-report-raise-funds.
In closing, don’t just use one platform for marketing your organisation, use as many platforms as you can to put your organisation out there in order to reach out to the youth!

6.6. Useful terminology

Here are some terms you must familiarise yourself with that will help in your organisational marketing

Analytics (social media) - the analysis of data gathered from social media sites.

Analytics Tools - tools either built-in to social media sites or accessed through third-party sites, which assist in the collection and analysis of data.


Blog Post - an entry in a blog, listed in reverse chronological order; it can contain text, images, links or other media.

Brand - the unique identity of an organization, business or product that differentiates it from competitors; it can include a combination of design, logo, colors and fonts.

Channel (YouTube) - the homepage for an account on YouTube which displays the account name, account type, uploaded public videos and other user information or information the user has chosen to highlight.

Chat - to communicate in real-time on a Web interface with at least one other person by typing messages to one another. It is also known as Instant Messaging (IM).

Circle (Google+) - a Google+ feature which allows users to organize people according to your relationship with them or by their specific interest in your organization.

Click - the ability to select a hyperlinked image or text to reach another website or document.
**Community (online)** - a network of people with a common interest who interact using social tools such as message boards, e-mails, chat rooms, or online forums.

**Community (Google+)** - a Google+ feature which allows users to create a group on a particular topic and invite others with a shared interest to join.

**Community Building** - the process of recruiting an online community built around a common interest and encouraging active engagement and conversation among community members.

**Communication Strategy** - a plan which outlines goals and methods for an organization’s outreach activities.

**Company Page (LinkedIn)** - a page created on LinkedIn by a business or organization which allows the entity to share information on their purpose, brand, products, services and job opportunities. Any LinkedIn user can follow a Company Page to learn more about the company and receive updates.

**Content** - the text, photos, videos, infographics or any other material placed online (e.g., website, blog, Facebook Page, etc.) for the audience to consume.

**Copyright** - the legal rights to a published work, whether it is published in print or electronically. By default, all the rights to use and reuse the work belong to the author for a set number of years, unless they have contractually given up their rights (usually to an employer), given permission for the work to be reused/licensed or released some or all of the rights to the public domain.

**Creative Commons** - a form of standardized licensing, which easily allows the full or partial release of copyright rights to the world. The work can either be fully released for anyone to use in any way they like, or it can restrict usage by requiring attribution, restricting any changes to the work or requiring users of the work to be non-commercial.

**Crowdfunding** - the practice of funding a project in small increments through large groups of people, usually online.

**Crowdsourcing** - to outsource a task, generally large in scope, to an online community. Contributors are usually volunteers.

**Digital Divide** - the term used to describe the discrepancy between those who have access to the Internet and advanced technology tools and those who do not. It can also refer to the discrepancy between those who have the skills to use these tools and those who do not.
**Engagement Rate** - a metric used to measure the number of interactions, such as likes, comments or shares a post receives on a particular social networking page.

**Facebook Group** - an online forum for a group of people with a common interest, dedicated to fostering dialogue on a common topic, issue or activity. Facebook groups have more flexibility in privacy settings than Pages.

**Facebook Page Insights** - offers page administrators a platform to examine a wide range of measurable data related to their Page’s content displayed through interactive graphs and visuals.

**Fair Use** - the limited use of copyrighted material, such as text, or a very small-scale reproduction of a photo, in order to inform the audience about something that has been written, photographed or produced.

**Fan (Facebook)** - a term used to reference Facebook users who follow Facebook Pages, which are profiles set up by public figures, organizations or business on Facebook.

**Favourite (Twitter)** - otherwise known as favouriting a Tweet, lets the original poster of a Tweet know that you liked their tweet by clicking on the small star icon next to the Tweet. Favouriting a Tweet also saves the Tweet in reverse chronological order under the Favourite tab on your page.

**Filters** - a tool that transforms and outputs data in a manner preferred to the user. For example, to sort names in a database in alphabetical order.

**Follower** - a person who subscribes to receive updates from a particular user on a social media site. The term is commonly referred to followers on Twitter, but it can refer to blogs and other social media sites.

**Friend** - a user, typically on Facebook, who is linked to another user’s profile Page and can their updates. For Facebook, you must submit and/or accept a Friend request to be included among a user’s Friends.

**Hangouts (Google+)** - Video chats on Google+ for up to 10 participants.

**Hangouts on Air** - public video chats on Google+ that can be broadcast to an unlimited audience and viewed through YouTube in real-time or saved for later viewing.
**Hashtag** - a word or unspaced phrase preceded by the hash symbol (#) used to add context to a message and allow users to track topics and keywords. It is used on social media sites such as Facebook, Twitter, Instagram, Google+ and Pinterest.

**Infographic** - a graphic representation of information to help present complex data quickly and clearly.

**InMaps** - a LinkedIn tool which allows users to visualize and understand their growing networks on LinkedIn.

**Instant Messaging (IM)** - a service that enables real-time rapid communication with another individual or group over the Internet. It is available for desktop and mobile applications.

**Key Influencer** - social media users with a substantial and loyal following.

**Key Performance Indicator (KPI)** - a performance measurement used to identify factors critical to the success of a particular activity or objective of a business or organization.

**Like** - to show agreement with content or a post shared on a social media site such as Facebook, LinkedIn or Pinterest. It can serve to move the item up in news feeds or search engines, garnering more attention.

**Malicious Link** - a link which causes a computer or device to inadvertently download a virus, spyware or adware. It is often presented in a way to hide the true purpose of the link.

**Mention** - to reference another person by preceding their username with an @ symbol.

**Microblog** - brief social media posts, most commonly associated with Twitter, where posts can be limited to as few as 140 characters. It can also refer to posts on other social networking sites such as Tumblr.

**Mobile Application (app)** - software designed to run on mobile devices such as smartphones and tablets or other handheld mobile devices to facilitate the use and access of websites and other tools.

**Mobile Operating System (Mobile OS)** - an operating system (OS) run on devices like mobile phones and tablets, iOS and Android being the most common.

**Mobile Phone** - a cellular phone which offers more basic features compared to a smartphone; it can connect to a wireless network through radio waves or satellite transmissions and provide short message service (SMS).
**Multimedia** - using more than one type of media to convey a message. This can include any combination of text, audio, video, graphics or animation.

**News Feed** - a live feed of updates and posts that appear in a central space on a social networking site. On Facebook, the feeds are filtered by an algorithm which brings topics more relevant to a user to the top of the feed. On Twitter, the feed appears in reverse chronological order.

**Page** - a dedicated space on a social networking site where content is displayed and managed by the owner, user or administrator of the Page.

**Phishing** - the act of sending an e-mail to a person and falsely posing as a legitimate company to scam the person into surrendering private information to be used for identify theft. The e-mail directs the person to a fake website setup to steal the user’s private information.

**Pin** - to post an image or video to a Pinboard on Pinterest from a website or from a computer’s hard drive.

**Plain Language** - text which is highly technical, or written with many acronyms or jargon can be incomprehensible to a wider audience. Writing in plain language avoids many of the technical terms and acronyms.

**Platform** - either an operating system or another electronic environment which allows programs or applications/apps to run. Generally a program running on one platform (for example the Mac) cannot run on a different platform (such as Microsoft Windows) unless a different version has been written for the other platform.

**Privacy Setting** - a setting which determines how much of your information is shared either with the public or with the site owners. Privacy settings should be reviewed frequently as they change, often without notice.

**Profile** - in social media a profile is a page, a box or a blurb about either an individual or an organization.

**Public Domain** - content which is free to be used by anybody, for any purpose. This could be because the creators chose to share it with the world for free, or it could be due to an expired copyright.

**Qualitative Analysis** - to analyse audience sentiment, with no attempt made at assigning numeric counts to the audience or demographic.
**Quantitative Analysis** - to analyse data that can be counted. Reach - an indicator of the overall number of individuals following and visiting a site, their geographic location and frequency of their visits.

**Reply** - to join a conversation on Twitter by @replying to another user and mentioning them in a Tweet. It can be done by clicking on the Reply button on a Tweet or composing a new Tweet.

**Retweet (RT)** - to share another user's Tweet on Twitter. Short Message Service (SMS) - a text messaging service on mobile phones.

**Showcase Page** (LinkedIn) - a page that features a particular initiative a business or organization would like to drive attention to. An administrator of a LinkedIn Company Page can create a Showcase Page.

**Smartphone** - a mobile phone built with a mobile operating system which offers advanced computing features such as mobile browsing, photography, GPS navigation and other features common with a desktop or handheld computer.

**Social Click-Through Rate** (CTR) - a metric to measure the number of times a user clicks on a link shared on one of a social media platform.

**Social Gaming** - playing a game online as a way of social interaction, instead of playing in solitude.

**Social media** - an online medium, such as blog, wiki and social networking site that allows people to socially interact with one another or share information.

**Social media Management Tool** - a tool to help page administrators manage, monitor and analyse social media activities from a central location. The tool can be Web based or downloaded to a desktop.

**Social media Policy** - a policy that provides guidelines on posting content on social media platforms and sets expectations for appropriate behaviour.

**Social media Strategy** - a comprehensive plan targeting a specific audience which guides an organization’s social media efforts.

**Social Networking Site** - online platforms where users can create profiles and share information with a network of friends and followers.
**Status Update** - a brief update posted on a social networking site to share relevant information or to express what a user is doing or feeling in real-time.

**Subscribe** - an action performed to receive and follow updates posted by a specific social media user or page.

**Tag** - a label attached to content, such as a blog post or photo on a social networking site, to indicate what the content is about, or in the case of a photo, to identify individuals in the photo. If the tag is used for a photo, the tag can link to the person’s personal page.

**Timeline** (Facebook) - a reverse chronological detail of a Facebook user’s life events and posts displayed in a visually pleasing way on the user’s profile Page.

**Trending** - a topic that is popular in real-time. A list of trending topics can be featured on a social networking site.

**Tweet** - an update or post on Twitter. Tweets are limited to 140 characters.

**Typography** - is the way that text is presented to viewers, including the font type, size, spacing, alignment, kerning, etc. Whatever text viewers see is a presentation of typography.

**Updates** - in the context of social media, refers to new content being pushed out to inform an audience about news, updates projects, successes or anything else deemed worthy of sharing with the audience. The updates can be tweeted, posted to Facebook, added to blogs, emailed or a combination of these actions.

**URL** - short for Universal Resource Link, a URL is a unique address on the Internet which points to specific content. URLs beginning in http or https will direct the user to a website, while other types of URLs may refer to email addresses or other resources.

**URL Shortener** - an application that shortens a URL, but directs it to the original, much longer, URL once the user clicks on it. The shorter address often has a string of random characters after the domain name. A URL shortener can also be used to track traffic originating in a specific ad or email campaign.

**Viewership** - the people who are exposed to a user’s content comprise the user’s viewership. Most organizations try to determine how many people their content is reaching, and who those people are.

**Visualization** - a graphic representation of data or concepts to increase understanding.
**Webinar** - short for Web-based seminar, a tool that allows presentations, lectures or workshops to be transmitted over the Web with interactive features for the presenter and the audience.

**Wiki** - a website that has the built-in functionality which allows users of the site to edit the content of the pages. Some wikis are set up to require membership to edit, or are locked to most people, while others are completely open to editing by anybody.

**YouTube Analytics** - an internal YouTube tool which allows channels to assess their performance and investigate trends across key metrics.
7. Project writing skills

7.1. Introduction

This chapter is focused on project writing tips for non-governmental organisations (NGOs) which might have limited or no experience with applying for funding. It provides useful information for organisations wishing to tap into various European Union (EU) funding opportunities, as well as other funding sources. Since the manual is designed to be useful for NGOs in various parts of the world, the information provided relates to funding opportunities which are specific to Europe and neighbouring countries (since EU funds are mostly targeted towards these areas), as well as other parts of the world.

To introduce the subject of project writing, it is important that there first is a basic understanding of how to access suitable funding opportunities. Therefore, this chapter begins with useful information on finding sources of funding which are suitable for the types of projects you are interested in, no matter where your NGO is based. The chapter describes elements relevant to EU funds as well as non-EU funding opportunities. Since there are many non-EU funding opportunities, each with their own eligibility criteria and rules for applying, it is not possible to provide an exhaustive list. Some are mentioned for ease of reference by way of example.

The chapter concludes with tips on project writing, including an overview of what type of questions to expect in an application form for funding, how to find descriptions of other projects for inspiration as well as tips for filling in a competitive project proposal. In an effort to render this chapter as user-friendly as possible, at the end of the chapter you will find a glossary explaining the terminology used.

7.2. Finding suitable funding opportunities

Funding opportunities available for NGOs in EU Member States and Non-EU Programme Countries

The European Commission is the EU institution responsible for the administration of the Union’s budget, and therefore of EU funding programmes. Since there are many EU funding
programmes, responsibility for the administration of some of them is delegated to agencies falling under the Commission. The European Commission has issued *A Beginner’s Guide to EU Funding* (https://ec.europa.eu/budget/funding/index_en) which is available for free for download online. This is a good starting point for organisations with no experience on EU funds or which would like to tap into new EU funding programmes other than the ones they are used to applying for, yet are not sure what may be available to them.

It is important that you familiarise yourself with the different EU funding programmes, the topics they cover, the funding strands they encompass and the application process. Learning how to use the European Commission’s website to your advantage by becoming familiar with how to search for information, especially funding opportunities is also very beneficial. Keep in mind that the current EU funding programmes cover a 7-year period.

We are currently in the 2014-2020 period. After that, funding programmes might change their name or structure, the funding strands (types of projects) that fall under them and how the budget is calculated (including what are considered as eligible and ineligible expenses). It is important to ensure that you are up to date with any changes from one funding period to another.

Some EU funding opportunities are published as annual calls for proposals. For instance, under the Erasmus+ Programme, several calls are published every year. Youth Exchanges are one such example; there are three deadlines spread throughout the year - in February, April and October. This makes it easy to plan ahead. Other calls are one-off calls which you can learn of by regularly checking the website of the entity which administers the funds and issues calls for proposals.

All EU funding programmes have a designated contact point, meaning that you can get in touch with a contact point to get information on specific funding programmes. For some EU funding programmes, there are national contact points in each Member State. If this is not the case, a centralised contact point will be available to answer potential applicants’ questions. Designated contact points (national or centralised) can be located by performing a quick Internet search. Please consult the diagrams below for further information. They illustrate an Internet search for contact points for a particular EU funding programme – the Europe for Citizens programme.
In your country, you might find entities established by the central or local government which assist in tapping into EU funds by helping with partner searches, providing assistance in filling in the application form required and helping with any difficulties which might arise.

In Malta, MEUSAC (the Malta-EU Steering and Action Committee) provides assistance to civil society organisations (including NGOs) and local councils (local governments) to access EU funds. Several Polish regions (such as the Region of Lublin and the Region of Lodz) have established offices in Brussels to assist Polish entities to apply for EU funds, find partners and assist Poland in making the most of EU funding opportunities available. Government services are generally offered free of charge and could be a useful stepping stone to learn more about funding opportunities and the application process.

Check whether your government has established similar entities. Such entities might provide a regular newsletter through which they advertise new EU funding opportunities and related
news. Registering for a newsletter will also help to keep you updated with calls for proposals which you can tap into and provide you with up to date information about related topics, such as new calls and selection results. You can also set up a meeting to discuss which types of projects you are interested in securing funds for, which will help you to set goals and identify the most relevant funding opportunities.

**Diagram 7.3. – List of national Europe for Citizens contact points on the European Commission website.**
Information and training sessions and other events are regularly organised in all EU Member States for several different EU funding programmes. Similar events are also organised in Brussels for centralised funding programmes (EU funding programmes which are administered by the European Commission or an agency of the Commission). These serve as an ideal forum where to ask any question you might have, and to make contact with other entities wishing to apply for EU funds, or which are planning to submit a project proposal and looking for partners. It is also a good idea to attend such events because members from your NGO could gain useful experience and knowledge about applying for funds.

- - - - - - - - -  

† Funding opportunities available for NGOs based in third countries

There are several EU funding programmes which allow the participation of third countries (countries which are not EU Member States). There are usually limitations to the extent of funding entities in third countries can receive and participation might be restricted to cases where certain conditions are met, such as proof that the entity in question brings added value to the project or that it is a partner and not a lead applicant. Below is a list of funding programmes in which entities based in third countries can participate:

**EuropeAid**

EuropeAid funds projects designed to bring about development in several areas throughout the world, including: ACP countries (African, Caribbean, Pacific countries), Asia, Central Asia, Latin America, Overseas Countries and Territories and the Gulf Countries.

**Erasmus+ (Youth Exchanges, Capacity-Building, EVS)**

The Erasmus+ Programme has several funding strands which allow entities established in third countries to participate in projects: youth exchanges, mobility of youth worker projects, European Voluntary Service (EVS) projects and Capacity-Building Projects (either in the field of youth or higher education).

**Mediterranean programmes**

The European Union seeks to have good relations with its Mediterranean partners, including through financing projects between northern and southern Mediterranean countries. There are several funding programmes which promote such projects, such as the MedCulture Programme, the ENI CBC MED Programme and the European Neighbourhood and
Partnership Instrument (ENPI). Each funding programme has its own list of countries eligible to participate. For further information check the programme guide of each funding programme.

**Horizon 2020**

Horizon 2020 is the EU funding programme for research and innovation. A list of third countries eligible for funding can be found in the Horizon 2020 Work Programme, which always covers a period of 2 years.

Aside from EU funding, other opportunities may be sought, such as overseas development assistance (ODA) provided by national authorities. ODA, also known by other names such as international aid or overseas aid, takes the form of funds and it is awarded to other countries based on the priorities identified in the donor country’s foreign affairs policy. You can research the foreign affairs policies of different countries to learn about which issues they prioritise and whether funding is made available for joint projects with African NGOs or other foreign NGOs. You can also check past projects that have been accepted for funding to find out about NGOs which carry out activities and projects in your area. You can reach out to them to discuss best practices or whether they are interested in collaborating on a project with you.

**Anna Lindh Foundation**

The Anna Lindh Foundation is an inter-governmental institution which was established to promote cooperation among people from across the Mediterranean. It is co-financed by the EU and by the 42 countries which are part of the Union for the Mediterranean. The Foundation brings together civil society organisations and citizens from across the Mediterranean. It encourages the implementation of projects that bring unity, prosperity and promote understanding throughout the Mediterranean.

To this end, the Anna Lindh Grants Programme is a funding programme run by the Foundation which supports innovative projects implemented by both civil society organisations as well as networks from the south and north of the Mediterranean. More information about these grants can be accessed from the Foundation’s website: www.annalindhfoundation.org/granted-projects. From the same link provided you can also access success stories of projects which have received funding from the Grants Programme and which have already been implemented.
Please keep in mind that as a general rule, funding opportunities such as the ones discussed above are subject to a co-financing rate, meaning that they will not finance the entire project costs but a defined percentage.

Generally, for EU funds, there is a co-financing rate, with a percentage of the total eligible project costs being covered by EU funds and the remaining percentage by the beneficiary or beneficiaries. When approaching any project funding, make sure that you understand the co-financing rate (if any) and that you are able to cover the remaining co-financing (either from your own resources or from other resources) amount before applying.

Keep searching for more funding options

Apart from the programmes described above, there are other non-EU funding opportunities available, however, since there are many of these, each with its own eligibility criteria and rules for applying, it is not possible to provide an exhaustive list.

The internet is a useful resource to find out about funding opportunities.

Learn to search for funding opportunities through a simple Internet search by using the key words of what you are looking for. For example, if you are interested in implementing a youth project focused on journalism make sure that in your internet search you include information about what you are looking for (funding), your organisation (e.g. NGO), where you are based (e.g. Latin America), target group (youths) and the topic (journalism).

Thus, inputting an Internet search for “funding Latin American NGO youth projects journalism” will turn up the most relevant search results for an NGO based in Latin America to implement a youth project focused on journalism. You should modify the search terms to fit your project idea e.g. arts and crafts instead of journalism, or Asian instead of Latin American, etc. Below is a screenshot of an Internet search for funding opportunities based on the details mentioned above:
Diagram 7.4. Internet search for funding opportunities for an NGO to implement a youth project on journalism.

Finally, it might be useful to look into local funding opportunities in your country to cover co-financing costs (this is relevant to organisations based in the EU Member States or non-EU Programme Countries such as Norway and Turkey). A chapter in this manual also relates to fund-raising ideas for non-governmental organisations, which might be useful to help with covering co-financing costs.
7.3. Tips and tricks for NGOs based anywhere in the world

Tip 1: Cooperate with your partners

The more you apply for funding, the wider your network of contacts will be. This will help you to build a pool of potential project partners whenever you think of a new project idea. It is also useful to have a wide network of contacts because they could contact you if they have a project idea of their own and would like you to join in as a partner. This is an excellent way of being informed about funding opportunities. Keep in mind that you do not necessarily have to be a lead applicant to benefit from funding. Being a partner in a project also means that you will have to deal with far less administrative work while still benefitting from project results and funding. This is an excellent way for organisations which have not benefitted from funding before, or which have limited funding experience, to start being involved in funded projects, cooperating with other partners and managing funding opportunities.

Tip 2: Connect with organizations which have successfully applied for funding

The EU believes firmly in transparency and freedom of access to information. Selection results for EU funding opportunities are posted online - on the website of the agency which administers the funds (in the case of centralised funds). For decentralised funds, the results are published on the website of the local entity which administers the funds (in a particular EU member state). You might be interested in looking through selection results and seeing which organisations were awarded funding and then looking them up to find their respective contact details. This can help you to make contact with organisations which have successfully applied for funding and to create a network of potential project partners. Having partners which already have funding experience will not only help the evaluation of your project proposal, but also in implementing the project if it is selected for funding since you would have experienced people helping you implement your project. Non-EU funding opportunities generally also operate through a similar system, with selection results being posted online.

Tip 3: Project starts from an idea – research and understand yours

Project writing and project planning are linked together since before writing down a project structure on paper, you need to plan all aspects of the project. First, it is very important that you read all the documentation relating to the call so that you are clear about what type of projects are being sought for funding. Discuss with the other members of your organisation so
that they can also suggest ideas. When writing the project, be clear and concise. Having a clear idea of what you want to achieve will make project writing easier.

Tip 4: Set targets and objectives

When writing a project, it is important to start by setting objectives for your project. From the objectives you can determine the expected results you intend to achieve by the end of the project. From these two aspects of the project, you can have a clear indication of the activities you can implement. The activities provide a clear link between the project objectives and the expected results. This enables the project to be focused and targeted. There should be no unnecessary activities, as all activities should stem from the project objectives and be designed to achieve the expected results. The following template showcases an example of a project to train youth workers to be better equipped to meet the needs of young persons:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Expected results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having youth workers who are better trained to work with youths and understand their difficulties</td>
<td>Improved youth worker services; youths will have access to youth workers who are better qualified to address their needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
<th>Expected results</th>
</tr>
</thead>
</table>
| Having youth workers who are better trained to work with youths and understand their difficulties | Informal course for youth workers  
Training manual on working with young persons  
Observation period abroad with other, more established NGOs | Improved youth worker services; youths will have access to youth workers who are better qualified to address their needs |
Project objectives, proposed activities and expected results are the backbone of the project. Ensure that you focus on filling the sections in the application form explaining in as detailed and understandable a manner as possible.

There is a difference between project outputs and results. Outputs are the activities and materials organised or created through the project such as conferences, manuals, informative campaigns, etc. Project results are the collective impact of the outputs, such as the number of persons who have gained more awareness on certain topics through a particular project, or the number of individuals who will be using a manual developed through a project, etc. Using the above template can be useful to draw up a plan of activities which is focused and clearly linked to the project objectives.

**Tip 5: Define team roles and responsibilities**

Ensure a good distribution of responsibilities within your organisation during project implementation – for example having someone in charge of project dissemination, someone in charge of event management, etc. This ensures that once you arrive at the project implementation stage, everyone has a role to play that is in line with their skills and expertise. This will also avoid any confusion or duplication of effort.

**Tip 6: Develop a more detailed plan / structure of your project**

Before starting to fill in an application form to receive funding, it is important that you have a clear idea of the structure of the proposed project. As already mentioned earlier, you do not necessarily need to be the lead applicant to benefit from funds. Project writing skills can be acquired even by being a partner (not lead partner) in a proposed project. Collaborating in a funded project will be useful when eventually applying as a lead applicant since you would have acquired experience in collaborating in a project, managing a project budget, working with other NGOs and gaining hands-on experience in the fields relevant to the project such as, for example, young persons.

There are several general principles which can guide you when it comes to project planning. For instance:
<table>
<thead>
<tr>
<th>☑  Project structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there enough time to implement all phases of the project?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☑  Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that all partners are contributing something and getting something in return from the project. Also, ensure each partner has the expertise and capacity to implement its role in the project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☑  Cost-effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not focus on whether the budget seems too high or too low. Simply ask yourself whether the budget is realistic and whether it reflects the scale and impact of the project you are proposing. A realistic budget should not be so high as to make your project uncompetitive.</td>
</tr>
</tbody>
</table>

To avoid this, make sure that the costs you include in the budget are based on market research, which reflects the actual price of goods and/or services. In the case of staff costs, if the person is already employed by the organisation, the hourly rate cannot exceed the hourly rate they are already being paid. If the staff is to be recruited specifically for the project, the hourly rate needs to be based on the salary a person employed in similar role receives.

In addition, ensure that the costs included in the project budget reflect the activities you have described in the application form and that there are no extra or missing costs. Basing your budget calculation on market research will also prevent the project budget from being so low that you will not be able to implement all activities which you have planned to be able to achieve the project results. Keep in mind that the grant will never be extended to exceed the grant you request in the application form.
Cohesive proposal

Important information about all aspects of the project is included in the call for proposals you will respond to: eligible costs, required number of partners, supported activities, etc. Go through these and understand them before planning out your project idea, to ensure that you are in line with what is expected out of submitted projects.

Timeframes

Go through the timeline you have in your mind for the project (when each activity will be implemented during the project lifetime). Does this schedule conflict with other projects you will be implementing? Will any other events be likely to disrupt your project timeline e.g. national holidays or important milestones for your target groups, such as exams?

Innovation and creativity

Projects should never copy other projects that have already been implemented under the same funding strand or on the same theme. Funding programmes might have their own projects database which you can search by theme to have an overview of projects implemented, including their objectives, activities and expected results.

Projects receive points for being something that has not been done before or for resulting in the development of something new (innovation), as well as for achieving results in a manner which is not usually done (creativity). A creative approach to fostering social inclusion for example, would be to use art as a means for people from different backgrounds to interact and understand each other’s culture. This is creative because it is an approach which is not usually applied in social inclusion projects.
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Tip 7: Learn from past projects

It is usually possible to access a short description of projects which have already been implemented. This might not be the case for all funding opportunities. However, it is certainly the case for certain funding programmes. A notable example is the EU funding programme Erasmus+, since a description of projects selected for funding can be accessed through the Erasmus+ Dissemination Platform. Browsing through descriptions of successful projects should help to give you an idea of the types of projects which are selected for funding as well as with project planning and writing. This is helpful if you are unsure where to start from when it comes to project writing.

7.4. Writing a project proposal

Structure of project applications

In order to access any type of funding opportunity you will need to fill in an application, presenting the project details so that the evaluators may assess your project idea and whether it deserves to receive funding.

Generally, calls for proposals have two sets of criteria for evaluators to adhere to when assessing projects:

a. Eligibility criteria

b. Award criteria

Eligibility criteria are the requirements all submitted projects need to fulfil to continue to be evaluated. These include whether the project duration fits in within the minimum and/or maximum allowed and whether the minimum and/or maximum number of partners are respected.
**Award criteria** relate to the quality of the proposed project, such as:

a. **Relevance**: how relevant the project is in terms of the objectives listed in the call for proposals

b. **Cost-effectiveness**: how cost-effective the project budget is in relation to the impact the project will have

c. **Quality (if relevant)**: how good the partnership is and to what extent each partner has the expertise and capacity to implement the project. Additionally, how innovative or creative the project activities are and the likelihood that the project would achieve the intended objectives

d. For EU funded projects, **evaluators** also assess whether the project has **EU added value**. This means that they would evaluate to what extent the project results and findings would be relevant and replicable throughout Europe, even where the projects are implemented at a national level.

**Application forms** generally contain the following sections:

a. **Project description**: description of the project, the partners and the role they will have in the project;

b. **Project objectives and call objectives**: how the proposed project’s objectives contribute to the objectives of the call for proposals;

c. **Description of the activities** that will be implemented throughout the project, including who will participate in them;

d. **Timeline** of the different phases of the project and when project activities will be implemented;

e. **Project outputs**: the things that will be created or organised as a result of project implementation such as manuals, conferences, reports, etc.;

f. **Expected results**: description of the results which are expected as a result of the implementation of the project. These vary from one project to another depending on the objectives. For instance, in a project involving training, an expected result would be the number of people who would receive training; in a project with an awareness-
raising objective, an expected result is the number of people who would be reached through the awareness-raising campaign. As much as possible it is important to quantify the expected results in the application form such as the number of persons who would be reached through the project activities, as well as the number of copies of any publications, etc.;

g. **Information about the persons who will benefit from the impact of the project:** basically, a description of the target groups of the project and how the project would leave a positive impact on them;

h. **Risks associated with project implementation and mitigation measures.** All projects have certain risks attached to them such as a lack of cooperation from partners, unforeseen delays, etc. Generally, you will be asked to specify any potential risks to project implementation and how you intend to mitigate them;

i. **Dissemination plan:** you will be asked to describe how you intend to promote the project and its results;

j. **Evaluation plan:** evaluating the project as it is being implemented and after it has been finalised allow you to identify any aspects of the project which were not implemented as intended;

k. **Description of the budget:** usually broken down into components such as dissemination, subcontracting, staff costs, travel, etc. For detailed instructions on how to fill in the budget, refer to the call documents published with the specific call for proposals. If you have any further queries you should contact the entity which manages the funds or consult any frequently asked questions (FAQs) published on the entity's website.'

l. **Project summary:** sometimes, at the end of the application form, you may be requested to provide a short overview of your project idea. This might be published as a project description on a database of selected projects should your project be selected for funding.
Project writing tips

The following project writing tips summarise how you should go about filling in an application form:

Tip 1: Be clear and explain what you mean

Do not assume that whoever will read your project proposal has the same knowledge and background you have about the theme of the project. Keep in mind that the aim of writing a project proposal is to write down and present your project idea so that evaluators can have enough information to understand your project idea and assess it. Explain clearly when answering questions in the application form.

Tip 2: Be realistic

Write a project you can actually implement if it is selected for funding. Writing the perfect project is useless unless you can actually put in practice what you have written. Write a project that fits in with your organisation’s capabilities and capacity. If you have limited human resources, do not plan a project which will require a lot of man power to implement. In addition, be realistic with the project budget you claim for your project. Cost-effectiveness is something which will make your project more likely to be selected for funding. When a project is cost-effective, its budget reflects its scale and impact. Also, keep in mind that the higher the project budget, the higher the co-financing rate which you would need since, as has already been stated, EU funds would not normally cover the costs of the entire project.

Tip 3: Be concise

Being concise means providing information without taking too long to get to the point you are trying to make. It might seem contradictory to suggest providing enough detail and also being concise. However, a balance needs to be struck between these two factors when writing an application form. Provide enough detail to answer the questions in the application form. Yet also keep in mind that evaluators do not only have your application to assess.
Tip 4: Coherence is important

Sometimes, project details can change while you are writing a project proposal. For example, a partner may drop out and would need to be replaced, or partners that might be added, time frames change, new expenses need to be included in the budget, etc. Make sure that the project details remain constant throughout the project proposal: number of partners; their contribution to the project; the aims and objectives of the project; expected results; activities; dates, times and venues; project budget details and any other component of the project.

Tip 5: Read the call documents

Call documents are published to guide applicants. Be clear about what type of projects are being sought after for funding and provide information about how to fill in the application form and any related annexes. Reading the call documents properly is helpful when you are filling in the application form and any required annexes if it is unclear from the application form what information is required from you or how you should fill in certain sections. Call documents also contain important information about eligibility – eligible costs, eligible activities, eligible partners, minimum/maximum project duration allowed and any other eligibility criteria for core project details. Call documents also instruct you whether there are any specific templates you would need to use for the annexes or whether you are free to compile your own. The official application form may be downloaded from the same website from which you download the call documents.

Tip 6: Demonstrate that you have read and understood the call documents

Once you have read and understood the call documents, it is important that in your proposal you demonstrate that you have understood them. If the call documents suggest reading materials or information sources, quote them in the application form to support your arguments. Include details in the project proposal which show you have read the call documents. By way of example: “As indicated in the Guide for Applicants, we shall be focusing not only on gathering qualitative but also quantitative feedback from participants”.

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Tip 7: Answer all questions in full

In application forms, questions are often divided in multiple parts, to guide you better in writing your response. Make sure that when you are replying, you answer all parts of the question, since incomplete answers reduce the scoring of your project. Diagram 2.1 below is a screenshot from a submitted project application for a Youth Exchange project under the Erasmus+ Funding Programme. As you can see, the question for the section has more than one part which needs to be answered.

Diagram 7.5. Screenshot from a submitted project application under the Erasmus+ Funding Programme.

<table>
<thead>
<tr>
<th>D. Description of the Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do you want to carry out this project? What are its objectives? What are the issues and needs are you seeking to address through this project?</td>
</tr>
<tr>
<td>This project shall consist of a youth exchange where 60 youths will visit the town of Todtnau in Germany to meet and spend nine days with German youths between the 3rd and 10th July 2014.</td>
</tr>
<tr>
<td>We want to carry out this project because we believe that there is nothing more prestigious that meeting other young people who share your same interest but come from completely different backgrounds and share with them your ideas on several topics. We want to do this youth exchange because we believe that culture is a very important and powerful tool by which we can eradicate barriers between youths because they have different cultural backgrounds or methods.</td>
</tr>
<tr>
<td>We want to carry out this youth exchange because we believe that there is nothing more effective in terms of learning when you meet different people, when you challenge yourself to open up and share your thoughts with others, when you learn that when forming part of a group there are times when you have to concede something and other times when you have to stop and listen to others.</td>
</tr>
<tr>
<td>We want to carry out this project because we want to serve as an example to other youths that even a young group of people who belong to a musical society and who are sometimes stigmatized, have the ability to look beyond the borders of their village and participate actively in such type of experiences.</td>
</tr>
<tr>
<td>We want to carry out this project because we believe that much is being said about youth unemployment, inclusion and the active participation of youth but we do not really have many opportunities to discuss these situations and trends with other young people like us.</td>
</tr>
<tr>
<td>We want to carry out this project because we believe that such experience would empower us to be in charge of our own learning.</td>
</tr>
<tr>
<td>Clearly the strong desire to carry out this project makes the objectives of the exchange very clear:</td>
</tr>
<tr>
<td>(1) To learn about other people’s cultures and background and learn how to get to know other people irrelevant of their background</td>
</tr>
<tr>
<td>(2) To provide the opportunity to a number of youths within our organisation the opportunity to experience a unique experience</td>
</tr>
<tr>
<td>(3) To help young people discuss topics that concern them and be in a position to express their views without prejudice</td>
</tr>
<tr>
<td>As explained above we would like to use culture as powerful tool to bring youths coming from different backgrounds to share their experiences, talents and perceptions on a range of subjects that are of concern to them. The need to hold this youth exchange arises out of the desire to learn about different cultures, to share our passion for music with others, to discuss important topics which are of concern to us and to learn new skills through an informal way such as organisational and communication skills and to appreciate more the values related to working in a team. In order to support this project we thought of using several informal methods such as workshops, culinary nights, visits, discussions and games in order to achieve the objectives identified.</td>
</tr>
</tbody>
</table>

It might be useful to insert headings in your answer. Taking the above question as an example, you could use the following headings in answering:

- Project rationale (reasons for wanting to implement the project)
• Project objectives

• Needs to be addressed through the project

This would ensure that you do not skip any questions when drafting your reply and that evaluators have all the information they would need to evaluate your project proposal. Once you are done writing it, go through your proposal again from beginning to end. You might wish to do this the day after or several days after you have finished writing your proposal so that you can look at it with a fresh mind. Approaching the proposal with a clear head will better enable you to notice any conflicting or unclear information. The proposal will be several pages long by the time you are done filling it in. Make sure that from beginning to end, your proposal is coherent. For instance, if the project is to have 5 activities make sure the same number of activities are listed throughout or, if during the drafting stage, there has been a change in partners, make sure this is reflected throughout all the application form.

Tip 8: Ask an impartial person to read the proposal before you submit it

The more involved you are with the project, the less you will notice any inconsistencies in the project proposal because you will be biased because of your knowledge of what the project is about and how you intend to achieve your results. Having someone not having any knowledge of the project to read the project proposal and then explain what they understand the project to be about should enable you to anticipate how evaluators would read and understand the project. When you enlist the help of someone to read your proposal after you have finished writing it, consider the following questions:

• Are all project details clear?

• Has the person who read the proposal understood what you wanted to convey?

• Can the person who read the proposal tell you what the project objectives are and how you will achieve them?

If the answer to any of the above is “No”, then discuss with the person who read your proposal what you wanted to explain and ask them how you could make it clearer. Additionally, discuss together how the person felt while reading the proposal. For example, was it easy to read through or was it too technical?
Tip 9: Spell check your work

Application forms generally allow you to carry out a spell check while you are working on a document, whether they are in PDF, Excel or Word format. Make sure that once you have finished writing your proposal, you carry out a rigorous spell check of the application form and any annexes you intend to submit. Spelling mistakes and grammatical errors in your proposal makes it appear to be unprofessional. Spell check any annexes to be attached to the application form too.

Before submitting the application, create a checklist of the application form and any annexes or other attachments that are need to be attached to the application form. Go through the checklist and make sure everything is filled in correctly and ready to be submitted. Keep in mind that incomplete application forms are rejected. If not rejected upon submission, you may be contacted to provide missing documents by a specified deadline. Missing that deadline would mean your proposal would not be passed on to evaluators for assessment, since it will be marked as ineligible since incomplete. Certain application forms do not allow you to submit missing documents once the application has been lodged, however, since this might not always be the case, ensure that you have a checklist of the documents you need to submit with the application and go through it well before submitting.

Tip 10: Agreement with partners

Always keep partners informed about any project changes, especially changes to the core project details. Such changes should be discussed with all partners and agreed to by all involved before the proposal is submitted. Once the project design has been finalised, consider drafting a management agreement to be concluded between all partners. Such an agreement may ensure that all partners are clear about their respective role in the project, how much money from the grant they would be receiving, which activities they would be expected to implement and by when. This should avoid any confusion or problems once the project is being implemented. Ensure that all partners have read and understood the terms of such a management agreement and that a person from each partner organisation, duly authorised to sign on behalf of the organisation, has actually signed it.

It is important that you submit the finalised application form, with all necessary annexes and attachments by the deadline (date and time) specified in the call for proposals.
Tip 11: Respect deadlines

Ensure that you submit the application form within the specified deadline. The deadline will include both the date and the time by which the application would need to be submitted. Some online project submission systems automatically close at the indicated date and time of the deadline which would prevent you from submitting the application after the deadline. If this is not the case, your project will still be rejected and not evaluated. Avoid submitting at the last minute since technical difficulties might arise. If you are required to submit the application manually, meaning that you need to submit a hard copy or copies of the application form, you need to take into consideration other inconveniences that might arise such as traffic or closed roads. It is advisable that you submit a few days prior to the deadline to make sure the application is submitted on time.

7.5. Conclusion and contacts

Following the tips provided in this chapter should help you to write a project proposal that is competitive for funding. If you have any queries about the information contained in this chapter, please feel free to contact the Malta-EU Steering and Action Committee (MEUSAC) based in Malta on +356 2200 3300 or funding.meusac@gov.mt. You may also like our Facebook page (www.facebook.com/meusacmalta).

MEUSAC is a public entity established by the Government of Malta to assist civil society organisations and local government entities to apply for EU funds as well as to facilitate the public consultation process between Government and local stakeholders in relation to EU policy and legislation.
7.6. Useful terminology

**Annexes** - Annexes are documents which need to be attached to the main application form. Generally annexes to an application for funding concern the project budget or are documents which need to be signed by all project partners to demonstrate that all entities involved agree to the submitted project.

**Applicant** - The applicant is the entity or individual applying for funds. Applicants can either apply on their own e.g. one NGO applying to implement a project without partners, or else apply in the name of another partner or a group of partners. For this reason, often the applicant is referred to as the *lead applicant*. The applicant takes responsibility for implementing the project as described in the application form and for collecting material which might be needed during an audit such as plane tickets, receipts, staff time sheets, etc.

**Application form** - To apply for funds you need to fill in an application form through which you will present your project proposal to be evaluated to assess whether it is (a) eligible for funding and (b) of suitable quality to be funded. In the application form you need to fill in details about the activities you want to implement, the budget you are requesting, the duration of the project and other details necessary for your project ideas to be evaluated.

**Call documents** - When a call for proposals (see below for definition) is published, in general call documents are also published with it and available on the same site. Call documents explain what expenses are to be considered eligible to be included in the budget, whether there is a maximum or a minimum duration which proposed project proposals need to respect, any minimum or maximum number of partners allowed (or whether the project can be implemented by one entity only), etc. Call documents also explain how projects will be selected by listing the criteria for eligibility and selection and how many marks each category carries. Most importantly, call documents contain vital information on the type of projects that are sought for funding and what is expected from applicants.

**Call for proposals** - In order to apply for funds, there needs to be an open call for proposals. The call specifies when the deadline for submitting applications is and the types of projects that are eligible for submission. On the page of the call for proposals you will find the call documents or at least a link through which you can access them.

**Centralised funds** - This is a term frequently used in relation to EU funds. Certain EU funding programmes are managed at an EU rather than a national level. A central authority (generally an agency falling under the European Commission) issues the calls for proposals, appoints the board of evaluators which will select projects for funding, sets the criteria for project
selection and disburses funds to successful applicants. Entities wishing to apply for funds submit an application form which is then assessed along with application forms from across Europe.

**Competitive (for funding)** - When you submit a project, you will not receive funds automatically. Projects need to be evaluated and given a score. Thus, whenever you submit an application for funding, your project will be competing with all other projects submitted. The higher the score, the more likely it is that you will be awarded the funds. Therefore, the level of quality of your proposal determines the competitiveness for funding of your project.

**Decentralised funds** - This is a term also frequently used in relation to EU funds. While some funding programmes are managed at an EU level (see ‘centralised funds’), other programmes are managed on a national or regional level. Thus there will be authorities established in each EU member state which manage the funds. Entities wishing to apply for funding must submit their application form to the authority established in their country, and the application form will be assessed along with other application forms by entities established in the same country.

**Dissemination** - Dissemination refers to the promotion or publicity organised for a particular project such as newspaper articles about the project and/or its results, project activities, the role of each partner in the project, etc. Dissemination is an integral part of any EU funded project, and might also be an important aspect of projects funded from other sources. Dissemination can be done through several different channels such as newspaper articles (as mentioned above) as well as through the social media (e.g. Facebook), publications (such as manuals, leaflets, brochures) and Internet advertising.

**Evaluator** - In order for project proposals to be selected, there must be persons appointed to read through and evaluate each proposal. These persons are called evaluators and are appointed by the authority which manages the funds relevant to the particular call for proposals which you will respond to.

**Funding period** - This is a term frequently used in relation to EU funds. EU funds are currently programmed for a period of 7 years. We are at present in the funding period 2014-2020. All EU funding programmes have set priorities and funding strands (see below for definition) which will remain valid until 2020. Once this funding period will end, a new funding period will commence. EU funding programmes might change name, the type of funding strands which fall under them, the eligible costs they will finance, etc.
**Funding strands** - This is another term frequently used in relation to EU funds. A funding programme might be categorised in different funding strands which determine the types of projects that can be financed, the entities that are eligible to apply for funds, the eligible costs, etc. For instance, under the Erasmus+ funding programme there are several different funding strands. Some are suitable for NGOs, others enable schools or businesses to participate, some allow for the organisation of youth exchanges whereas others are open to school staff. For information about funding strands of a particular programme, always consult its Programme Guide (see below for definition).

**Overseas Countries and Territories (OCTs)** - The OCTs are several countries and territories which have special links with an EU member state. Member states which have links with OCTs include Denmark, France, the Netherlands and the United Kingdom.

**Partner Countries, Programme Countries and Non-EU Programme Countries** - These are terms frequently used in relation to EU funds. Each EU funding programme is applicable to entities established in EU member states. Member states are automatically considered as programme countries. Entities established in programme countries can fully take part in all funding strands of a funding programme. There are also certain European countries which are not EU member states but are still considered programme countries (referred to as Non-EU Programme Countries) such as Norway. Other countries outside Europe which can participate within individual EU funding programmes subject to certain conditions being met are known as Partner Countries.

**Programme Guide** - This term is also frequently used in relation to EU funds. Each EU funding programme has its own set of guidelines. Several EU funding programmes have a programme guide which provides information about the funding programme’s objectives, the funding strands (types of projects) which are supported and general information about the funding programme such as dissemination requirements, what happens after project selection and how much money (if at all) is awarded to beneficiaries before the start of the project to provide a life line with which the project can start to be implemented.

**Project proposal** - A project proposal is a comprehensive description of the project to submit and which the applicant eventually submits for evaluation to receive funds. In order to be assessed, the project proposal needs to be inputted in the official application form and any relevant annexes and submitted within the deadline specified in the call for proposals.

**Reserve list** - Selection results (see below for definition) are published once all application forms submitted have been screened for their eligibility and then assessed. Those application
forms which receive a high enough scoring to be eligible for funding but for which there is not enough money are placed on the so-called reserve list. Should funds be made available, such as a result of one of the selected projects dropping out, the projects on the reserve list will become eligible for funding, based on the scoring they received and if there are enough funds to cover their budget.

**Selection results** - Once all submitted projects have been screened for eligibility and assessed, the projects which have been selected for funding are published as selection results.

**Third Country** - This is a term frequently used in relation to the EU. Countries which are not EU member states are known as “Third Countries”. For the purposes of EU funds, countries which are not Programme Countries or Non-EU Programme Countries are known as Third Countries.
8. Social media and youth work

8.1. Introduction

Basically, social media can be defined as the computer-mediated technologies that allow individuals, companies, NGOs, governments, and other organizations to view, create and share information, ideas, and other forms of expression via virtual communities and networks.

The era of social media starts in 1998 when Bruce and Susan Abelson founded “Open Diary,” an early social networking site that brought together online diary writers into one community. After that, internet users changed from passive viewers of given and pre-uploaded content to dynamic surfing of the internet space through interaction and collaboration. We have now reached the point where the World Wide Web users have incorporated social media into their lives, daily routines and even their personality and personal images.

According to Kaplan and Haenlein “social media is a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content (UGC)”\(^{10}\). Web 2.0 describes a new way in which the World Wide Web includes content and applications that are no longer created and published by individuals. Instead, passing from the Web 1.0 to the Web 2.0 resulted in a more participatory use of the internet. UGC is the sum of all ways and media forms in which people make use of Social media. These are publicly available and created by end-users.

The variety of stand-alone and built-in social media services currently available makes it hard to define social media explicitly. However, there are some common features that characterize all the different forms:

- Social media are interactive Web 2.0 Internet-based applications;

• The essence of the social media is the user-generated content such as text posts or comments, digital photos or videos, as well as data generated through all online interactions;

• Users create service-specific profiles for the website or app, that are designed and maintained by the social media organization; and

• Social media facilitate the development of online social networks by connecting a user’s profile to those of other individuals and/or groups.

Due to this variety of social media forms, Kaplan and Haenlein have tried to classify them according to two key elements. The first one is related to the ways of contact, such as acoustic, visual, and physical (social presence) and the amount of information transmitted to decrease ambiguity and uncertainty (media richness). The second one is about creating specific impressions to others (self-presentation) and sharing personal information consciously or unconsciously (self-disclosure).

Table 8.1. Classification of social media by social presence/ media richness and self-presentation/ self-disclosure.11

<table>
<thead>
<tr>
<th>Social presence/Media richness</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Blogs</td>
<td>Social networking sites (e.g., Facebook)</td>
<td>Virtual social worlds (e.g., Second Life)</td>
</tr>
<tr>
<td>Low</td>
<td>Collaborative projects (e.g., Wikipedia)</td>
<td>Content communities (e.g., YouTube)</td>
<td>Virtual game worlds (e.g., World of Warcraft)</td>
</tr>
</tbody>
</table>

11 Source: Kaplan, Andreas M., and Michael Haenlein. "Users of the world, unite! The challenges and opportunities of social media."
Another way to classify different types of the social media is according to the type of services provided. For example, see the diagram below:

*Figure 8.1. Social Media Map.*

Remarkable is the speed of spreading and attracting new users. Although it took the telephone 80 years to reach 100 million users worldwide, contemporary social media applications reached the same amount in less than a year (see Figure 8.2.). Millions and millions of users have linked their daily routine, as well as professional and personal realities to social media, especially the social networking sites. The most popular is Facebook. According to Facebook
statistics, every second 5 new profiles are created – so, statistically, Facebook is too big to ignore! In the United States alone, more than half of the total population is a Facebook user, considering the current population to be around 325 million in 2016 (see Figure 8.3.).

*Figure 8.2. How much time it took to reach 100 million users worldwide.*
It might seem that social media are vastly used by individual users alone. However, they are also useful tools for businesses and companies that are looking to expand their activities and attract more clients. In this sense, they appear extremely resourceful to NGOs and other structures and cooperatives that address issues of social and civic interest, and that want to reach a wider public audience. The creation of an organizational social media profile or linking
an individual’s account to the organization’s page allows easy and direct engagement with the public. It can offer opportunities to communicate with people and stay in touch with them near and far.

Nevertheless, it can also be fraught with potential risks and difficulties. Being visible to so many people means that you should ensure that you are aware of exactly which information can be viewed. More practical challenges are related to the great amount of different types of social media. Sometimes, it is hard to choose the best type to achieve the goals of your organization. A huge load of information and the speed of new developments could make it difficult to manage your own social media accounts and even follow others.

Considering how quickly social media became an important part of our personal, professional and social lives worldwide, it is now a matter of “how” we use them and not “if” we use them. Nowadays, apart from the personal entertainment use, social media serve companies, artists, politicians and news channels that were initially threatened by their existence. Hence, “social media” has become an essential tool for youth workers, too.

8.2. Understanding youth work – the situation as of 2016

- **Youth work** can be understood as the community support activities that help young people (older children and adolescents) to reach their potential in their personal and social development.

- **Youth worker** is a person that works with the young people to engage them in informal education.

According to the Resolution of the Council of the EU on youth work from 2010 “youth work takes place in the extracurricular area, as well as through specific leisure time activities, and is based on non-formal and informal learning processes and on voluntary participation. These activities and processes are self-managed, co-managed or managed under educational or
pedagogical guidance by either professional or voluntary youth workers and youth leaders and can develop and be subject to changes caused by different dynamics. “12

Depending upon the culture and the community, there are different services and relevant institutions. There are several approaches to youth work, such as community youth work, youth empowerment, centre-based youth work, faith-based youth work, detached youth work, outreach youth work, school-based work and youth development.

Throughout the Western world and beyond, youth work is any activity that seeks to engage young people in coordinated programs, including those that are recreational, educational, or social by nature and design. Youth work is also the process of creating an environment where young people can engage in informal educational activities.

Youth workers can work in many contexts. Traditionally, in the West, the youth worker has been a standalone role incorporated into the services offered by local authorities. Now, there is a breadth of jobs and sectors where working with young people plays a dominant role, and where the skills and knowledge of youth workers are in demand; from criminal justice to social care, across the private and voluntary sectors.

Youth work aims to influence not just the national but also the international policy processes. Youth workers through mobility programs and international cooperation are able to promote entrepreneurship, employment, education, and volunteerism. They can raise awareness, exchange views and best practices on global issues among young people.

On global level, the international youth sectors include the following functions:

a. Facilitating the active participation of young people in decision-making processes, especially (but not exclusively) concerning policies addressed toward young people;

b. Encouraging active engagement of young people in the social, political, and civic life of their communities;

c. Easing access of young people to the labour market and supporting policies that put in place conditions for the full exercise of the economic dimension of citizenship by young people;

12 Resolution of the Council and of the representatives of the governments of the Member States, meeting within the Council on youth work, Brussels, 18 and 19 November 2010.
d. Developing access to attractive, useful, and relevant youth-specific information;

e. Promoting youth mobility and international exchange among young people by reducing administrative and financial obstacles and encouraging the development of attractive, quality youth-mobility projects;

f. Promoting non-formal education/learning and the development of recognition mechanisms for skills acquired through involvement in voluntary work, youth organizations or any other form of free-time activity that is socially beneficial, at all levels of governance, from local through international;

g. Supporting human development efforts by providing expertise and technical assistance to non-youth-specialized actors on the specificities of youth in relation to development;

h. Encouraging cooperation, coordination, and effective use of resources among child, family, and youth policies at national and international levels; and

i. Advocating national governments for the mainstreaming of established good practices and the implementation of standards in the field of youth policy development and provision of technical support for such efforts.13

Ultimately, all youth work has one key aim – to help young people’s emotional and social development in an informal setting through educational processes.

By developing supportive relationships with young people, and opening their eyes to new experiences, youth workers foster increased confidence, ambition and empathy.

This prepares young people to make a positive contribution to society in adult life.

Youth work in the EU is characterized by the features described below in the Figure 8.4.

Figure 8.4. Key features of youth work according to formal frameworks.\textsuperscript{14}

\begin{itemize}
  \item Non-formal and informal learning
  \item Participatory and/or experiential pedagogy
  \item Relationship-based activities (learning as a social activity with others)
  \item Mentoring and/ or peer support
\end{itemize}

Youth work aims at young person’s personal development

\begin{itemize}
  \item self-determination
  \item self-confidence
  \item self-esteem
  \item socialisation
\end{itemize}

Personal development should lead to:

\begin{itemize}
  \item Empowerment
  \item Emancipation
  \item Tolerance
  \item Responsibility
\end{itemize}

These should in turn result in:

\begin{itemize}
  \item Participation in democratic societies
  \item Prevention of risk behaviour
  \item Social inclusion and cohesion
\end{itemize}

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8.3. Youth work, youth worker, and social media

Why youth workers should consider using social media

The globalized, high-speed reality of our times creates a variety of obstacles but also opportunities for the sectors associated with youth work. Social media is a powerful communication and dissemination tool in the hands of organizations and individuals in their effort to maximize impact on young people. The access to technology and the skills and knowledge base could allow youth workers to perform their important informal education role more effectively. More specifically, online social networking tools could be used to:

- Complement existing youth work activities and explore new models of youth work;
- Promote youth services to young people and raise awareness;
- Offer individual interventions and possibilities of group work to address different issues;
- Provide space for young people to reflect upon their online activity, creative expression, political engagement and wider personal and social development;
- Help young people develop their skills, interests and capacities across a range of issues and areas, as well as their media literacy.

Generally, youth work can play a key role in supporting young people to navigate the risks and exploit the opportunities of online social networking in parallel of achieving social goals and aspirations. Building and implementing activities using the social media could be seen as a social innovative approach for the youth worker.

As Timonen (2012) states, there are two parallel processes: youth work and communication. She says that “by operating in social media communities, youth workers unintentionally exercise external, goal-oriented communication aimed at promoting, for example, a sense of community, interaction, active participation, agency, fun or online dialogue” (see Figure 8.5.).

Among others, proactive youth work engagement with social networking offers an alternative to other static information campaigns. Most youngsters seem to be attached to their smart devices and are more probable to get engaged when they are reached through means they feel comfortable with and when the language was spoken is familiar to them. According to estimates by Emników, demographically, the most common age of social media users is 25 to 34, which is 29.7% of all users. This means that social media could be a powerful tool for youth workers that target this particular age range.

Engaging youngsters through social media becomes an important factor when youth workers are trying to engage with young people. For this reason, it is important to use the good practices on how to raise their interest and win their trust.

Based on Davies and Cranston’s research on youth work and social networking, there are four things that need to be considered for successful engagement. A youth worker or an

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organization that supports youth work needs to firstly, identify the level of access and engagement with different online social networks, as well as the services they offer. Secondly, they should consider the safety implications of online social networking for young people and for staff and examine options for policy and action in supporting young people in navigating risk, both individually and as groups. Thirdly, they will need to develop the online social networking knowledge and skills of staff. Finally, they will be able to explore opportunities to use effectively the online social networking as a youth work tool and to support and encourage young people to take up the positive opportunities it provides.17

- - - - - Importance of visibility and dissemination activities – to reach as many as possible

Social media has set the base through which it is easy to create a connection with your audience and use the strength of your message to convert people to action. Next to the hierarchical and authoritarian system has risen a culture of community, collaboration and self-organization.18 Youth organizations can use social media to organize their communications, increase awareness about their services and their work carried out, as well as about the contents of the work, among different target groups.

Organizing programs meant mainly for raising awareness, education, and training is information and communication dependent. Hence, information dissemination constitutes an important and critical factor for the success of education and learning programs. Visibility and dissemination of youth work activities apart from aiming to raise awareness, could incentivize young people, give practical information for problem solving, establish networking, and invite young people to participate in different social activities.

In a recent review of research findings from Austria, Finland, Northern Ireland and the Republic of Ireland undertaken by the National Youth Council of Ireland (2016), it was found that Social and Digital Media are most commonly used for communication and information purposes with young people and colleagues.

Youth workers use social media to inform about and promote activities and programs. Social media has proved useful in recruiting young people for programs as well. Many youth workers involved in the study reflected that young people’s lifestyles are so entrenched in technology, that it is not an option as to whether the youth service should use social and digital media. If youth work fails to embrace the use of technology and social media there is a risk of becoming outdated and irrelevant to young people who use youth work services.

In addition, dissemination is a way to get feedback from others in order to improve the actual information shared, as well as the activities related to youth work. In such a way, the organization will be able to work more efficiently and effectively addressing the needs of the community and keeping in touch with other related organization aiming to foster better communication and collaboration.

Visibility is critical to organizations. The more people who know about the good work they do, the more support they will receive and the larger impact they can make. By this way, one organization could be more accessible and open to new opportunities to increase their networks, establish new collaborations, discover funding solutions, and generally, create a “good name” in the community.

The importance of visibility and dissemination activities lies on the fact that they help to build the capacity, effectiveness and impact of an organization. It enables them to achieve their social missions for the young people and the community by creating stable and long lasting relations. This helps them have better overview and insight into the community where there is the interest to apply policies and educational activities, which maximized their social impact.

8.4. Examples of social media usage

In the Module 6 – “Organisational marketing to reach more youth”, we discussed some major social media platforms. Below are more examples of social media which can be used to support your projects as well as day-to-day activities.

- LinkedIn

Organizations could use more professional social networking to put projects and to attract professional interest. LinkedIn is an online social network for business professionals. Rather
than simply making friends or sharing media, LinkedIn could be used to connect with potential partners and promote available positions at the organisation (paid, internships, volunteering).

**Figure 8.6. Example of LinkedIn profile.**

- - - → **Cloud Services and File Sharing (DropBox, Google Drive, WeTransfer)**

Another service provided by the social media is the file sharing of documents and multimedia. Information that should be shared with the members of the organization could be uploaded to one of the available applications.

By this way, everyone in the organization will have access to it and they will be also allowed to make changes, edit, and work on this material. Moreover, information will be kept safe online and available at any times. Below there is an example of using Google Drive in order to build a database of contacts information. This database is managed by all the team members, making it more efficient to exchange knowledge and share the work load. Similarly, Google Drive could be used to write project proposals or reports by all the members of any consortium at the same time.
Figure 8.7. Example of a database saved on Google Drive.
9. Job shadowing experiences

9.1. Introduction

As part of activities within the “Bridging the Gap” project, partners visited Romania, Ireland, and Greece to observe on the events and day-to-day activities of their counterparts with the aim to learn how different organizations in Europe can collaborate and work with each other. The activities were varied, offering diverse approaches and dimensions to youth work. The objective of the job shadowing tours was to support youth workers working in the field of youth in learning how to improve their skills, to empower organizations working with youths, exchange of best practices and to establish cross-sectorial cooperation between programme and partner countries.

9.2. Study visit to Romania

Background

The first study visit was held in Craiova, Romania, from 4-10 December, 2016, organized by Dominou Association Romania. This study visit involved two youth workers from Malta, two from Greece, one from Zimbabwe, and two from the hosting partner.

The study visit focused on exchanging of non-formal tools used when working with disadvantaged youth. This resulted in visits to a Roma school based in the community and another public school. The difference between these two schools were as day and night which gave the participants an insight into the different types of activities and interventions that are carried out by youth workers and volunteers into these schools. Another learning curve was when the participants visited Craiova Youth Penitentiary. Participants were able to interact with the juveniles and see first-hand the activates young people were engaging in, in order to prepare for life after prison.

Since Dominou Association’s activities are centred around education and training, all the visits that were taken on the tour had to do with non-formal and experiential learning methods as reflected in the schedule of activities below.
Schedule of activities:

- - - - - - - - - - - - - - -
Day 1: Arrivals

- - - - - - - - - - - - - - -
Day 2

1. Welcome of the participants. Ice Breaker – Getting to know each other Agenda of the job-shadowing activity.

2. Participants’ contributions, expectations and fears. Personal development plan of the job shadowing participants.

3. Presentation of Dominou Association and its objectives, activities and projects Dominou Association learners’ profile.


5. Reflection of the day. Monitoring journal.

6. Intercultural movie night.

- - - - - - - - - - - - - - -
Day 3

1. Exterior culture day in partner schools. Arts and crafts as vehicles to culture activities: Christmas fair.

2. Sharing of exterior culture activities from sending organisations’ participants in hands on activities with the learners.

3. Oltenia’s Museum: Relationship between non-formal education and artistic activities.

4. Good practices: Art in intercultural exchanges

5. Reflection of the day. Monitoring journal.

6. Intercultural night.

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Day 4
1. Experiential learning day in the Roma community. What are non-formal education, experiential learning?

2. Conclusions from the observations made in the activities with the Roma people.

3. Exchange of non-formal tools used when working with disadvantaged learners.

4. Dominou Association: Non-formal Education Day local projects dissemination.

5. Reflection of the day. Monitoring journal.

6. Roma night.

--- Day 5 ---

1. Job shadowing in the Craiova Youth Penitentiary: culture reflection in values, group culture. Previous successful projects with the young prisoners.

2. Views on culture: sharing from the sending countries.

3. Non-formal education activities with the youth on values, group culture.

4. Dominou Association: Europe’s day local projects' dissemination.

5. Reflection of the day. Monitoring journal.

6. Romanian night.

--- Day 6 ---

1. Meeting with partner NGO non-formal youth trainers: Comparison between the learners of host and sending organisation. Reflection on methods used and their transference.

2. Personal action plan: dissemination and valorisation of the job-shadowing results.

3. Youth pass, final evaluation and farewell night.
9.3. Study visit to Ireland

From 16 to 22 January, 2017, Wezesha held “Bridging the Gap” mobility in Dublin. The programme for the week was full of activities mainly focusing on visits for learning exchange from organisations working with the youth in Ireland. Wezesha work approach, which is mainly focused on asset-based community development, was central into all the discussions during the period of the exchange. The narrative below explains in-depth activities that occurred during the mobility.

Day 1: Arrivals

Ani Draghici: Dominou Association - Romania, Gabi Panai: Dominou Association - Romania

Day 2

Introductory session

The group convened at Dublin North Inner City Community Convention centre and the first session began with welcome and introductions. The participants were presented with the programme for the week and all were happy with the content. Heddy Bvumburah (Malta) gave a brief update of the project and an overview of their exchange in Romania. Each organisation then gave a brief input regarding their activities. A discussion was then held with those present.

Dublin North Inner City

Mick Rafferty and Patricia McCarthy, community activists from Dublin North Inner city, an area that has been so much impacted by drug use and drug abuse affecting mainly the youth, gave a presentation about the area.

Employment in the area was mainly dependent on docks; many men worked in docklands hence men hardly attended formal education. In the years 1960s to 70s, docks moved from manual to machines and there was huge loss of employment in the area. Women were working in clothing factories, as midwives, and butlers. Government tried to come up with education programs to shift people from manual labour but unfortunately this never worked.
Kids continued with the culture of not going to school and behaved like they depended on manual labour.

With children in the area leaving school early and lacked enough academic qualifications, they were no jobs opportunities for them. So for youngsters to survive in the area, they engage themselves into drugs dealing. Drugs like heroin saturated the area as it was seen as the simplest and easiest way to make money. North Inner City has the largest number of young addicts in Ireland and in Europe. This caused large number of deaths due to drug or drug related incidences.

An organisation called “Concerned Parents” was formed to try and combat drug problems in the area as the State did little or simply ignored the situation. There were 10 confirmed gang related murders in year ending 2016 alone in the North Inner City. The gang related murders has now spread internationally. The State only started responding after gang conflicts. There is a lot of armed police patrols in the area. Lots of young people are now taking prescription drugs.

Because of many years of neglect in the area, people have developed negativity towards the government and the area is portrayed as a bad place by the media which has not helped in terms of tourists visiting the area.

According to youth workers, youth work in the area is like “crabs in a bucket” - where one crab tries to climb out and the other crabs are pulling it down. There is also a tradition of families not going to school.

There are now more non-Irish than Irish living in some wards in North Inner City. Local communities feel they have not gained much from institutions around the area. Many locals of the opinion that the government created a vacuum in the community.

As a community leader in the area, Patricia believes there has to be some balance between causes and solutions. There are lots of examples of local people who have done great in the area and that is used to try and educate the youth. Local kids need enough support for them to break that generational poverty. Government needs to support the environment and show love for the community. Patricia also highlighted the fact that questions such as how did the situation developed, what was the government response, need to be asked. She suggested that the use of drama in discussing was important. There are presently a lot of community activities for young people that have been developed and implanted to improve the area,
ranging from education, rehabilitation, community development, community policing, to employment access.

During discussions, the case of South Africa was brought to the attention of the group, emphasising on the fact that behaviour changes on people’s income status. In South Africa, for example, a lot of foreigners are involved in drugs dealing since they are affected by lack of good earning employment. Unfortunately, since the police is not efficient in addressing justice, street justice has been taking place. There are lots of incidences of perpetrators of whatever crime being burnt by tyres by the community.

It was concluded that an integration approach was vital since local communities are becoming demographically diverse with poverty affecting mostly migrants. This is a reality in North Inner City too, where slowly migrants are incorporated in local community programmes.

Meeting the “AkiDwA”

AkiDwA is the national network of migrant women established since 2001 and which, since couple years ago, has been working with young migrant women to address issues faced by them. Amaka, the community development officer with AkiDwa made a presentation to the group on their work with migrant women.

Amaka highlighted the fact that in general, most migrant women suffer from gender discrimination, gender based violence, and unemployment. Furthermore, migrant women are paid little and they hardly get promoted in their workplaces. Migrants education qualifications obtained in their mother countries not recognised and accepted in their adopted countries.

With regard to young migrant women in particular, Amaka mentioned AkiDwA has been working for the empowerment this group, i.e. allowing them to speak for themselves; encouraging them to reaching their goals; and supporting them to exploring their skills and talents in order to reach their full potentiality.

AkiDwA runs a specific project in this area where young migrant women were given the opportunity to express their views on issues that have been affecting their lives in Ireland. A book was published to capture their stories, “We live to tell”, a good tool to evidence issues when lobbying the government for social change.
National Youth Council of Ireland

The National Youth Council of Ireland (NYCI) is the national umbrella for youth organisations in Ireland. It does not work directly with youth but it supports youth organisations from national policies, regulations and guidance. Anne Walsh, a NYCI coordinator, presented to the group the general overview of youth work in Ireland.

Few noted points concerning youth work in Ireland included:

• Young people are struggling for identity (Irish/Non-Irish) and lack the sense of belonging.

• Migrants youths in particular, suffer from a culture crisis (jumping from one culture to the other, vulnerability, isolation, failing to embrace a foreign culture, etc.).

• Expression is very crucial to young people. Most migrant youths fail to express themselves; they feel like they are not empowered enough. The use of creative materials like graphics and drama for youths to express themselves is very helpful.

• Minority organisations struggle for funding, including those working in the field of migrant youths. This probably due to the lack of a solid core voice for them.

• Pregnancy teens also lack information about support options available to them.

• Youth work is not just working with young people. It is about knowledge, education and skills. It is an informal way of education.

• The key thing about youth work is about looking at each person individually.

• Youth workers need to be connected and respect young people for them to hear and understand them.

• Organisations need to document their work in their websites and put in public domain.

• Youth workers need to be trained on a regular basis, both professionals and volunteers.
Day 3

Young People at Risk (YPAR)

YPAR comprises different age ranges with specific interventions:

- 0-5 years, pre-school, early learning, healthcare.
- 5-10 years, school attendance, cases of health, poverty, primary school.
- International youth: refugees, unaccompanied minors, migrants’ access to health, education, English language.
- Supporting hard-to-reach people - drug addiction, destroying themselves and destructive to the community.
- Identifying problems faced by young people, and work with them and their families.
- Initiating programmes helping young people to be independent and self-sustaining. (e.g. “Build your future” of Erasmus+)

It was noted that generational poverty is a big issue in Ireland - groups or sections of poverty in the community do affect the whole community. Hence, youth workers must try to prevent marginalisation and externalisation of youths; services must not be discriminated; everybody must have equal opportunities.

Furthermore, a YPAR leader mentioned some of the questions that they ask youths and activities they do with youths to help them open up. For example, “what do you like or dislike about the school or area where you live”, of which some young people mentioned lack of friends. Other issues include challenges at early stage such as racism, hard social practices in terms of jobs, education etc.

Other things discussed with YPAR leaders where:

- Some young people are not sure of what they want to pursue;
- People in most communities are not aware of opportunities available to them;
- Youth workers must help establish community leaders;
• There is a lack of infrastructure for entrepreneurship;

• The most successful programs are the ones that listen and involve young people;

• Meet young people from where they are (in their communities);

• Make young people feel ownership of what they are doing;

• Find ways to link young people with opportunities of entrepreneurship;

• Most young people have “teacher tells me what to do attitude”, so it is good if they are properly mentored;

• Last but not least, networking and co-ordination in youth work are vital: youth workers must work and co-operate with other agencies.

New Communities Partnership (NCP)

This is an initiative from migrant organisations that came together to form a partnership that will provide direct services to migrants as new citizens of the country and be a strong voice of migrant issues to the Irish government.

Currently, the partnership provides a range of services to migrant communities, such as: an after-school service for primary school children (i.e. homework club); English lessons for children from non-English speaking parents; support to migrants for citizenship application; support to parents on up-bringing children in Ireland; and cultural activities promoting migrants’ integration.

Day 4

Youth Seminar - Dublin City Council (Seminar).

Dublin City Council (DCC) is the municipality of Dublin which has implemented a range of initiatives in support of social inclusion and integration in the city. Youth work is a key area that DCC focuses on. Youth mobility was an opportunity to involve officials from the municipality to look at the specific area of migrant youths and issues that they face. Before a general debate on issues faced by migrant youths and solutions forward, two key speakers addressed the Seminar:
First, DCC Social Inclusion Unit:

Mary Mooney addressed the Seminar by calling upon migrant organisations to participate fully in the life of the city through existing opportunities that are available. She mentioned about funding opportunities that are there to support innovative projects that youth workers should use.

Second, Sickle-Cell Ireland:

This is an organisation founded by a migrant mother with children affected by sickle-cell disease to raise awareness about the disease in Ireland and support children who suffer from it. After a brief overview of the organisation by the founder, her son, a teenage boy, gave a brilliant presentation to the group on the activities he has initiated and implanted to raise awareness on the disease that has affected his brothers and sisters. From rugby competition to charity balls gathering over 700 young people from all nationalities, this teenager has succeeded to mobilise other young people to support sickle-cell victims and embrace them in their daily social life.

*Workshop on “Migrant youth challenges”*

Key issues identified by the group:

- Lack of opportunities;
- Lack of resources;
- Lack of awareness;
- Communication: difficulties as some diaspora youths come from mon-English speaking countries;
- Lack of peer support;
- Most projects run by old generation who do not understand the younger generation;
- Lack of advocacy on migrant youth issues;
- Lack of proper integration for former fostered children and migrant youths;
- Lack of financial support for youths;
• Difficulties in all strategic sectors for young people who become adults;
• Kids in Direct Provision centres not having equal rights and lacking confidence;
• Lack of information for our youths about support options available for them.

Suggested way forward:

• Sports initiatives: including for integration purposes;
• Cultural activities: e.g. conducting fashion shows and music shows;
• Youths must work together;
• Youths especially of African origin must not integrate only within themselves. Young people must break the cycle and make new friends.
• We must encourage youngsters to mingle with other cultures;
• Cultural mediators needed in some cases;
• Advocacy for the end of direct provision;
• Government must make plans on how to integrate children of people who have come out of direct provision;
• Ease access to funding opportunities to support youth activities.

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Day 5

Visit to Monaghan groups

Wezesha has been working with a group of migrants in county Monaghan, mainly those who have been resettled in Ireland about 10 years ago, under the UN refugee programme. They all came in Ireland with very young children who are now initiated a youth group with a range of initiatives, including music, dance for community integration but at the same time face challenges too.
The purpose of the visit was to meet with parents of these children and discuss with them on issues they face in their local community that may also affect youth work. Apart from a local community development organisation that was present to support the event, a local councillor also attended the event and addressed the group, welcoming an inclusive community where all citizens are called to work for a common goal. Many migrants from different gender, nationality, status and background attended actively the event, and Wezesha offered sawing machines and fabrics to the group in support of their capacity-building activities.

Points raised during the event were:

- Migrants must be part of the local community;
- Indigenous people and migrants must come together and work as a unity with their communities;
- Motivation: as diaspora and youths, if you want something you can achieve it, but you can only achieve it with strategy;
- Our societies will never move forward if they do not involve women;
- There is a language for humanity that all humans can use to communicate even if we speak different languages;
- Migrants must be close to indigenous people. Unless you dialogue and engage with people, you will never move anywhere;
- Engaging is not about going out but rather about reaching out;
- Language and accent is an issue especially with people of African descent when looking for employment;
- Sometimes politicians target migrant groups for what is happening in Ireland (social welfare);
- Local councillors must help facilitate discussion and education of communities about migrants living in their communities;
- Cultural differences are sometimes a challenge for some migrants to fit in communities;
- People must stick to who they are, they do not have to change themselves to fit in;
• Diversity and integration must be supported;

• Communities must be educated about tolerance and trying to understand and respect other people’s cultures and beliefs;

• Those coming from non-English speaking countries must learn English and not let language be a barrier on their way to integration with society. Some migrants said they arrived in Ireland with little or no English at all, but now they speak good English;

• People especially in direct provision centres must not be idle, but rather do something about their lives, the greatest danger is sitting down and doing nothing;

• We must go and help out in the community rather than sitting down and doing nothing. There are lots of opportunities out there if people can avail themselves;

• Migrants and minority groups must continue knocking the doors and volunteer

• Most indigenous people think all migrants are economic refugees;

• There was a mention of organising an Intercultural Day in Monaghan to educate the locals about positive impacts migrants can bring to the society.

Furthermore, there were group discussions held on three major things, namely: Challenges, Opportunities, and Way Forward in Monaghan.

Challenges

• Everything is structured in Ireland that you cannot move easily. Residents from St. Patricks direct provision centre mentioned transport problems, as the last bus is at 16:45pm meaning there is no transport if they are to attend evening courses;

• Child minding for asylum seekers if they do attend school is also an issue;

• Monaghan is generally a small town, with many people but fewer opportunities, most opportunities are outside town. No voluntary work available in Monaghan;

• There is a lot of fear for people living in direct provision centres.
Opportunities

• Monaghan voluntary centre;
• Soccer and rugby club for youths;
• Evening English and some courses free of charge;
• Training and Apprenticeship (Job bridge solace);
• Community Employment Scheme;
• Amnesty International Course on Refugees and Asylum Seekers.

Way Forward

• Meeting with Reception and Integration Agency (RIA) to discuss the issues faced by direct provision dwellers;
• Mediation from councillors or community leaders;
• Free online courses if the direct provision centre can provide good broadband services and computers;
• Educate locals about people from different backgrounds (acceptance);
• Holding Intercultural activities;
• Migrants must be available and attend local activities and try mix with indigenous population;
• Migrants must try learn and understand Irish culture and language for easy integration;
• As migrants, we must not dwell on the negatives a lot there is lots of positives we can also build on.

The group paid a visit to the local asylum seekers accommodation centre before returning to Dublin.
Day 6

Garda Racial, Intercultural and Diversity office

The group first visited an asylum seekers accommodation centre in Dublin. The manager explained to the group about the centre which is based at the heart of the city and mainly used by other residents of other accommodation centres if they are in Dublin for appointments. The centre also uses to hold unaccompanied minors but no longer do that.

Final exchange visit was paid at Garda Racial, Intercultural and Diversity Office: Sergeant Dave McAnarney and Darren Coventry welcomed the group and explained the role of the community Garda section of the police. The Garda Commissioner established the Garda Racial, Intercultural & Diversity Office (GRIDO) in April 2000. Staff members of the GRIDO coordinate, monitor and advise on all aspects of policing in the area of diversity. The office has a staff of 3 (1 Sergeant, 1 Garda and 1 Clerical Officer).

In 2002 the Garda Commissioner authorised the appointment of Garda Ethnic Liaison Officers (ELO). Their role is to liaise with representatives of the various minority communities in their division, and to establish communication links with each of these communities. They also inform and assure the ethnic communities of Garda services. It is important to note that all members of Garda Síochána and not just ELO can deal with racist incidents that are reported to them. Roles of the ELO are: Liaise with representatives of ethnic minority communities and ‘hard to reach groups’; inform ethnic minorities of Garda services; monitor racist incidents, liaise with victims of racist incidents and ensure that they are afforded adequate protection; liaise with local organisations providing support for victims of crime and ensure that members of ethnic minority communities are aware of local and national victim support services; support integration through involving members of ethnic minority communities in Garda and community social events at local level; Neighbourhood Watch, Community Alert and other community policing initiatives.

ELO developed initiatives at local community level to facilitate and encourage integration, assist in the investigation of racist incidents and ensure that appropriate support mechanisms are available to members of ethnic minorities, i.e. interpreters, translators, family support, cultural requirements. It also monitors the delivery of appropriate policing services to ethnic minority communities.

Sergeant Dave concluded the session by expressing gratitude to Wezesha team for their support in reaching out to the migrant community and working closely with them to address
issues faced by migrants, including youth migrants. The office is looking forward to continue working with Wezesha is support of migrants in general.

9.4. Study visit to Greece

- - - - - Background

The Job Shadowing in Greece was the last mobility from the series of job shadowing mobility activities in the framework of the “Bridging the Gap” project. It consisted of 5 working and 2 travel days on 20-26 February 2017.

There is no integrated ‘youth policy’ - strategy or document - targeting young people in Greece. Instead, there are various, often related, policies addressing youth from different perspectives. Programmes and activities are mostly carried out by individual state agencies, which are either specialised or partially responsible for youth issues. As a result, projects and programmes have been implemented in a fragmented way in different youth related areas.19

The transfer of the term “youth work” into Greek is quite tedious. A descriptive phrasing and more explanatory words were used to refer to youth workers as “organiser of socio-educational activities for youngsters”. As a result, it is not rare to use the English term in discussions among Greek people.

Although there is the General Secretariat for Youth within the Ministry of Education, youth work is not recognized officially as a profession in Greece. Nevertheless, a collective effort from the Panhellenic Association of youth workers calls for the official recognition of youth work and the establishment of the Greek term “Σύμβουλος Νέων” - “advisor / counsellor for youngsters”.

There is neither official professional nor educational program that certifies and ensures professional rights to youth workers. Some social studies may equip potential youth workers with a good breadth of knowledge basis but still not enough. In practice, you could be provided with tools and methods focused on youth organization. Nevertheless, Greek youth workers rely mainly on self-training or directly on European training seminars for youth workers (e.g. Erasmus+ Training for Trainers, Council of Europe events). The approval for participation to

19 Council of Europe, “Youth Policy in Greece”. International review. 2014.
this programme for Greek citizens usually goes through the Institute for Youth and Lifelong Learning (INEDIVIM).

Based on all said, during the job shadowing mobility Greek partners decided to present various forms of youth work in Greece, even though those who work in this sector, do not call it as such (youth work) due to the lack of an official term.

- - - - ➔ Day 1: Arrivals and informal networking dinner together, when participants could catch-up with each other and share expectations for the next days.

- - - - ➔ Day 2

Introductory meeting

The first session took place in the office of the hosting organization - Inter Alia. Participants from Malta, Ireland, South Africa and Zimbabwe met with the staff and volunteers at Inter Alia. They had a formal presentation of the history, the activities, the mission and vision, and the tools that Inter Alia founding members have selected for reaching their goals. The daily schedule of the job shadowing was presented in detail, and finalized.

Visit to Myrtillo Café

In the afternoon, the team visited the Myrtillo Café (http://www.myrtillocafe.gr), a social co-operative enterprise established with the purpose to integrate vulnerable groups into the labour market. It has been operating as a cafeteria and arts centre since October 2013. The project was inspired by the work of a similar NGO in Edinburgh, Scotland, “The Engine Shed”.

Myrtillo is an innovative self-supporting business and training entity, where all employees are jointly responsible for its viability. As of February 2017, 90% of those who work at Myrtillo belong to vulnerable groups (e.g. persons with disabilities). Those who work there receive daily multi-dimensional training, a training which initially was based on the great arts (literature, drama and music), on the cultivation of self-awareness and on the transmission of the values of sociality and solidarity. The goal at Myrtillo is to provide a job that will secure a living, but also a job that will give employees the joys of sociability and a sense of creativity. In 2014 the Myrtillo Café was awarded the “Social Enterprise of the Year” prize in Greece.
Participants were quite interested to learn more about the initiative and the way it operates. After a light lunch, Sofia Papa, an employee at Myrtillo presented the cafe as a place that brings people with different abilities together, inspires others and breaks stereotypes. The atmosphere became quite emotional when Sofia talked about her own story and how she started being part of the “Myrtillo Family”. The group concluded that Myrtillo’s work and Sofia’s story could provide important insights to their own work and new ideas for personal development and skills for youth workers.

Day 3

Team building with a visit to the Acropolis

The official programme continued at Inter Alia office, where two representatives of SynAthina (http://www.synathina.gr/en) came to present their organization and work. SynAthina is an online platform which serves as a common space bringing citizens together, by engaging different communities in improving the quality of life in the city. SynAthina is an initiative of the City of Athens. It was created in July 2013 and today comes under the Vice Mayoral Office for Civil Society and Innovation.

During the conversation after the official presentation, it became obvious that often the issue in each city is that “there are interesting things happening” but they are too fragmented and rather small which makes it quite difficult to publicize them to a wider audience. The ambitious goal of SynAthina is to cover this gap and to bring citizens closer to each other. As of February 2017, the online platform and the kiosk of SynAthina have hosted as many as 2392 activities which have been realized by 301 mixed groups representing the civil society or institutions.

The programme continued with the presentation by Dimitris Maragkos, Communications Officer at the State Scholarships Foundation of Greece (IKY) who spoke about his work and the role of the new media. He gave a theoretical overview of the importance of new media skills in everyday life and youth work in particular. Mr. Maragkos shared some practical tips on how youth workers could use different online tools to promote their own work, making it

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20 By coordinating the invaluable resource of citizens’ groups, the City of Athens actively listens to the needs of its people and is thus revitalized. The City supports different initiatives and activities of the citizens aiming to create a new perception about the relationship between civic society and local governance and cultivates their dynamic, mutual bonding.
more attractive and understandable for targeted youths. Namely, along with the social media networks, which we have to use according to the target groups and the activities promoted (Facebook for social content, LinkedIn for more professional promotion, Instagram when the visual effect is stronger, Twitter for events “happening now”, etc.), he emphasized the importance of the infographics and mentioned some platforms aiding creation of such visual materials (for example, piktochart.com and infogr.am). The speaker listed some other useful tools, such as visualize.me, about.me and the Windows’ snipping tool – for self-promotion.

Visit to the Greek Council for Refugees

In the evening, the group visited the Greek Council for Refugees (GCR, www.gcr.gr). The GCR was in the programme, since Europe’s refugee crisis has become a central matter for Greece; youth workers can’t remain idle and outside of the process. Mariana Fragkou, volunteers’ manager at the GCR, hosted the team and presented GCR’s work, picturing the current situation and comparing it to the years before the mass arrivals from Syria.

Due to its geographical location, Greece has served as one of the main entrance points into Europe for thousands of refugees crossing land borders of Greece/Turkey or arriving in Greece through the Mediterranean smuggling channels by boat. As a result, the country has to manage a large number of arrivals and process asylum applications accordingly.

Ms. Fragkou noted that GCR’s mission is to defend the rights of people who are entitled to protection in Greece and to promote their smooth integration into the local community. Beneficiaries of international protection, and specifically vulnerable people such as unaccompanied minors, victims of trafficking, victims of torture, etc. are the target group of GCR, who receive by the professional staff the necessary social and legal counselling and other support aiding their integration and resilience.

During the discussion after the presentations, the audience, especially European partners, had many questions. It was concluded that despite EU’s efforts to ease Greece’s asylum burden through burden-sharing mechanisms, Greece’s asylum system is still facing a big challenge.
Day 4

Visit to the 2nd Gymnasium of Alimos

During the visit to the 2nd Gymnasium of Alimos (goo.gl/hKj3SC) the group was hosted by the school's principal Katerina Arabatzi, who gave a tour around the school, allowing even visits to some classes and inviting the participants for a dialogue with some of the pupils. The teachers presented their extracurricular activities such as the Library Club and the Theatre Class, while students were curious to know more about the visit and thus posed numerous questions to the visitors.

In the afternoon, Maria Vardaka, a theatre director and drama teacher, offered an interactive workshop on basic theatre techniques for group communication. The participants were surprised to find out that they were not going to hear a presentation but instead, they would have to participate actively in a series of workshops as followed:

1. Warming up: activate all body joints (wrists, ankles, knees, neck etc.), stretch muscles.

2. Cheering the group up: free dance with lively music, dance in pairs touching several parts of each other bodies (hands, belly, cheek, back etc.).

3. Exploring body contact:

   a. The mirror game, in pairs: one partner turns into a mirror and the other partner stands in front of the “mirror” and leads it. (It is important that the “human” moves slowly, so that the “mirror” can follow him/her simultaneously.)

   b. The mirror game, in group: the group forms a circle, which is the mirror and a person of the group initiates himself as “human”, leading the movement of the whole group. With no warning, another member of the group becomes the “human” and leads the mirror and so on.

   c. The sculptor and clay game, in pairs: one of the pair becomes sculptor and makes a statue out of his/her “clay”.

4. Inspiring trust: lead the “blind” (in pairs): one partner closes his/her eyes and leaves him/herself be led by the other partner. (It is essential that the “leader” holds the “blind” very close to his/her body hanging the “blind” round his/her waist and holding his/her arm.)
5. Discovering physical expressiveness: become a tree, a stone, a bridge, rain, wind etc., individually, in pairs, in a group.

6. Finding ways to connect: talk about traditional customs of each own’s place that could have similarities with customs in other places/countries.

7. Tell a story using body language: make oneself understood using his/her whole body, facial expressions and vocal diversifications so as to communicate with other people not speaking the same language.

Day 5

The programme for this day included a mix of intentional non-formal and informal learning.

Visit to the O.C.E.A.N. (NGO)

O.C.E.A.N.’s work includes the dissemination of educational and advisory benefits to groups, institutions, organizations and individuals active in the fields of education, solidarity, culture throughout Greece, with the aim of supporting and disseminating innovative actions in the educational process (intercultural education, sustainable development) and promoting green technologies.

The O.C.E.A.N. (NGO) (http://www.oceanorg.gr) is located at a rather remote area of Athens. The use of public transport gave participants the opportunity to explore the city and to get in touch with everyday life of the citizens of Athens. Upon the arrival in NGO’s premises, the group met NGO’s founder, Dimitra Skoufi-Katsidonioti, and the project manager and theatrical director, Dimitri Katsidoniotis. They gave a brief presentation of their projects, including those related to theatre, people with disabilities, and environment. The team was impressed by quite a high level of impact these projects have made at a local level.

The main topic of discussion was about gaining the trust of the community and the local authorities, as an important factor for project acceptance and success. Ms. Skoufi-Katsidonioti was a former high school director with strong contacts to the school community and the local authorities. She noted that disseminating information is important for promoting the benefits of your work and addressing scepticism stemming from the most conservative elements of the community. For her, things were not easy and she found many doors closed at the beginning.
of her non-formal education projects and social ventures. However, persistence and strong self-motivation were the key to success, she said.

**Visit to Inter Alia office and the “Caravan” project presentation**

In the afternoon, the team visited the Inter Alia office to meet the leaders of the “Caravan” project (http://www.caravanproject.org). The “Caravan” is an idea initiated by two young men back in 2011. It aims at spreading human stories that can inspire, motivate, and activate new ideas and create space for creative thinking. With the power of video documentaries, photography and narration, the team of the “Caravan” project travelled all over Greece, creating an archive of human stories giving prominence to diversity and pluralism. There were screenings of the documentaries at squares and villages, universities and schools, prisons and care groups to empower the emergence of a creative dialogue.

The concept is based on the idea of a moving caravan, travelling through Greece, equipped with 2 circular Mongolian tents “yurts”, a motor van and a group of volunteers, with the aim of demonstrating the importance of story-telling. By sharing their own stories, people feel more empowered, encouraged and accepted. One of the yurts hosts an exhibition of the documented stories and has space for educational programmes and workshops for schools, while in the other tent educational activities for adults are held, with the ultimate goal of empowering visitors to find and collect new stories themselves. In such a way, an archive of human stories is created for the first time in Greece. The project encourages every city to engage as many people as possible.

“Caravan” strives to serve as a common space where people are motivated to explore their communities and history together in places where memory, imagination and experience reside, thus eliminating isolation, reinforcing the social bonds and whirling their thirst for life again.

This presentation gave a start to a conversation focused on methods for community development and empowerment.

**Dinner and networking**

In the evening, youth workers from Greece were invited for a dinner hosted by Inter Alia to encourage informal networking. It was a good opportunity for them to meet colleagues and new partners from other European countries.
Day 6

Organizations’ presentations and closing ceremony

On the final day of the job shadowing mobility, the programme started with a structured presentation of the partner organisations focusing on the community needs in each partner country. All partner organizations were presented and connections between the programme, the venues visited and each local community were drawn through moderated discussion among the participants. The objectives of this activity were to get a first-hand perception of each partner’s local situation and to start drafting common plans for the future.

The programme concluded with the presentation of the YouthPass and its award to the participants. A formal evaluation took place as well.

City tour

In the afternoon, participants were invited to an optional city tour, combining classical places of interest and hidden gems in the city centre.

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