

International Youth Exchanges

Planning, implementation & practical tips

Handout for the participants of the advanced training
“International Professionals Meeting 2020”
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in Hanover, Germany



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Cooperation project:





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Checklist for the organization of international youth exchanges

We give no guarantee of completeness. This would be unrealistic, as the exchange programmes, destinations and framework conditions are different for each project. This list gives suggestions, but does not release you from the obligation to think further individually. In addition to this: *Presentation "A general overview"*

Here is the ultimate summary to check off:

Partner organisation

- Is the cooperation trusting and on equal terms?
- Do the cooperation and communication go well?
- Can the teamers communicate directly with each other? Who communicates?
- Do we have common themes and goals? Have we put these in writing?
- What expectations do the partners have?
- Is something that is important to me/us also important to the partners?
- Are there the same ideas/a uniform philosophy according to how the exchange is instructed or carried out?
- Is there a uniform procedure for the preparation of the participants?
- Does the partner organisation select its participants fairly?
- Is the financing clarified and has it been put in writing who contributes what to the financing?
- Is the division of tasks clarified and set out in writing?

Partner country

- Is a visa required and if so, what is required to obtain a visa?
- Are there any country-specific diseases or dangers?
- Are vaccinations necessary?
- Are there any special rules and laws in the country of travel that need to be observed?
- Is there political unrest or a particularly high crime rate?
- Can the group and the teamers communicate on their own in the country?

Programme

- Is there a theme?
- Did I/we first asked the partners about their ideas before I/we expressed our ideas?
- Has the programme been developed jointly or have the partners at least honestly commented on the proposals?
- Do the participants know the programme?
- Do the participants of the partner groups know the programme and not only their teamers?
- Did the participants help to develop the programme and are they involved in its implementation, e.g. in the form of day-teams?
- Can the participating organisations and participants identify with the programme?

Cooperation project:



- Can there be misunderstandings about the programme?
- Is the programme organized?
- Have the speakers been contacted again shortly before the exchange to see if everything is working out?
- Are there enough translators, also for the working group phases?
- Is there a nice programme for welcome and start?
- Is there a result in the end? Is there an added value for the local population?
- In long-term partnerships, is there anything that can be pursued/grow from year to year, e.g. paint a wall,...

Framework conditions

- Are the framework conditions clear to all parties involved?
- Have cultural particularities been taken into account, e.g. about the food?
- How is the accommodation designed?
- Are there sufficient retreat possibilities?
- Is there enough food?
- Has everything been discussed with the conference centre or the host parents?
- Have I also assured myself at short notice that everything is going well with the conference house or the host parents?
- Do the teamers of the host country know the conference house and the surrounding area?
- Are important information, programmes and rules translated into the languages of the participants?

Finances

- Is the financing clarified and is it set out in writing which partner contributes what to the financing?
- What expectations do the donors have?
- Is there an exact calculation of the inputs and outputs in advance?
- Are the approved funds and participants' contributions sufficient to implement the measure?
- Is there a financial buffer for unforeseen expenses?
- Is the money available in time?
- Is the money also spent on what it was granted for?
- Are all important information available before the start of the measure so that a good account can be made afterwards?
- Are there participant-lists, an extra cash box and a receipt block?
- How do we keep an overview of receipts and expenditures/Who takes care of the group cash register?
- Is all group money safely stored?
- Does it make sense to divide the group cash register among several people when travelling (please have the recipients of the distributed sums sign receipts)?

Cooperation project:



Participants

- What expectations do the participants have?
- Which travel experiences do the participants have?
- Are the participants involved in the planning?
- Do the participants know the programme and the further circumstances?
- Do the participants know each other and the teamers before the start of the trip?
- Do the participants fit the group, the programme and the partner country? No - what to do?
- Are all participants prepared for the partner country and for the people they will meet and how can they prepare themselves?
- Do all participants have health insurances and pocket money?
- Do all participants have a note with emergency telephone numbers in case they get lost?
- Does everyone know what to bring?
- Do all parents of the participants have emergency telephone numbers?
- Are the teamers informed about special features of the participants like diseases etc.?
- In the case of minors, have the teamers obtained a written consent from their parents? In the case of special destinations, it may be also useful to obtain a written consent from adult participants that they have been informed that, for example there is no shower for ten days, no alcohol may be consumed during the encounter or that there is no shop nearby to buy something, . . .
- Do the teamers know if there is a birthday of a participant during the exchange?

Trip

- Are there any participants in the group who are of other nationalities and require a visa?
- Is the identity card sufficient or is a passport required?
- Are all passports valid and valid for a sufficiently long time?
- Are all necessary tickets and reservations available?
- Are the participants informed that they should bring provisions for the journey?
- Have provisions been purchased for the return journey of the guests?
- Do I have money in the appropriate currency to make phone calls in emergencies, buy tickets, buy drinks and food for thirsty and hungry people?
- Are the partners informed about the arrival (when and where)?
- Is the return journey organised?
- Is there a travel cancellation insurance/does it make sense to take out an insurance?
- Are there any ideas and prepared programme points that make the travelling time more interesting or introduce the country, the people and the partner participants?

Cooperation project:



Preparation for an international youth exchange – the process

Supplementary to this: *Presentation "Programme design"*

Most international youth exchanges take place in summer. Hence the following proposal for a timetable, which can of course be transferred individually:

In autumn

In autumn, if possible, determine jointly with the partner organisation

- date, topic, rough concept, number of participants and places of stay (conference house, host families or camping site etc.).

It is important to find a **common theme** that runs like a red thread through the international encounter. It is important to exchange views on what the teamers/participants from the different countries understand by a particular topic and which aspects of it are interesting for them. Young people from Germany, Turkey and Russia may understand very different things about an ecological camp. Some think of camping, others of vegan food,...

AND - Is the topic interesting for the participants in all countries or is it for example for Brazilians uninteresting to deal with the topic of thermal insulation?

But not only the contents...

The teamers among each other should not only be clear about contents and organizational questions, but also about what they want to achieve with the meeting. The following questions, which ALL teamers should answer together, may be helpful:

- What I am most looking forward to...
- What I fear most is...
- At the end of the meeting I would like to have the feeling...
- I am quite nervous about...
- The worst that could happen...
- The best thing would be...
- My personal motivation is...

It is also important to discuss how to find the ideal participant!

Draw for example a body (participant) on a large sheet of paper and formulate characteristics that the ideal participant should have. Then try to assign these properties to individual body parts. This is quite funny and shows you once again what you actually expect from the participants. There can also be quite different views among the teamers about which it is important to communicate.

Cooperation project:



If a youth exchange has taken place in the summer before, it can be used to discuss the project for the coming year in direct talks on site. The time in autumn should also be used to draw conclusions from the summer experiences for the encounter next year.

Once the key data have been established, it is important to take care of the **financing**, as hardly any youth exchange can be realised without funding. In autumn the application deadlines for ministries and donors usually expire. It is important to inquire about dates, application forms/application guidelines early enough to avoid being a few days late.

In winter

Now it is time to discuss the **programme** with the partner organisation and to make **further arrangements**, e. g. how to get to the place of the encounter, whether it is necessary to introduce a quota for girls/women so that girls and women also have the chance to participate, whether participants have already been allowed to take part in previous measures or whether new young people should be given the opportunity to participate, e. g. to come to Germany. Especially when groups from poorer countries are invited, the interest in a trip to Germany is usually very high. This leads to the problem of how to decide who may participate. It can be very good to define the decision criteria and decision paths together with the partner organisation.

It may also be advisable to **book a conference house** in winter, even if there are no commitments from potential sponsors yet. These are often not expected until February/March. Accordingly, it is necessary to clarify with the conference centre what the consequences would be of having to cancel again in March and to consider on this basis of information whether the risk of booking the conference centre is acceptable. In the winter, we should also start to **promote** the youth exchange, because young people are slowly starting to think about what they want to do next summer.

In February/March

Now hopefully there are the promises of the donors. The costs and thus the participants' contributions can be calculated. The **concrete planning** can now begin. Potential participants should be involved in the concrete planning as much as possible. So the time is right to invite interested young people to a first preparatory meeting in March/April. At this meeting the interested people can get to know each other and the teamers. In addition, the idea, framework and concept of the exchange should be communicated and the wishes and interests of the participants should be asked.

The partner organisation should organise a similar meeting at the same time. Ideas and suggestions can then be exchanged, discussed and voted on. The programme becomes concrete and the basis on which interested young people should decide to register or not is established. Now the participants should transfer their participation fee or at least make a deposit to make their participation binding.

Cooperation project:



In May

By mid-May, **participants** should as far as possible be determined to...

- to find a suitable accommodation or to confirm the booked accommodation
- find host families
- book train or bus tickets
- apply for visas, if necessary
- plan a preparatory weekend, which should take place approx. six weeks before the exchange

Now the hot **organizational phase** has begun, in which it is all about organizational details. Detailed tasks have to be distributed. Who organizes what? It is important to state this clearly in the **minutes**. There is nothing worse than standing there during the meeting one morning, and one of the teamers asks the other, "Didn't you want to organize bicycles!?". It is not only important to record the distribution of tasks in the minutes, but also to check the minutes to see whether the tasks are being carried out.

Six to eight weeks before the start of the programme

Now it is time to organise a **preparation weekend**, the aim of which should be:

- to get to know each other better among the participants
- to get to know each other better among participants and teamers
- to discuss the wishes, expectations and fears of the participants
- to develop the programme further together
- to integrate participants into the organisation and preparation of the programme
- to get the participants in the mood for the partner country and the partner group and provide important background information
- to develop the group's self-image
- to clarify concrete, organisational questions (packing list, gifts, travel health insurance, visa,...)
- to prepare for the country and the topic of the exchange
- to give space to answer a lot of questions

In order to get to know each other better and to develop a self-image in the group, it is important to create experiences together, to play together, to build something, to walk, to discuss topics,...

Two weeks before the departure

- the visas should be available
- the teamers should have important information about the participants (telephone numbers of parents for emergencies, illnesses and medications, allergies, swimmers-non-swimmers (for minors), travel health insurance, vaccinations,...)
- the teamers should send the final programme to all participants
- the parents of the participants should be given contact telephone numbers to reach their "children" during the exchange in case of emergency

Cooperation project:



How do we find, motivate and involve participants?

Additional information: *Presentation "Find and motivate participants"*

- The motivation to take part in an international youth exchange often depends on where the journey is going
- Word-of-mouth propaganda usually works best, especially when the exchange takes place with "unpopular" countries
- Don't always wait until a large group comes together
- Make it possible for the participants of the host country to change places, too, i. e. don't stay in their home town for the whole time of the meeting
- Address groups who already know each other from other activities, e. g. youth leader training, groups of friends,...
- Possibility 1 to find the right participants: There is an idea/a project and the right participants have to be found
- Possibility 2 to find the right participants: There is a group of young people and a suitable project has to be found for them

Cooperation project:





Which tasks do teamers have and what should they be able to do?

... this is basically dependent on where the journey is going!

Partner country

- Know the partner country
- Know the language?
- Know the mentality
- Have travel experience in the country
- Know the specific rights and duties in the respective country
- Know the partner organisation and partner team
- Have a trusting cooperation with the partners

Topic

- Know something about the topic
- Be convinced of the content/project

Own group

- Know the own participants (mentality, interests, illnesses & medications, allergies, athletic abilities, parents' telephone numbers, swimmers or not,...)
- Don't join little groups which were formed by the youth in consequence of group processes
- Try to establish contact with all participants and to get into conversation with all of them
- Inquire individually about the well-being and the impressions of the participants
- Have a feeling for group moods
- Have a knack for group moderation
- Have a balancing effect, support the weaker ones and assert their positions
- Be an advocate of the own group towards the partner group
- Be able to reflect on group moods and incidents for yourself and together with the group
- Be able to discuss problems and get them to the point
- Be able to bring about group decisions – feel for and propose compromises
- Have authority, make decisions yourself, know which decisions are to be made by the group and which by the leadership
- Be able to communicate well: What happens when and, above all, WHY?
- enjoy the group and the togetherness
- have experience with groups
- be able to bring people into conversation with each other

Cooperation project:



Personality

- Being able to organise well
- Important things (information etc.) to have at hand
- Know the legal regulations concerning the duty of supervision and the protection of minors
- Have a confident appearance
- Show strong nerves
- Take time out to have strength for unusual situations
- Be a role model yourself (punctuality,...)
- Demand commitment at an early stage (punctuality of others,...)
- Be able to put one's own interests aside
- Be able to set the mood
- Know games
- Be able to delegate tasks
- Be able to resist temptations (a young participant falls in love with the great teamer,...)
- If the participants are under 20 years old, the teamers should always be at least two years older for reasons of assertiveness (authority). For people over 20 years of age, an age difference between the participants and the teamers is not so significant. The main responsible teamers should at least be 18 years old.
- Have ideas for critical moments (always have chocolate in your pocket)

Basically:

- ➔ The teamers should be aware of their own tasks and what they can transfer to the participants!
- ➔ During an encounter, the teamers can gradually withdraw more and more and let the participants take over more and more!

The organisation team could discuss in advance how to imagine the ideal teamer!

Draw for example a body (teamer) on a large sheet of paper and formulate characteristics that the ideal teamer should have. Then try - as with the ideal participant - to assign these characteristics to individual body parts. This illustrates once again, which ideas of a teamer exist within the own team. There can be quite different views, especially then it is important to discuss them.

Cooperation project:



Things that can go wrong in the beginning...

In order to avoid problems – especially at the beginning of the encounter – it can be helpful to collect possible mistakes that might happen, e.g.:

- The participants are not picked up on time
- The participants cannot find the place
- On site nobody knows anything about the place/is responsible
- It takes time to find the rooms
- There is no coffee/tea etc. to welcome the participants
- There is no food or it is very unusual
- The showers are cold, too few or not available
- The programme has already started
- Everyone else knows each other very well
- Overload at the beginning... "so just tell us about..."
- Underload... "just let them arrive first..."
- The circumstances are completely different than expected
- Language difficulties
- No personal greeting and guidance
- No introduction into the house/the circumstances
- Intercultural misunderstandings – how do you greet each other where our guests come from?

Cooperation project:



So the participants have arrived – What now?

Participants

First of all, participants usually want to...

- know where they will be staying - show rooms and store luggage
- drink coffee or tea
- take a shower and go to the toilet
- eat something
- look around and exchange first impressions with people they know
- call maybe at home and say that they have arrived safely
- relax

Time must be allowed for all this, the further the journey was, the longer people should be given a break. Only rarely they want to sleep, even if the journey took longer than 20 hours. The first impressions and the excitement wake them up, the tiredness comes later depending on the own mentality and motivation.

Teamers

As a teamer, it is important to explain to those who arrived as simply as possible and without long lectures,...

- that you are very happy that they have arrived now (in this context you should inquire how the trip was etc.)
- where to find what
- whom they can address because of what
- what happens when in the next few hours

The feeling of being "welcome" is strengthened by the fact that teamers and participants approach the guests, greet them briefly and introduce themselves. The teamers should act as mediators if the participants do not do this among themselves due to carelessness or shyness. But questioning, however, is rather out of place here. If the participants/teamers of the partner groups already know each other well, the welcome naturally takes its own course, depending on how much people know and like each other.

Everybody has arrived, had a meal, is clean and rested, has looked around and becomes curious about what may come...

Cooperation project:



Official meeting

Then it's time for the first official meeting:

- **Greeting:** the funnier, the better!
Clarify with the group how to organise the linguistic communication so that EVERYONE understands EVERYTHING!
- **Getting to know each other for the first time:**
Method tip: Two participants of different nationalities get together and interview each other for 5 minutes (questions can be given, it is also relaxing to include funny questions). There should also be the question of what the person expects from the youth exchange. In a relaxed way, the teamers and the other participants learn what wishes and expectations there are. It also demonstrates that the teamers are interested in the wishes and expectations of the participants and that they want to respond to them. Afterwards they all come together again. Now the participants introduce their partners to the rest of the group.
Advantage of this method: The participants...
 - practise in the smallest possible group in a foreign language
 - get to know a person from the partner group who, according to experience, they will also be looking for contact with more often during the exchange
 - "overcome" oneself to speak in front of everyone for the first time by introducing the person interviewed
 - usually present the interviewees in more detail than they would have introduced themselves. "Look what I've remembered..."
 → See "*Methods & Energizer*" for more familiarization methods

Now it's probably time for a break!

Programme

After the break it is time to **get to know the programme**.

Usually, the participants should already know the programme before their departure or ideally, they should have helped develop the programme, so that it only needs to be briefly discussed and innovations and changes should be explained. Time should be scheduled for initial feedback, comments, questions,...

End of the first day – getting to know the surroundings

Now the participants know with whom they will pass the next days and they got a first overview. The interest in the surroundings is growing. A **rally** can serve as a conclusion of the day:

4 - 5 people from the different groups are brought together and receive a sheet of paper with tasks to be solved. To do this they have to...

- talk
- answer questions about the house and the surroundings

Cooperation project:



In this way, they can immediately get an overview of practical things:

- Where is the nearest bus stop?
- Where is the nearest store and when is it open?
- What kind of stamp do I need for a postcard to my home country?
- etc.

But the groups should not be on the road longer than approx. for an hour.

Leisure time

Once this is done, the participants should be given **calm and free space**.

Define rules

If the participants are really receptive again, which is perhaps only the case on the following day, the group should discuss about how one wants to live together. In this respect, there are the following possibilities:

- Provide and justify rules
- Developing rules together and thus independently developing interaction of the young people, which should increase the participants' identification with the rules and which is also an exciting group dynamic/educational process

Cooperation project:



Methods & Energizers

In the following you will find a lot of methods and energizers that were tested in the course of the training "International Professionals Meeting 2020".

Welcome round

- Everybody introduces oneself with his*her name and makes any gesture/movement at the same time
- All others chorus: "Hello..." and repeat the gesture/movement at the same time

"Either or" – Getting to know each other

- The room is divided into two halves
- The moderator asks questions like:
 - Where do you prefer to go on holiday? In the mountains or on the beach?
 - What would you rather drink? Soft drink or juice?
 - What do you prefer to watch? Romantic movie or action movie?
 -
- The participants arrange themselves according to the halves of the room, for example one half mountains, one half beach
- In case of indecision or other answers, the middle can also be chosen
- The moderator can ask individuals about their positioning
- After a few rounds, participants can also ask questions to the group

Getting to know each other in small groups

- Everyone moves through the room (different types of movement can be given from round to round)
- Groups of 3 or 4 people have to get together at a signal
- The participants have a certain time to exchange ideas on different questions, e. g.:
 - What would you be doing right now if you weren't here?
 - What did you want to be when you were 13?
 - Who would you like to go out with one day?
- After each question everyone moves through the room again and new small groups come together for the next question

Getting to know each other with the help of photos

Each participant shows a picture...

- of his or her favourite place in his or her home town
- of the view out of his or her own window
- of a hobby
- ...

Cooperation project:



"Everyone who..." – Get to know each other

- All sit in a circle of chairs, one person stands in the middle and has no chair
- The person in the middle says something, such as: "All those who have already participated in an international youth exchange"
- After that, all those who have already participated in an international youth exchange must find a new chair and the person from the middle, too
- A new person stands in the middle and names a new feature, etc...

"A little greeting"

- For participants who are unable to attend the exchange for various reasons, notes with their names will be displayed, on which the participants can leave them messages and greetings, even if they don't know them in person
- The notes will then be sent by post to the persons

Group "Schnick-Schnack-Schnuck"

- 2 people play "Schnick-Schnack-Schnuck" (rock-paper-scissors) against each other
- The person who loses joins the person who won and cheers for the winner, while he or she competes against the next person
- At the end: 2 people with a long "fan club" behind them compete against each other

"Toaster, kangaroo, washing machine"

- Everybody stands in a circle, one person in the middle
- The person in the middle points to a person in the circle and says either toaster, kangaroo, washing machine, James Bond or lamp
- This person has to make the appropriate movement with the people to the right and left of him or her
- Hopefully you still remember the movements, otherwise think of something 😊
- If a person makes a mistake, he or she has to go to the middle of the circle

"Formula 1"

- Everybody sits or stands in a circle
- By moving the head and a suitable sound, a racing car is made to drive around in a circle, it's all about speed
- After a while, the direction can be changed
- The instructor can gradually add the following:
 - A person who imitates the racing car's jump, a person who looks behind the flying racing car and a person who imitates the car landing again
 - A person who imitates the car with an empty tank, a person who imitates filling the tank and then a third person who lets the car drive on
- Increased difficulty: two racing cars driving in opposite directions

Cooperation project:



Different noises in different countries

Ask the different participants from the different countries: How does...

- the cock in... ?
- the pig in... ?
- the ambulance in...?
- ...

Ideas for an interactive city tour through Hanover

- The participants will receive for example at the main station, an object that they have to transport up to the Kröpcke by asking passers-by to have it transported for them, with at least three or four people transporting it one after the other → Getting in touch with local people
- At Kröpcke it is all about where the name "Kröpcke" comes from
Task 1: All participants ask three passers-by on the Kröpcke whether they know what the name refers to. The results are then exchanged. Extra question: Do you think that even in your city nobody knows what or who the most important square is named after?
Task 2: Let the participants guess, especially if the passers-by did not know the correct answer, now with the remark: Kröpcke was a man. What has he done to ensure that the most important square in Hanover is named after him?
Task 3: What or who the most important square in your home town is named after? Maybe it is better to ask this question in the course of an evaluation after the city tour.
- As possible make references to the countries of the participants on the basis of the own history: e. g. connection of the Hanover Royal House and Great Britain, reconstruction of the Old Town in Hanover – inspired by the fact that people in Warsaw have historically rebuilt their Old Town,...
- In the market church (Marktkirche), distribute for example photos with detailed excerpts, which then have to be searched in the church (more for younger participants). The photos can also be designed as postcards, maybe already stamped. Then everyone can send an individual postcard home.

Cooperation project:



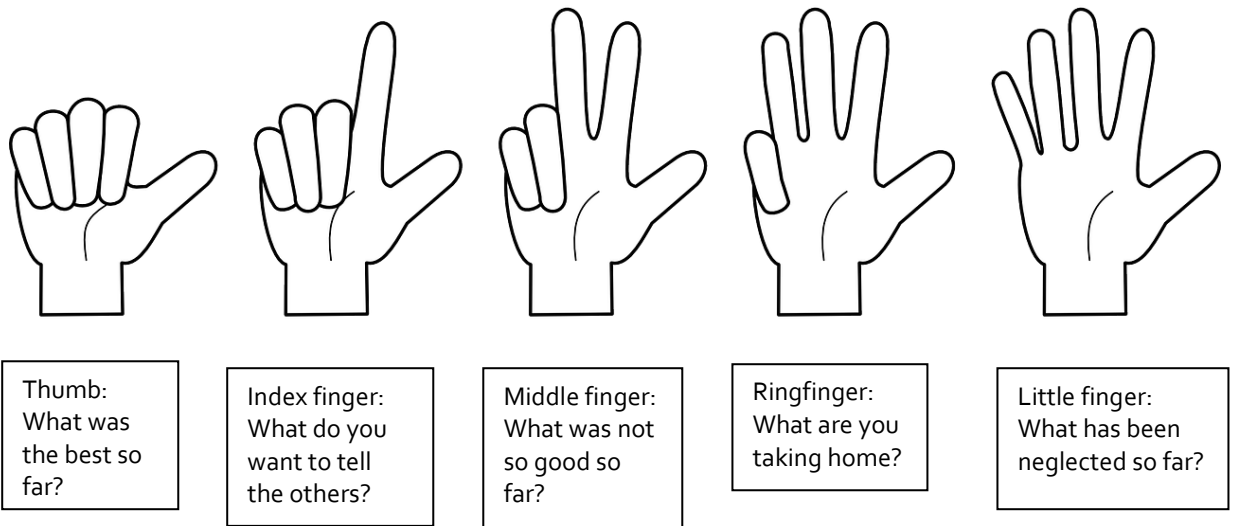
Evaluation

Evaluations – in different forms and settings – should be part of every international youth exchange. A moderation is basically important and necessary. In the following, in addition to the *presentation "Evaluation"*, you will find some evaluation methods, some of which were tested during the training.

Evaluation by agreement

- Everyone is allowed to come to the middle of the circle and say something about yesterday's day
- The group agrees either by a show of hands or by positioning in the room

Five-finger evaluation



- The participants answer the five questions one after the other
- Each participant is heard individually, all give their attention to each other

Letter to oneself

- The participants write a letter to themselves and a certain time after the exchange they receive it from the teamers by post

Envelopes

- An envelope is hung up/prepared for each participant and each participant has the possibility to leave small messages in it, which are read only back at home

Cooperation project:



"Honey shower"

- Everyone has a piece of paper stuck to his*her back, on which the others can write something (nice)

"Kahoot"

- App for creating surveys

Final reflection: Suitcase method

- All participants receive a blank sheet of paper and pens as well as enough time to draw their personal suitcase and write in it and/or draw what they will take home from the international youth exchange
- Afterwards, everyone has the opportunity to present his*her suitcase
- Leave what the individual persons say as uncommented as possible, it is usually a magical moment that stays in the hearts of all participants 😊

➔ International youth meeting always means to reflect oneself!

Cooperation project:

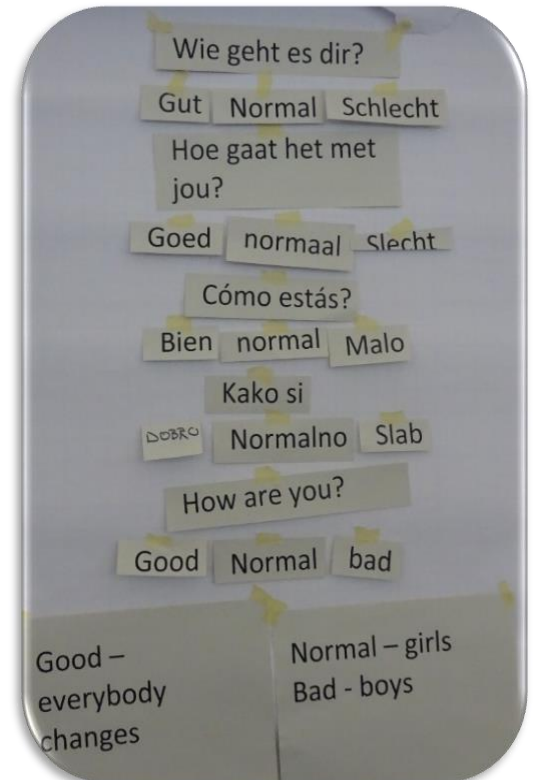




Language animation

"How are you?"

- The question "How are you?" as well as the three answers "Good", "Normal" and "Bad" are written in the languages of the participants and with their help the pronunciation is practised
- Everybody sits in a circle of chairs, one person stands in the middle and has no chair
- The person in the middle asks a person in a circle of chairs in one of the languages how he*she is doing
- If the person answers "Good", everybody has to change places, if he*she answers "Normal", only the girls/women have to change places and accordingly if the answer is "Bad" only the boys/men
- The person who asked the question tries to get a place in the circle



"Without words"

- Teams of two receive a piece of paper describing a situation
- After a short meeting time, each team has to pantomimic the described situation "on stage", another team of two has to guess the situation. It is allowed to use the hands, to act, to draw,...
- Goal: Slowly dare to do/present something in front of the group, experience, communication does not only work through language → Icebreaker

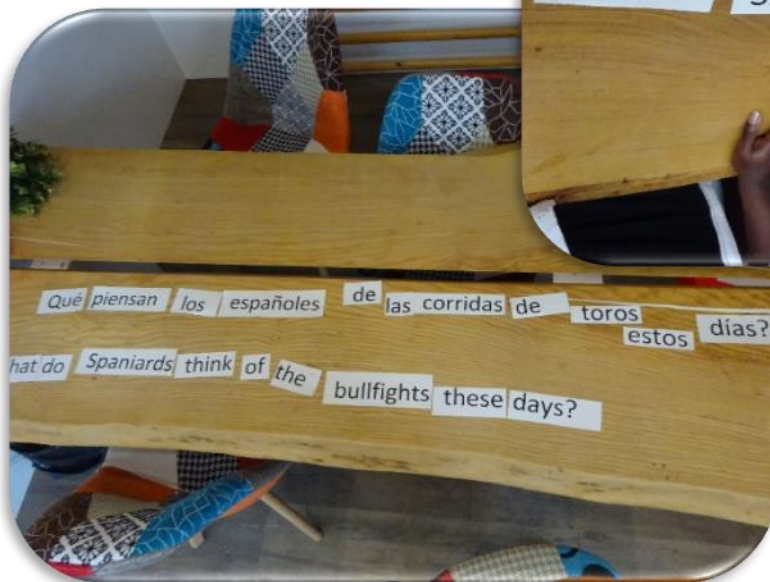
Different objects – different languages

- Either in small language-mixed groups or in the big group
- An object is selected and named on a language, all repeat
- The object is gradually named in all languages

Cooperation project:

International word salad

- Sentences in the different languages of the participants are printed in large letters and the words are cut apart
- The participants have to try to put the words in the right order
- Later, the sentence in English can be added as a support, but also cut apart
- When the right order is found, the group can exchange about the sentences



Cooperation project:



Experiences of the participants in the training on language in international youth exchanges

- When participants feel a connection with each other, they start to communicate
- Use hands, feet and pictures to communicate
- Objects can be labelled with vocabulary in the different languages
- Smartphones and Google Translator can help with communication
- The group of an international youth exchange should be as linguistically mixed as possible
- Divide participants into small, mixed-language groups and give them practical tasks that do not require much speaking
- During meals, a requirement could be to sit next to at least one person from another country
- In the free time, young people usually stay in their language groups
- The aim is to find a certain balance between the language mix and "relaxing in the own language"
- In the communication between participants, but also among the teamers, misunderstandings can occur due to the different languages
- In your own team you should therefore try to prepare for the other language(s): learn the most important vocabulary, even if the common language is English
- Sometimes in certain languages individual words of other languages are used (often historical background) e. g. Indonesia and the Netherlands → It is possible to make this a topic and to play with it
- The situation is different for English-speaking participants, as everyone else speaks their language. They don't have to work so hard on the language. They should therefore be motivated to learn something in the other languages and to use their own language differently, e. g.: speak slower, use simpler words,...

Cooperation project:

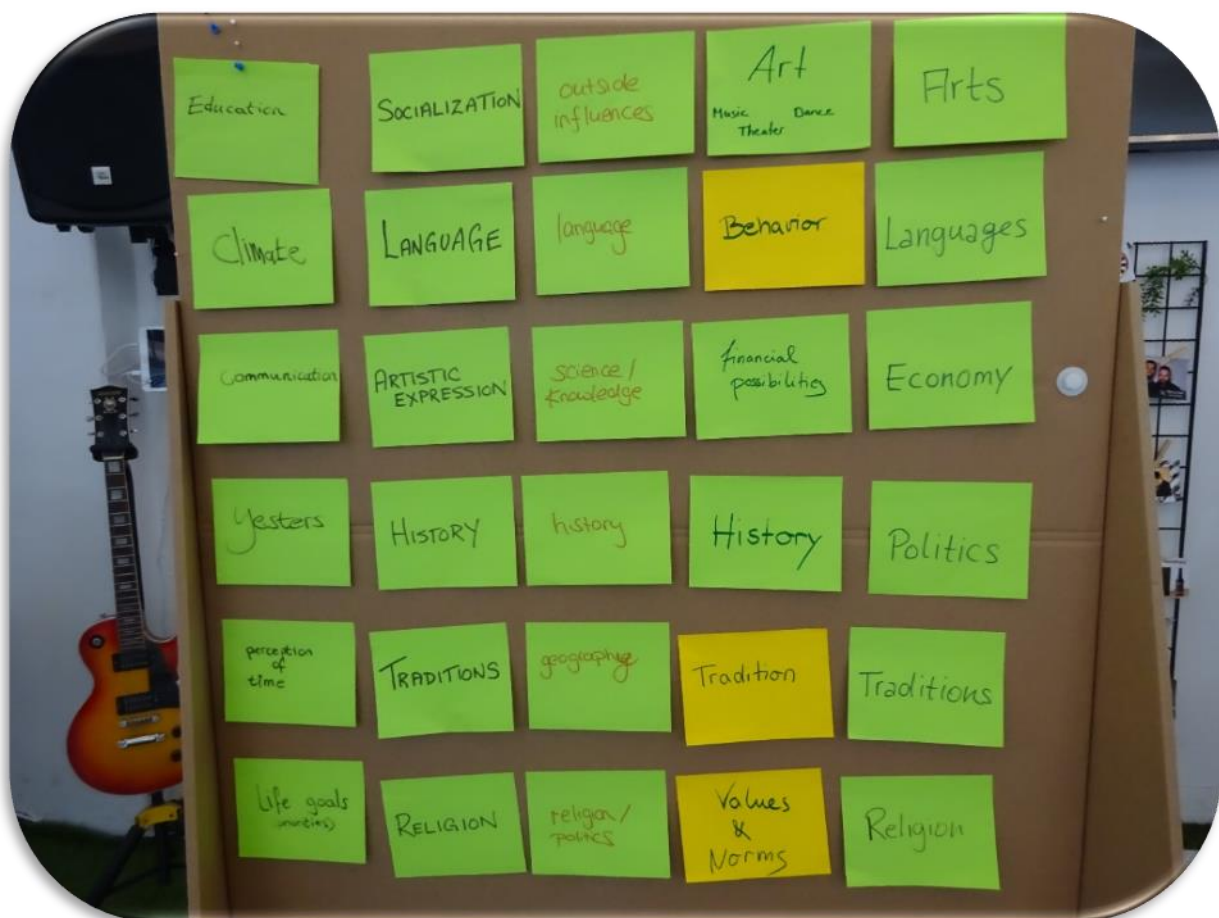


Intercultural learning

In addition to this: *Presentation "Intercultural learning"*

What makes a culture?

- In small groups, the participants agree on 6 aspects that they think make up a culture
- Afterwards, each small group presents its aspects, which can be discussed
- If there is still time, the groups come together again and reduce the aspects to 3
- With young people, it might be better to pick out one aspect every day and let the participants collect what they can think of from "their culture"



Cooperation project:



Dealing with stereotypes

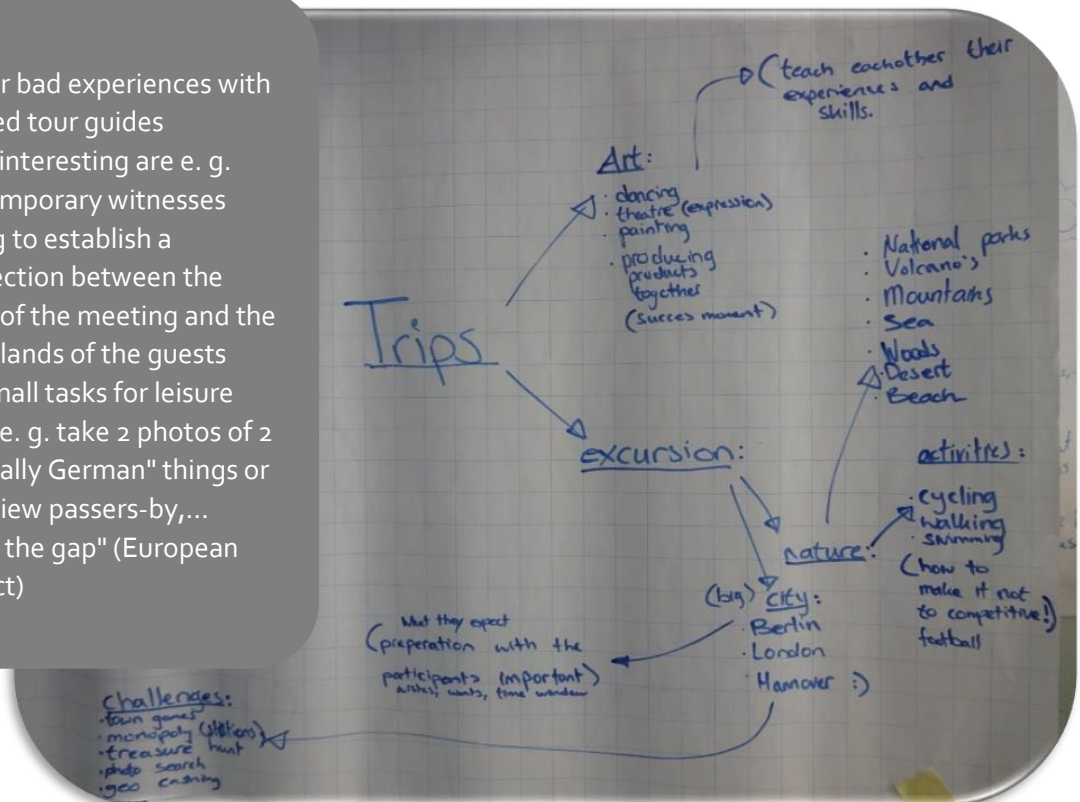
- After about half of the time, ask what the participants expected before the encounter and what is different now/what surprised them
- Basically: Stereotypes usually dissolve (at least partially) during the days of an international exchange
- Possible task: choose something "typically German" and research its origins
- As an example, the quiz by Achim (see [presentation "Intercultural learning Quiz"](#)):
 - The garden gnome comes from Turkey (representation of slaves in mines)
 - The potato comes in the 16th century from South America to Europe
 - Beer has its origin around 3000 BC in Iran; today there are worldwide between 10,000 and 15,000 different varieties, in Germany 5000-6000
- Quiz "Inventions from Hannover" (see [presentation "Typisch Deutsch Quiz & Erfindungen aus Hannover"](#)):
 - Color television, record, electronic carousel, cassette, the dual system of Leibnitz, CD, MP3 format, wallpaper paste,...

Intercultural learning in practice – results from the small groups

Intercultural learning in the context of excursions, activities, etc.:

Supplements:

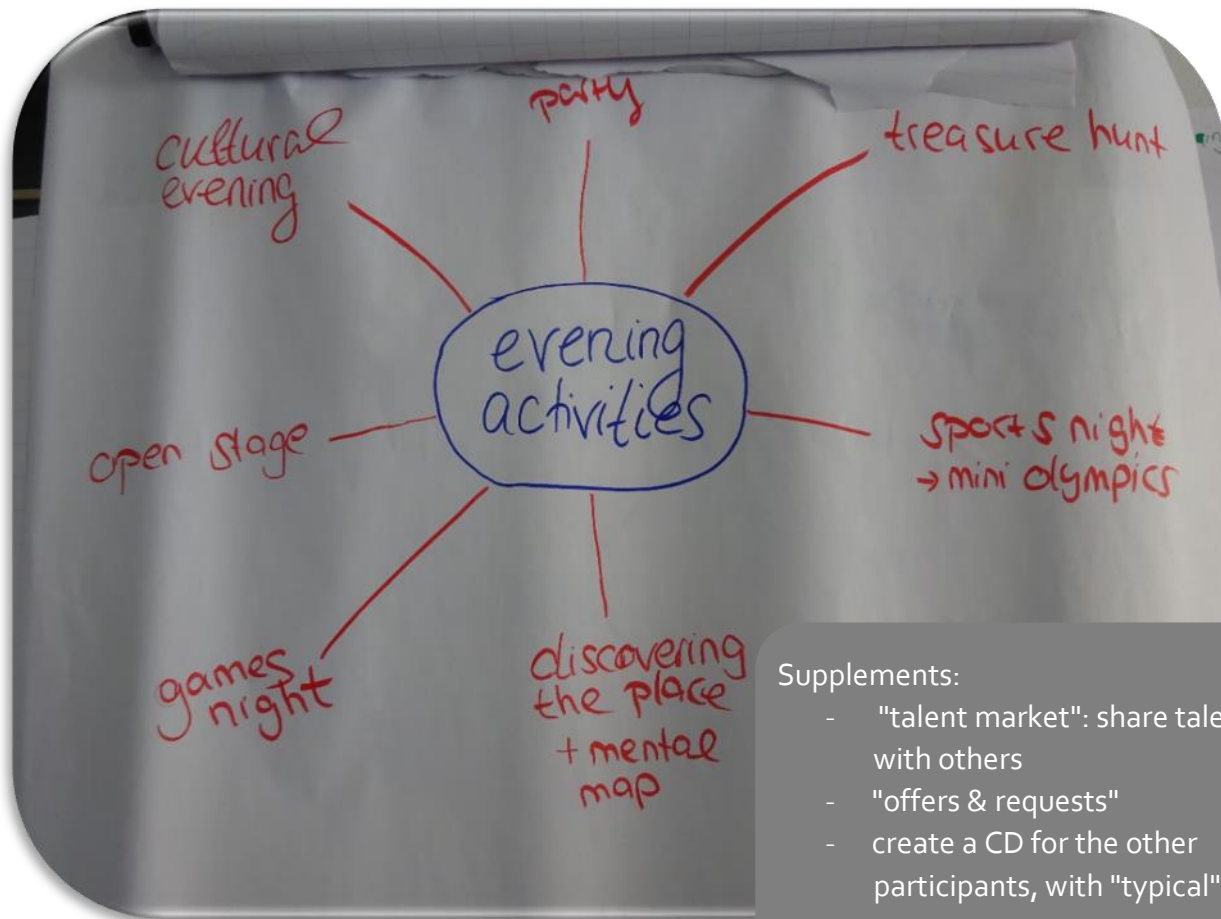
- Rather bad experiences with booked tour guides
- More interesting are e. g. contemporary witnesses
- Trying to establish a connection between the place of the meeting and the homelands of the guests
- Set small tasks for leisure time, e. g. take 2 photos of 2 "typically German" things or interview passers-by,...
- "map the gap" (European project)



Cooperation project:



Intercultural learning as part of the evening programme:



- Supplements:
- "talent market": share talents with others
 - "offers & requests"
 - create a CD for the other participants, with "typical" music

Cooperation project:



Intercultural learning in the context of accommodation:

ACCOMODATION

Homestay Hosts

- most intense day to day cultural experience.
- less "work" during the exchange
- BUT → more difficult to control.
- preparation & post processing fundamental.
- logistically difficult to meet.
- direct entry to day to day culture "sink or swim"
- participant enthusiasm & openness required.

Group Stay

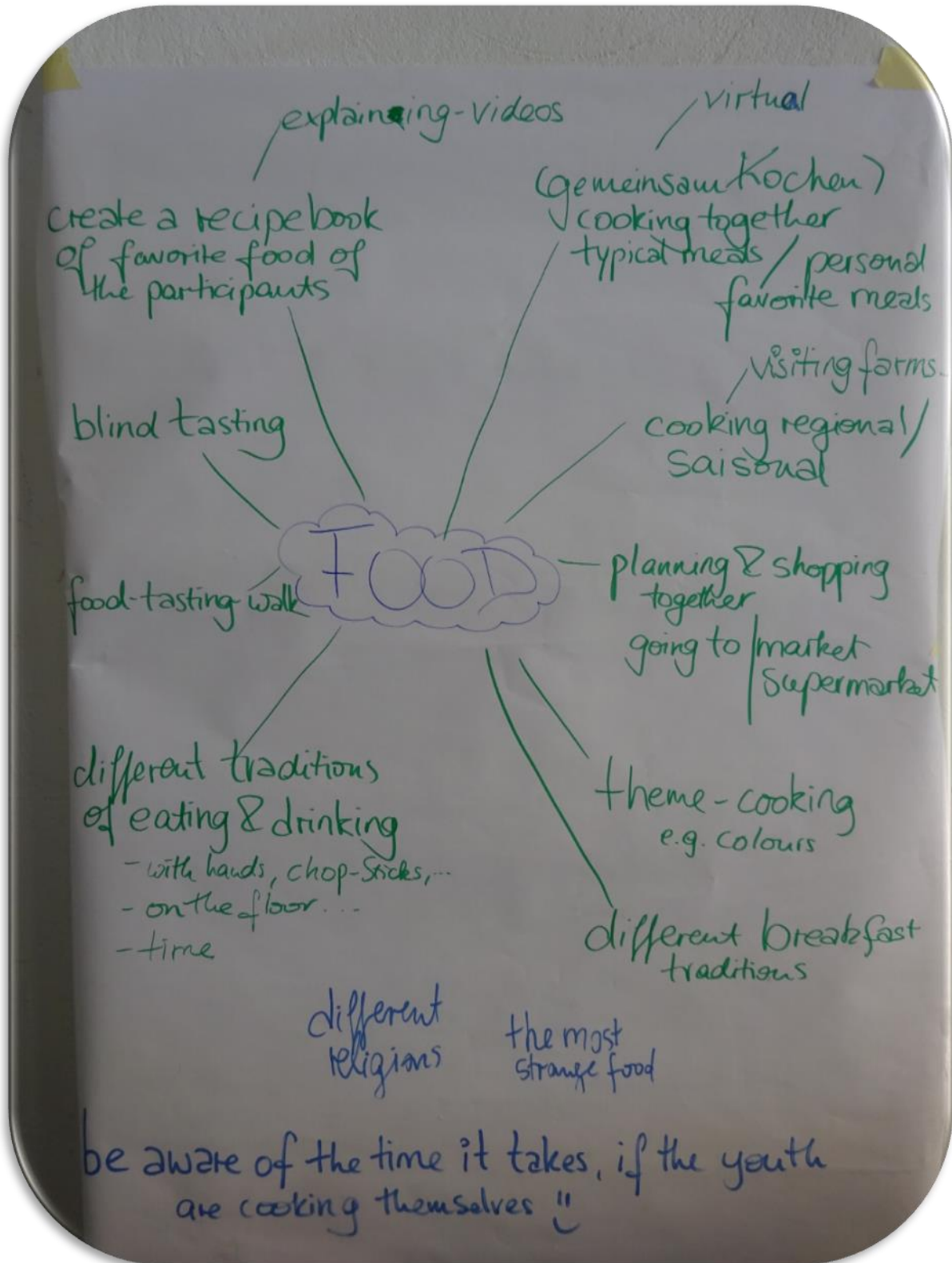
- most intense team building experience.
- more ongoing organization / facilitation
- BUT → easier to monitor group dynamics.
- preparation & processing also required, but is ongoing.
- logistically easier.
- group "comfort zone" parallel to culture.
- easier for reluctant participants.

IN SUMMARY: A MIX IF POSSIBLE?

Cooperation project:



Intercultural learning in the context of food:



Cooperation project:





Conflicts & how to deal with them

In the course of the training, three examples of **conflicts** from the practice of international youth encounters were presented and possible solutions were worked out in small groups.

1. A **camera** has disappeared, probably a participant stole it.
 - It depends on when it takes place during the encounter
 - Offering the participants the opportunity to return the camera anonymously at a certain place until a certain time
 - Collecting money to buy a new camera
 - Rebuilding trust
 - Using the case to discuss such social problems on a meta-level
 - Prevention

2. During the exchange a **sheep** shall be slaughtered for a meal. Two participants, who normally eat meat, want to leave the exchange thereupon.
 - Take the participants aside and try to figure out what the real problem is; possibly there was an incident before and the situation is now used as a pretext
 - Make hospitality a topic to speak about
 - Talk about the role meat plays in our everyday life, how it is produced, where it comes from,...
 - Conclusion: It is good that we have different opinions, otherwise it would not be necessary for us to meet! Always respect the opinions of others and try to understand them!

3. As part of an international camp in Romania with five participating countries, there is only a certain amount of **water** for the showers. This is never enough for all participants.
 - Calculate how much water everyone is entitled to
 - Let the group define its own rules
 - Presenting water as a valuable and limited resource
 - Prepare the participants before the trip that there will not be so much water

Cooperation project:



Financing of international youth exchanges

In addition: *Presentation "Funding by Erasmus+"*

Funding by Erasmus+

The following formats are supported by **Erasmus+**:

- Training: you can organize your own training or you can participate in it (100 Euro participation fee, the rest is financed)
- Seminars: For people, volunteers, etc. with a certain experience in youth work
- Study visits
- Job shadowing: get to know the daily working life of the partners for a certain period of time
- Local youth projects: up to 12 months 500 euros per month funding, the initiative of young people should be clear, 240 euros per month for a person who guides the young people, it does not have to be an NGO, it can also be a private initiative
- European Solidarity Corps: Voluntary projects (formerly European Voluntary Service), teams of volunteers, solidarity projects, placements and jobs → could be an idea for partnerships, e. g. a volunteer from London comes to Langenhagen for one year
- Strategic Partnerships: open funding format for innovative, medium to long-term projects, up to three years of funding
- TIP: the budget in Germany is higher, because there are fewer applications than for example in Turkey or Serbia, where there are not many funding alternatives
- application deadline always up to 12h (midday!)
- After about 2.5 months, you will receive feedback whether funding has been granted
- The number of participants from the participating countries should be as balanced as possible
- If a participant is older than 30, it may be possible for him*her to participate as a teamer
- decision of the funding according to three criteria: 1. Relevance, 2. Quality of project design and implementation, 3. Effect and dissemination (here we are talking about a result that can be realised during or after the encounter, e. g. film)
- No funding if less than 60 out of a possible 100 points
- Travel costs are calculated according to linear kilometres

Other funding opportunities in addition to Erasmus+

In addition to a funding at European level, it is also possible to finance international youth exchanges with funds from the federal government, the federal states, local authorities or foundations. A brief overview is provided by the *presentation "Further funding opportunities in addition to Erasmus+"*

This presentation is only interesting for the German participants.

Cooperation project:



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Cooperation project:

