

English for International Youth Work

Arbeitsheft mit Übungen



Arbeitshilfe

K KERN
TRAINING

ijAB

Einleitung

Die vorliegende Arbeitshilfe *English for International Youth Work* wurde erstmalig 2022 von Kern AG in Zusammenarbeit mit der Kompetenzstelle Sprache von IJAB als ergänzendes Unterrichtsmaterial der Online-Englisch-Qualifizierung für Fachkräfte der Internationalen Jugendarbeit erarbeitet. IJAB initiierte die Online-Englisch-Qualifizierung im Auftrag des Bundesministeriums für Familie, Senioren, Frauen und Jugend als eine der Maßnahmen zur Intensivierung und Weiterentwicklung des deutsch-US-amerikanischen Jugendaustausches.

Die Arbeitshilfe richtet sich an Fachkräfte der Internationalen Jugendarbeit, die ihre Englischkenntnisse für die Zusammenarbeit mit ihren internationalen Partner*innen stärken wollen, und ist daher handlungsorientiert ausgerichtet auf die Inhalte und das Vokabular der Praxis in der Internationalen Jugendarbeit.

In fünf Kapiteln werden Themen, wichtige Phrasen und Vokabeln behandelt, die für das Arbeitsfeld der Internationalen Jugendarbeit relevant sind: Strukturen und Aufgaben von Trägern in der Kinder- und Jugendhilfe, Vorstellung der eigenen Person und Organisation, Jugendpolitik, Jugendarbeit und die Zielgruppe *Jugendliche*, das Bildungssystem in Deutschland, Planung, Umsetzung und Evaluierung internationaler Projekte, Verfassung von Berichten, Antragstellung und interkulturelle Kommunikation – das sind einige der Themen, die in dieser Arbeitshilfe behandelt werden.

Die Übungen dieser Arbeitshilfe wurden zwar als ergänzendes Material zum Kurs erstellt, den die KERN AG im Auftrag von IJAB für Fachkräfte der Internationalen Jugendarbeit durchführt; dennoch kann sich die Publikation auch als Selbstlernmaterial und Impuls für weitere Lektüre für interessierte Fachkräfte eignen: Neben den

Übungen, die direkt im Arbeitsheft bearbeitet werden können, finden sich im Anhang ab S. 96 die Lösungen zu den Übungen, so dass Lernende eigenständig ihre Antworten überprüfen können. Eine Liste mit den wichtigsten Vokabeln aus jeder Lektion, in die eigene Notizen, Übersetzungen oder Erläuterungen notiert werden können, ist dem Anhang ebenfalls beigelegt. Eine Sammlung an handlungsorientierten Phrasen gibt Lernenden nützliche Redewendungen für konkrete Sprechhandlungen an die Hand. Und nicht zuletzt unterstützt der Überblick mit den sogenannten False Friends das Vermeiden von Übertragungsfehlern: Denn nicht immer ist das, was ähnlich in der eigenen Sprache klingt, auch wirklich korrekt und bedeutungsgleich.

Für die Entwicklung der Arbeitshilfe wurden „authentische“ Quellen genutzt, d. h. Material, das in der Internationalen Jugendarbeit zur Information oder für die Qualifizierung von Fachkräften erstellt wurde. Dadurch erhalten Leser*innen zum Beispiel auch Zugriff auf englischsprachige Videos von internationalen Organisationen. Wer darüber hinaus ein umfangreiches Vokabular mit Fachbegriffen (und teilweise ausführlichen Erläuterungen) der Internationalen Jugendarbeit und der Kinder- und Jugendhilfe im Allgemeinen nachschlagen möchte, kann gerne den IJAB-Youth Work Translator nutzen unter: <https://translation.rocks>.

Das Redaktionsteam weist die Leser*innen darauf hin, dass für die Arbeitshilfe die im US-Amerikanischen Englisch übliche Schreibweise zugrunde gelegt wurde. Hinweise auf britisches Englisch finden sich in der Vokabelliste im Anhang.

Wir wünschen viel Freude beim Üben und bei der praktischen Anwendung!

Das Redaktionsteam von IJAB

IJAB NEWSLETTER

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Introducing yourself and your organization



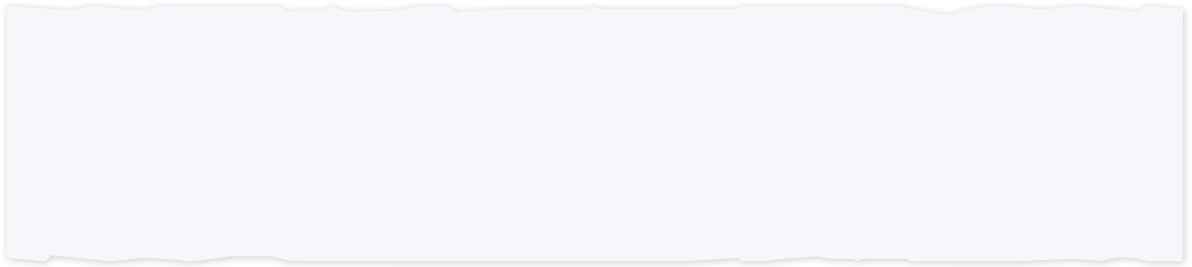
Introducing yourself

1. Look at the following expressions. Put each expression in the correct category.

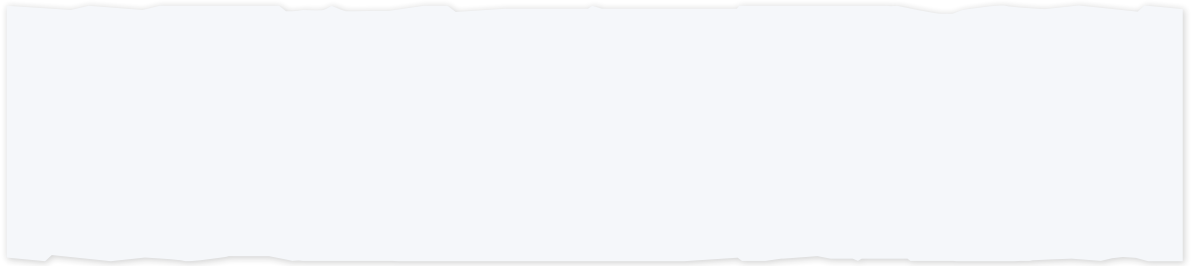
- » *Can I introduce myself?*
- » *How long have you been working for ...?*
- » *I'm in charge of...*
- » *Is this your first visit to ...?*
- » *Really?*
- » *What area of youth services do you work in?*
- » *Nice to meet you.*
- » *I'd like to introduce you to...*
- » *My name is ... How do you do.*
- » *I'd like you to meet ...*
- » *I'm responsible for ...*
- » *Pleased to meet you.*
- » *That sounds interesting.*
- » *When did you join your organization?*
- » *Hello, I'm ...*
- » *I work in youth services*

Introducing yourself:

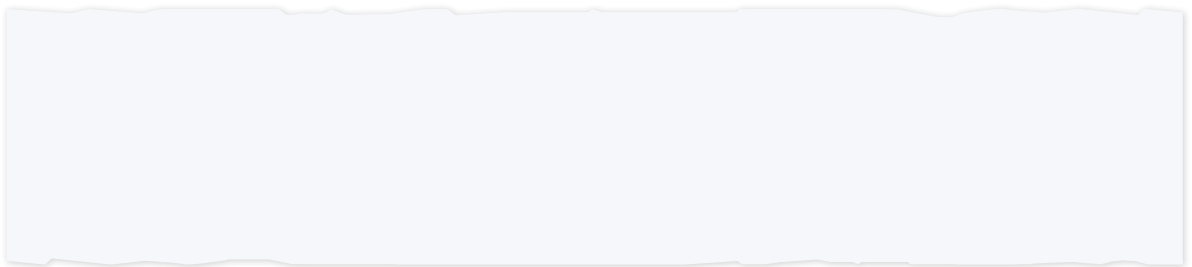
Greeting somebody:



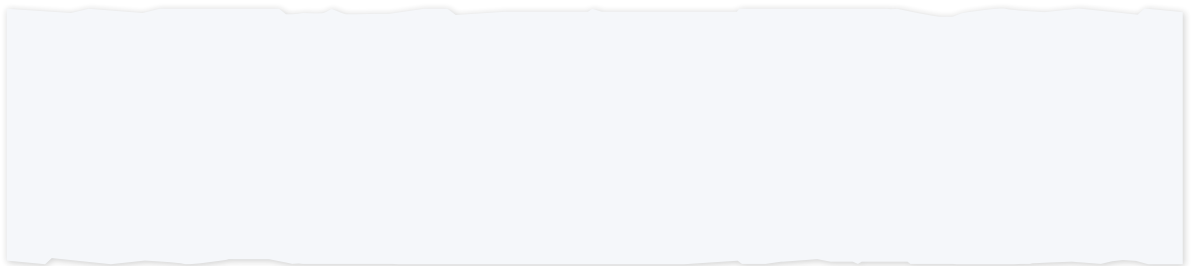
Introducing a colleague:



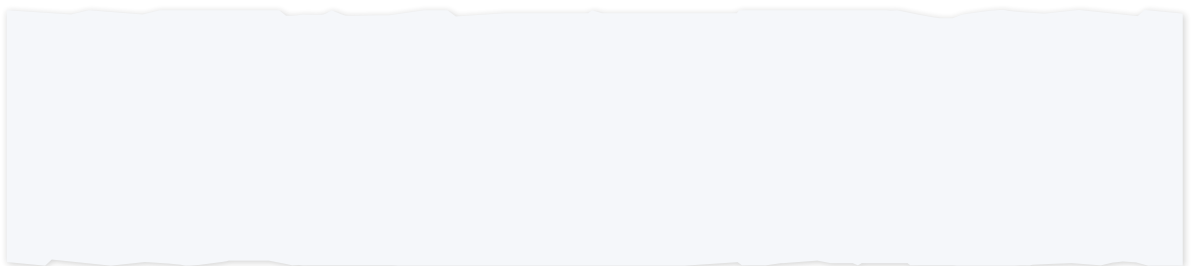
Making small talk:



Talking about your job:



Showing interest:

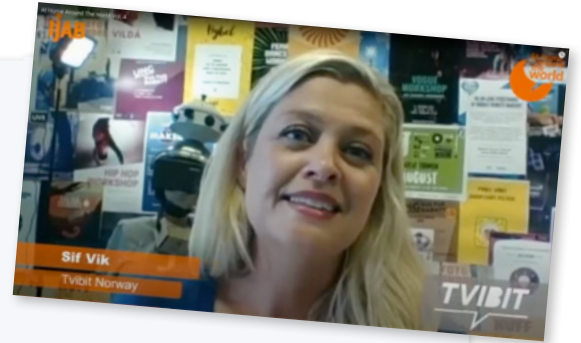




2. Now listen to Sif Vik being introduced (🔊 Audio 1) and answer the following questions:

This video was produced as part of the IJAB video livestream series "At Home Around The World". The series explored in 2020 how IJAB's international partners fared during the Corona crisis. <https://ijab.de/angebote-fuer-die-praxis/live-stream-serie-at-home-around-the-world/aktuelle-videos-at-home-around-the-world/im-gespraech-mit-sif-vik-norwegen>

a. Where is Sif's workplace located?



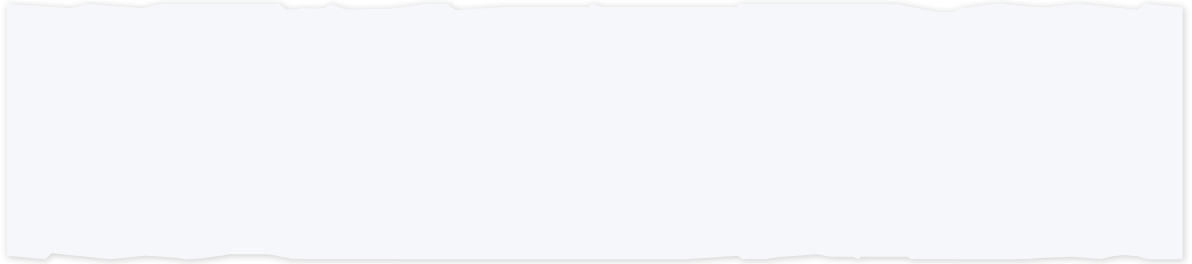
b. What is her job description?

c. Who does her organization Tvibit cater to? Which are her target groups?

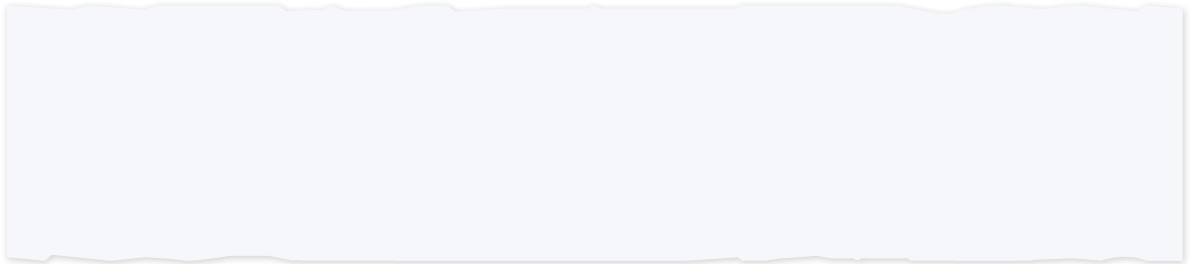
d. How long has she worked in the field of youth work?

3. Prepare some notes on yourself. Include the following information:

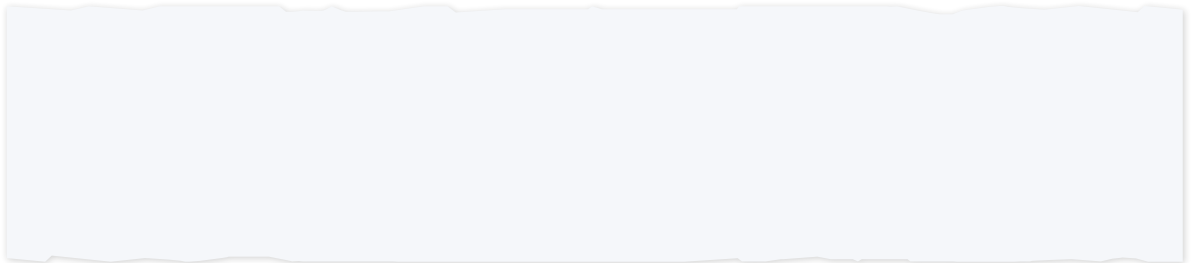
» Which organization do you work for?



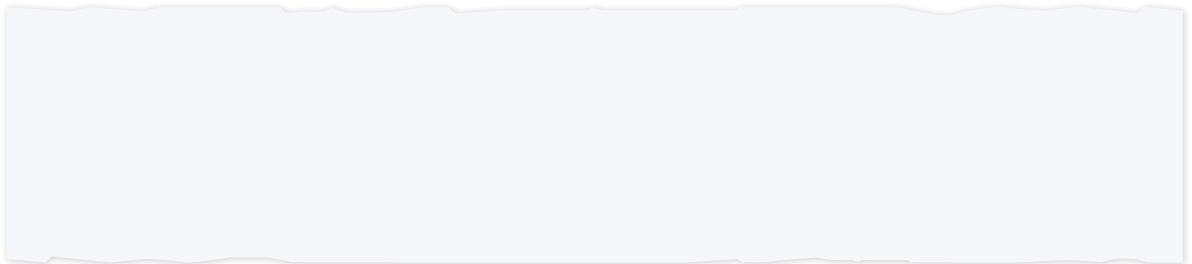
» Where is it located?



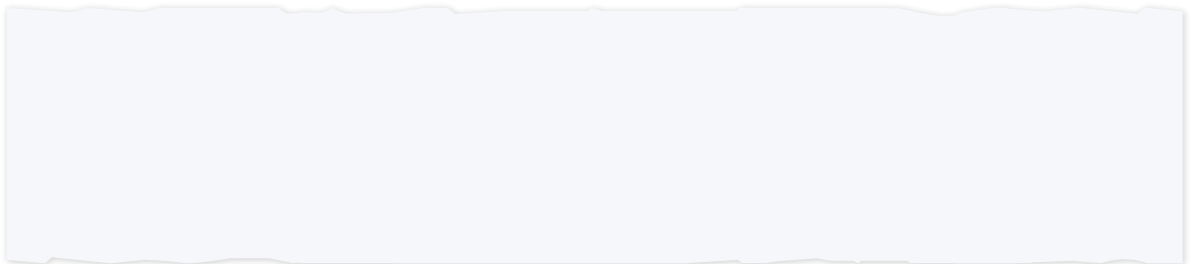
» Who do you cater to?



» How long have you worked in this field?



» Have you always worked fulltime?



Introducing yourself and your organization

- » Have you always worked fulltime?

- » Have you ever worked as a freelancer?

- » Have you ever worked on a voluntary basis?

Now pass on your notes and introduce one of your colleagues to the class.



For further discussion

- » What made you decide on this type of work?
- » What kind of qualifications, skills and characteristics are needed for this type of work?

Your notes



Introducing your organization

Provider structures in child and youth services

1. The following text outlines the areas of responsibility in the German youth work system. Please read the text and match the underlined terms with their definitions.

Federation:

Enacts legislation on Book 8 of the Social Code – Children and Youth; incentives and financial support for cross-state child and youth services; Federal Youth Board (Bundesjugendkuratorium); four-yearly Child and Youth Report of the Federal Government.

Länder (federal states):

Länder implementing acts to Social Code Book 8; financial support for state-wide child and youth services infrastructure; Child and Youth Plans of the Länder; the Länder assist the local youth providers of youth services by providing advice and further training.

Local authorities:

Towns that are administrative districts in their own right and counties (in some cases larger towns within administrative districts), as public-sector providers, establish a youth welfare office; overall responsibility for planning and the local fulfilment of tasks under Book 8; local youth services planned and structured in the context of local self-government.

- | | | |
|---|--------------------------|---|
| a. Enacts legislation | <input type="checkbox"/> | to establish laws |
| b. Incentives | <input type="checkbox"/> | when people elect local councils who are then given the authority to solve important issues |
| c. financial support | <input type="checkbox"/> | the largest local administrative unit in various countries |
| d. cross-state child and youth services | <input type="checkbox"/> | something, usually offer of money, to make people do something |
| e. implementing acts | <input type="checkbox"/> | within one federal state |
| f. state-wide child and youth services infrastructure | <input type="checkbox"/> | service options |
| g. administrative districts | <input type="checkbox"/> | organisations or institutions not regulated by law and often have a private function |
| h. a county | <input type="checkbox"/> | an area (a city or a commune) which has its own administrative authority |
| i. a youth welfare office | <input type="checkbox"/> | to give money to make it possible for that person or institution to function |
| j. local self-government | <input type="checkbox"/> | operating over the state borders |
| k. offerings | <input type="checkbox"/> | to carry out laws |
| l. non-statutory bodies | <input type="checkbox"/> | an office that is responsible for the health and happiness of children and young people |

2. Have a look at the following table. Which category does the organization you work for fall in?

Public-sector providers of child and youth services	Land (state) youth welfare office (regional provider) administrates the Land youth welfare office and Land youth welfare committee	<ul style="list-style-type: none"> » advises the local providers » plans, promotes and supports pilot projects » provides employee further training » grants operating licences 	i. a. (Article 85 [2] Social Code Book 8)
	Youth welfare office (local provider) administrates the youth welfare office and the youth welfare committee	<ul style="list-style-type: none"> » meets statutory duties (Article 79 Social Code Book 8) ... to establish infrastructure ... to fulfil tasks » provides services in individual cases 	
Non-statutory providers of child and youth services	Non-statutory, non-profit providers <ul style="list-style-type: none"> » welfare associations » youth associations » other providers (not organised in associations) 	<ul style="list-style-type: none"> » deliver services » shape infrastructure » participate in political decisions 	
	private commercial (for profit) providers	<ul style="list-style-type: none"> » deliver services 	

Source: <https://www.kinder-jugendhilfe.info/en/structures>

3. Make a list of organizations you have worked for in the field of youth work and work together in groups or pairs to describe the organizations and their services and activities.

What is the name of the organization?	What type of organization is it?	What are their services and activities?	Who are their target groups?

What is the name of the organization?	What type of organization is it?	What are their services and activities?	Who are their target groups?

**4. There are a lot of areas where there is a lot of volunteer work.
Complete the following text about civic engagement in Germany**

sizeable two-thirds predominantly non-profit volunteers

A total of **30 million people** across Germany are active in over **600,000** [redacted] **organizations**. 72% of these organizations work exclusively with [redacted]. 18% are part of the "education and upbringing" sector. In child and youth services, this work mostly takes place in the many ([redacted] non-profit) democratically structured **associations and organizations**. A [redacted] portion of young people work as volunteers. Around [redacted] **of 14- to 28-year-olds** volunteer in a range of areas.



For further discussion

1. Have you ever been a volunteer? Do you know anyone who has worked as a volunteer?
2. Can you name a list of organizations that work mainly with volunteers?
3. Have you ever worked for a non-profit organization? What was the name of the organization and what kind of work did they do?
4. What types of organizations do you think have the highest number of young volunteers?
5. What are the advantages and disadvantages for an organization of working with volunteers?
6. How important is civic engagement? Can you tell us about cases that made a real difference?
7. What reforms are needed to improve the current system?

Your notes

Presenting your organization



1. Watch the video ([Link](#)) and listen to Sif telling you about her organization.



Source: IJAB live-stream-series "At Home Around The World", interview with Sif Vik on 24 June 2020.
www.youtube.com/watch?v=V9r6dBjafxY (accessed on 31.05.2023)

2. Put the following points in the order she mentions them in.

- Tvbit has a special cooperation with the Department of Health Services: a free health clinic for young people. They offer a free drop-in service with access to doctors and psychologists.
- Their goal is that young people make their own projects and their own initiatives. They built the house on empowerment, trust, and a positive view of young people.
- Tvbit has a regular staff of 19 people plus additional people and volunteers working on projects. During a normal week, they have around 2500 visits to their installation.
- Tvbit has a special fund: the "Tvbit" ladder. Through this fund they give out approximately €100,000 to different projects every year. They have funded around 250 projects all over the northern region promoting different activities for young people like film festivals, music, and art.
- Their core target group are people from 15 to 30 both amateurs, semiprofessionals, and professionals. They give people access to the building, to equipment, to money, to mentoring, to whatever they need to fulfill their dreams.

3. Put the following words in the correct category.

- supervisor
- theater and cultural organizations
- organize activities
- volunteer fire fighter
- environmental protection agency
- churches
- youth center
- camp counsellors
- sports club
- paramedic
- food banks
- take care of refugees
- handout food
- parents' association at school
- take care of the elderly
- nursing homes
- sports trainers
- old age homes
- rescue services
- hospice
- take care of the disabled people

Place of work / organizations	Jobs	Tasks



4. Present your own organization to the group. Consider the following points.

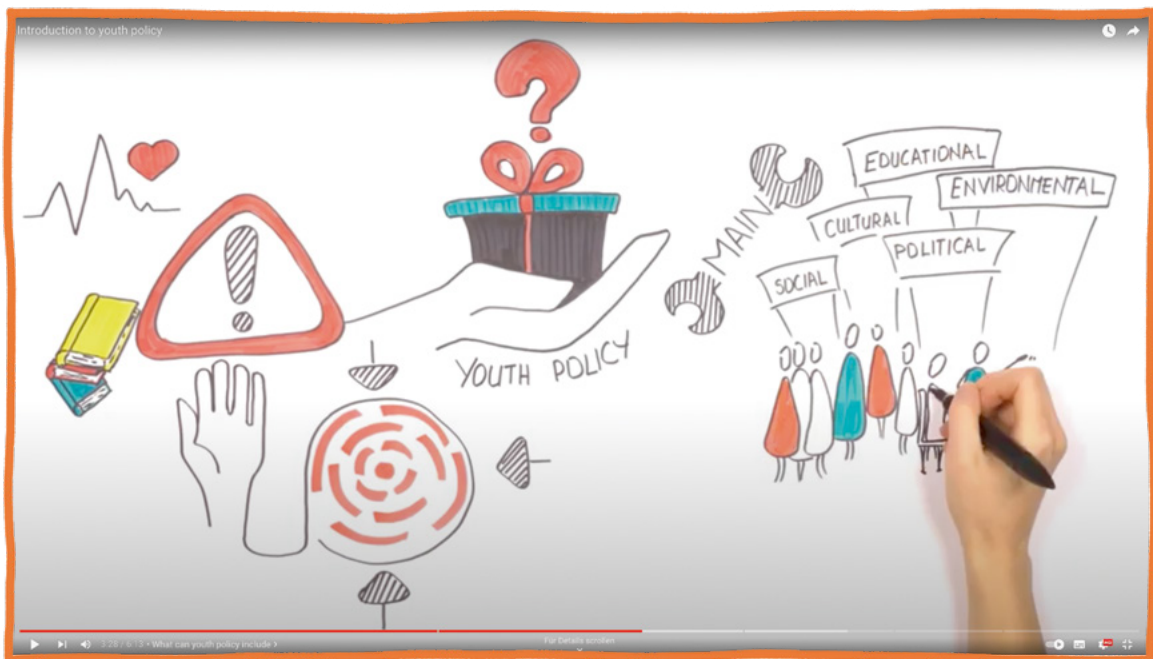
- » Type of organization
- » Funding
- » Target group
- » Goal
- » Cooperation

Some useful vocabulary:

- » The organization is private / governmental / local / international / is made up of / ...
- » We organize / fund / offer / implement / deliver services / promote /...
- » We work with / collaborate with / engage with /...
- » We offer programs / services / targeted projects / youth clubs / activities / health support / training /...

Youth Policy and Target Groups

Introduction to youth policy



Source: Partnership between the European Commission and the Council of Europe in the field of Youth: Introduction to youth policy, <https://www.youtube.com/watch?v=Vd3zub--scE> (accessed on 31.05.2023)

This video ([Link](#)) introduces the basic elements of youth policy. In the following you will be asked to discuss several points regarding youth policies, and you will watch the video section by section as indicated.

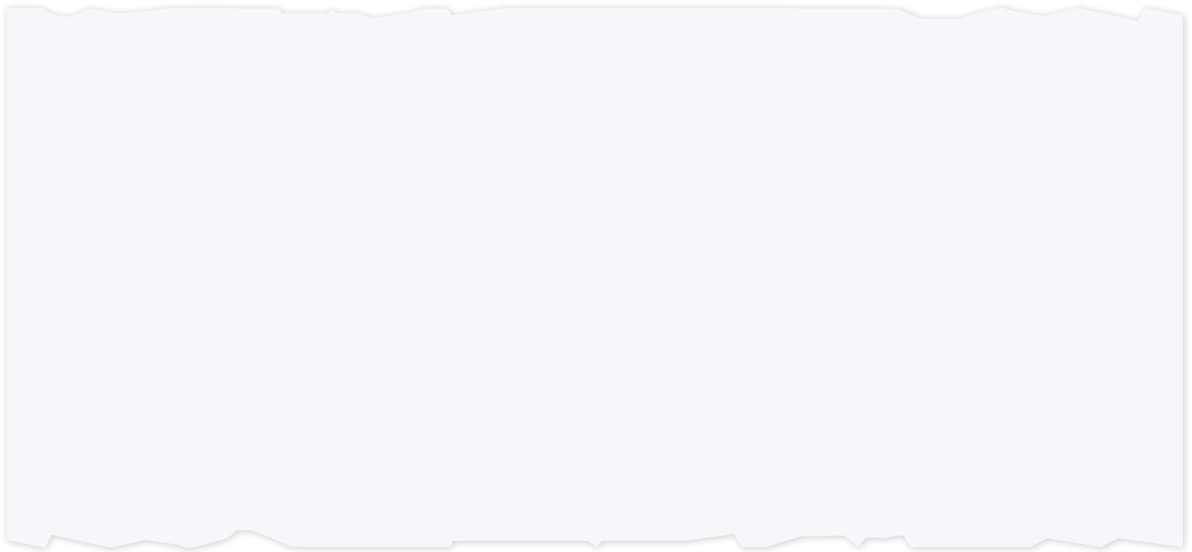
Youth Policy and Target Groups

Note the difference in English between the words policy and politics. Policy refers to a course or principle of action adopted by a government, political party, or a business. Politics is the study or the practice of the art of government. Compare these examples:

- » *The government's education policy is to raise student fees at universities.*
- » *He's studying politics at university because he plans to be a politician.*

1. Stop and think of young people for a moment. Youth is the period of transition from being a child to becoming an adult.

- a. What do you think are the most important aspects of this transition? Discuss and take notes.



- b. Now start watching the [video](#) (0:00 – 1:15). The video names 7 areas, please list them:

- » _____
- » _____
- » _____
- » _____
- » _____
- » _____
- » _____


2. Watch the next part of the [video](#) (1:15 – 2:19).

- a. What can a youth policy include? Discuss.
- b. The video names examples for three different approaches to youth policies. Please complete the following table with the information from the video (2:20 – 3:16):

Policy for all domains affecting young people	Policy focused on young people as such	Youth policy measures besides promoting opportunities for young people

3. Name possible parties involved in youth work and then compare with the [video](#) (3:17 – 4:02)

You:	Video:

4. Now watch the rest of the  video and match the youth policies to the correct international organization (4:02 – 6:08):

- a. The Council of Europe » supports policies that create opportunities for young people. It also highlights the role of youth work and non-formal learning.
- b. The European Union » aims to increase recognition of the rights and aspirations of youth.
- c. The United Nations » promotes youth policies based on human rights and democratic standards. It also promotes youth participation in youth policy.

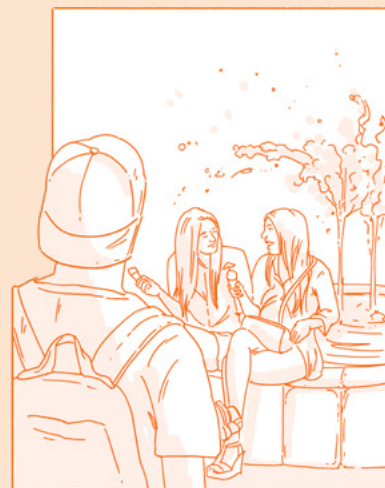
Youth Work

More chances for youth

The following scene can take place anywhere: girls and boys are hanging around, at the fountain, bus stops, the kiosk. What they want is a room to meet in, to make or listen to music, to talk, to hang out. But how to come by it?

The most common leisure-time pursuits of youths aged between 12 and 24 are meeting with friends and listening to music.

Youth work is a field of youth services where offerings and facilities are created that foster the development of young persons, are structured around their interests, enable them to become self-determined and encourage them to share social responsibility.



1. Mark the following statements as true or false

- true / false Young people like to be by themselves.
- true / false They don't have enough places to hang around.
- true / false They don't like listening to music.
- true / false They like to have a lot of organized activities in their leisure time.
- true / false They like to join sport clubs and youth centers.
- true / false They like being monitored by adults.
- true / false Junior Fire Brigades is a popular association among the young people.
- true / false Activities should be structured around their interests.



For further discussion

1. What can the Child and Youth Services Act offer for young people?
2. In your experience, which type of offers are the most popular?
3. What types of outreach services are available for young people?
4. Can you name a few clubs and associations that young people can join in your area?
5. Young people dislike being monitored by adults. What possibilities are there to encourage self-reliant initiatives run by the youth?

Your notes

Understanding the challenges young people face

1. Put the list below from the most relevant to the least relevant according to your opinion by adding the numbers 1 to 10 (1= least relevant, 10= most relevant).

- crime
- lack of employment opportunities
- pressure of 24-hour social networking
- issues related to body image
- family problems
- substance abuse
- lack of affordable housing
- pressure of materialism
- negative stereotyping
- failure to succeed in education system
- uncertainties over the future

- » The most difficult / the hardest / the most urgent / _____
- _____
- » Our choice is ... _____
- _____
- » Our number 1 on the list is ... _____
- _____
- » ... and that is why ... _____
- _____

4. Here are the descriptions for several common challenges young people face. Read the texts and choose the correct word (underlined) in context.

Round Midnight: Understanding the Challenges Young People Face in 2021 and Beyond, <https://www.roundmidnight.org.uk/understanding-the-challenges-young-people-face-in-2021-and-beyond/> (accessed on 31.05.2023)

Education and Employment

Research done by YMCA found that 44% of young people are worried about / of their studies and exams. It is easy / difficult for young people to find apprenticeships if they drop out of school. Youth employment support is unimportant / important.

Mental Health Difficulties

More young people than ever are experiencing mental health difficulties. This can affect / effect all areas of their life: home, school, friendships, and relationships. It is vital that young people know where to go for support.

Social Media

The rise of technology has had a significant / insignificant impact on the lives of young people. Technology can be an amazing tool, however, there are also concerns about how it affects the way young people see themselves and privacy. While social media can be a great way to connect with both family and friends during difficult times, it is not without its drawbacks.

Peer Pressure

Socializing with and having the respect of your peers is crucial / unnecessary to young people. Many children and young adults may think that they are missing out or not fitting in if they don't go along with the crowd, or the strongest voice in that crowd. This could push the young people to drink excessive / moderate amounts of alcohol, take drugs or be exposed to gang crime.

Body Image Anxieties

Research by YMCA found that more than half of young people (52%) regularly worry about the way they look. Body image anxieties impact the lives of many young people during puberty. With the rise / fall of social media apps such as Instagram and Snapchat, images of bodies are shared constantly. Many of these photos have been filtered or edited and this can send mixed and confusing / clear messages to young people about how they should look and the relationship they should build with their body.

Uncertainty

Uncertainty over the future is a major / minor concern for many young people. The pandemic has highlighted social inequalities and people are expressing serious / unserious financial concerns as the recession deepens. Many young people are also concerned about climate change and feel prepared / unprepared to deal with these issues in their current, youthful state.

5. Find the following words and expressions in the text above to fill out the crossword puzzle below.

1. Find another word for *important* in the text.
2. Find another word for *great* in the text.
3. Find another word for *worry* in the text.
4. Find the phrasal verb that means *not being a part*.
5. Find the phrasal verb that means *being accepted by others*.
6. Find the word for *put focus on* in the text.

The crossword puzzle grid consists of the following cells:

- Down 1:** A vertical column of 5 cells, starting with '1' in the top-left corner.
- Across 1:** A horizontal row of 5 cells, starting with '1' in the top-left corner.
- Down 2:** A vertical column of 2 cells, starting with '2' in the top-left corner.
- Across 2:** A horizontal row of 10 cells, starting with '4' in the top-left corner. The 7th cell from the left is shaded blue.
- Across 3:** A horizontal row of 9 cells, starting with '6' in the top-left corner.
- Across 4:** A horizontal row of 7 cells, starting with '7' in the top-left corner.

There are two shaded blue cells: one in the 7th cell of Across 2 and one in the 4th cell of Across 3.

Target Groups

Who are the young people you work with?



Source: Partnership between the European Commission and the Council of Europe in the field of Youth: Online-course Essentials of Youth Work. A day in the life of a youth worker. Who are the young people you work with? <https://www.youtube.com/watch?v=jU1Rxp5qWDg> (accessed on 31.05.2023)



1. Listen  to each youth worker describe their target group and take notes.

» Katarina – The Institute for Youth Development KULT (Bosnia and Herzegovina)

» Olli – Youth Centre Monde (Finland)

» Silvia – SAAB (Portugal)

» Cathy – Active Rainbow (Latvia)

» Mikhail – Youth Division of Ministry of Education of Novosibirsk Region (Russian Federation)

**2. Now think about your own target group. Who do you work with?
What kind of programs are you involved in?**

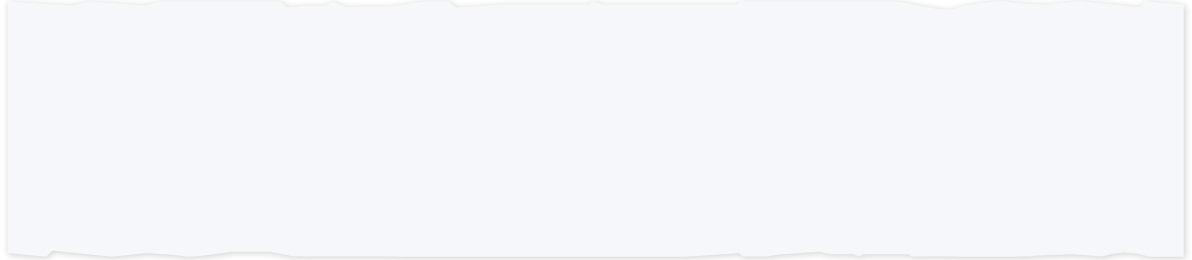


3. Present your target group to the other participants.

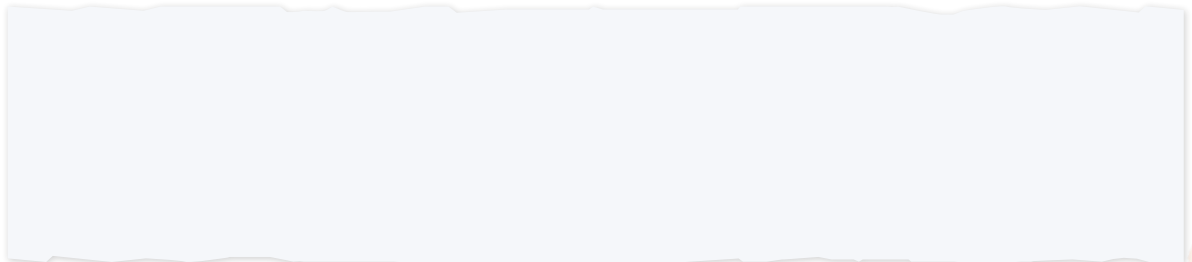
Socio-educational provision for young people

1. Look at the following questions and discuss them with a partner. Please take notes.

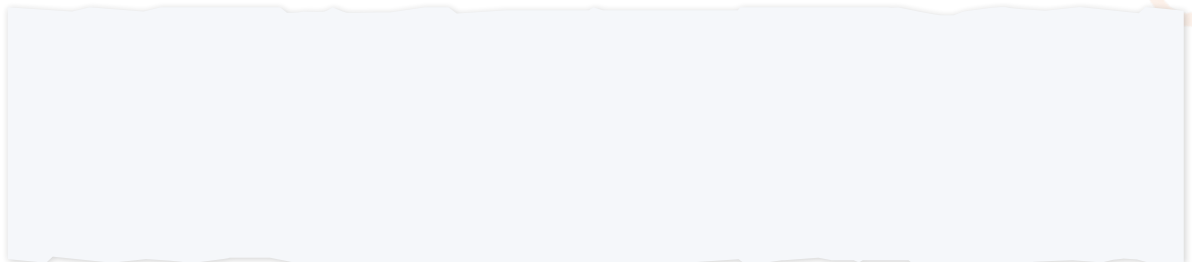
a. What are the major challenges and issues for young people?



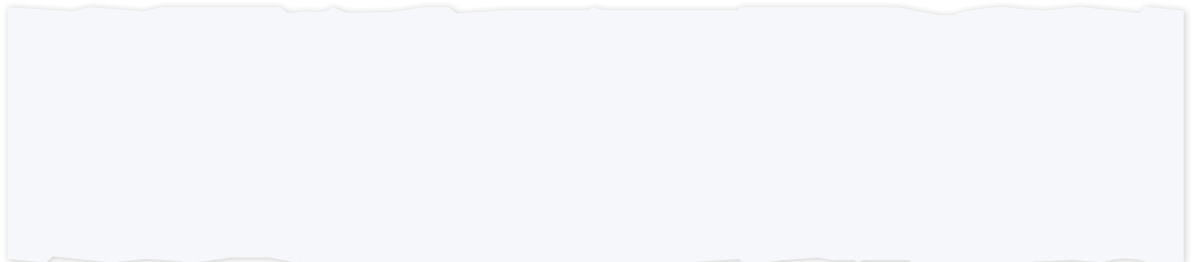
b. What can the socio-educational provision do to make up for the social disadvantages or to overcome individual challenges?



c. What are the services offered?



d. Are these services always successful?



2. Now compare your answers to the ones given. Are they similar?

a. What are the major challenges and issues for young people?
Tired of going to school, bad marks, having social disadvantages and being discriminated... etc.

- b. What can the socio-educational provisions do to make up for the social disadvantages or to overcome individual challenges?**

To foster them in terms of school and vocational training, their integration into the world of work and their social integration.

- c. What are the services offered?**

Counselling, career planning, training and employment, housing and social integration, language courses, internships, on and off the job training... etc.

- d. Are these services always successful?**

No. Socio-educational provision must prepare young people for shorter or longer spells of unemployment, so that they don't lose courage, self-esteem, and personal initiative.

3. Look at the following case studies and answer the questions below.

Case study A

Klaus has dropped out of school and is having problems with his parents. He will soon be homeless, and he can't find an apprenticeship. He is desperate.

Case study B

Fatima still doesn't have a training place as a dentist's assistant despite her good lower secondary school-leaving certificate. She has sent several applications but hasn't been invited to a job interview yet and is losing all hope.

- a. What kind of support does Klaus need? Please describe the necessary steps.**

[Empty text box for answer to question a]

- b. What kind of support does Fatima need? Please describe the necessary steps.**

[Empty text box for answer to question b]



For further discussion

1. What are the most popular services or initiatives among young people and why?
2. If the budget were doubled, what would be the best way to allocate/spend/distribute the money?
3. Should youth work include preparing young people for shorter to longer spells of unemployment? If yes, how?
4. What types of collaborations exist that put young people into workplaces?

Your notes

German Education System

1. Have a look at the graphic describing the German education system and discuss: What type(s) of schools did you attend? What types of schools are available for children in Germany?

	Grade	Fachhochschule (University of applied sciences)	Universität (University)		Age	
Secondary level I-II	13	Berufsschule, Fachoberschule (Vocational school, technical college)		Gesamtschule* (Comprehensive school)	Gymnasium (Academic secondary school)	18/19
	12					17
	11					16
	10	10. Klasse (tenth year of school)	15			
	9	Hauptschule (Secondary general school)	Realschule (Secondary school)			14
	8					13
	7					12
	6					11
5					10	
Primary sector	4	Grundschule (Primary school)			9	
	3				8	
	2				7	
	1				6	
Elementary sector	Kindergarten, Tageseltern und Kinderkrippe (Day nurseroes, daycare staff)				5	
					4	
					3	
					2	
					1	

The Federal Government: Germany's school system <https://www.make-it-in-germany.com/en/living-in-germany/family-life/school-system> (accessed on 31.05.2023) © IW Köln

2. Match these sentence halves together to make full sentences about the graph above.

- a. Babies and toddlers can be taken care of *for 4 years.*
- b. Children in Germany start school *at kindergartens or daycare centers.*
- c. Primary school in Germany is *for 9 or 10 years.*
- d. Children can go to *between two types of universities.*
- e. You can choose *at the age of 6.*
- f. Education in Germany is compulsory *Several types of secondary schools.*



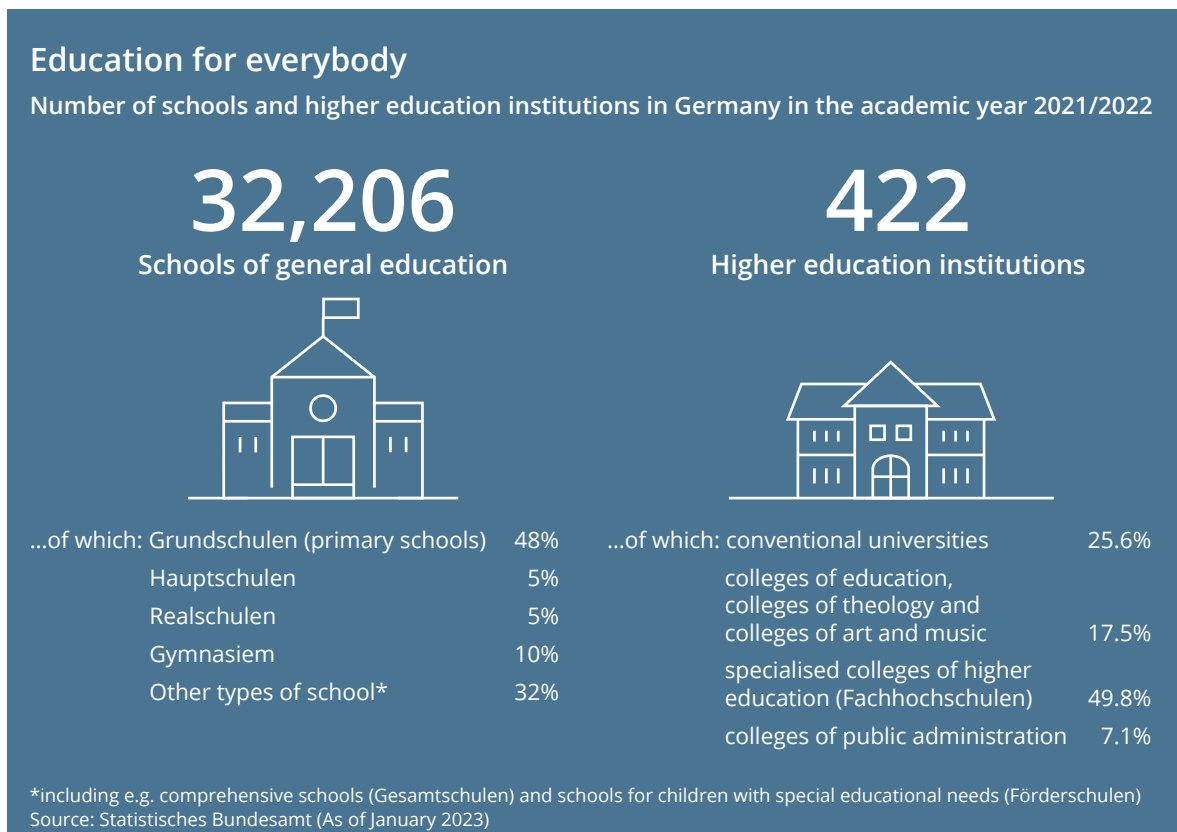
3. Use the information in the table above to describe one type of school. Work in pairs or small groups and present your description to the whole group.

Education for everyone

1. Read the text below about the German education system and fill in the blanks using the adjectives below.

vocational practical numerous broad world-renowned conventional applied

The German education and training system [] . In the 2020-2021 school year, around 32,000 schools throughout Germany gave all children of school age access to education. Around half of them (47.9%) were primary schools. At the secondary education level, there were [] *Hauptschulen* (5.6%), *Realschulen* (5.5%) and *Gymnasien* (9.8%). After successfully completing your schooling, you have the possibility of either embarking on a [] training course or enroll at one of Germany's 422 higher education establishments. Approximately a quarter of them (25.6%) are [] universities and about half of them (49.8%) are universities of [] sciences with a more [] focus. German higher education institutions score points with their [] choice of subjects. They offer all kinds of courses, from A for Archaeology to Z for Zoology.



Source: <https://www.make-it-in-germany.com/en/living-in-germany/discover-germany/education> (accessed on 31.05.2023) © IW Köln

Civic Education

1. Read the following text about civic education in the US and answer the questions below.

Civic Education

The state of civic education and civic engagement in the United States has significant room for improvement. A study from the Annenberg Public Policy Center found that only one in four Americans were able to name the four branches of government. Further, a 2019 study noted that only 17 % of people trust government officials in Washington D.C. to do the right thing. Civic education for young people typically takes place in the form of a social studies course a youth takes during secondary education. There is a large discrepancy among the states on how much civic education is required, with some states not offering civics courses at all. Nine states and the District of Columbia require one full academic year of civic education. Thirty-one states require half of a year and ten states do not require civic education courses at all. The curriculum of these courses tends to focus on rote memorization of knowledge about the Constitution and Bill of Rights and how the U.S. government functions. There could be more opportunity for the curriculum to focus more directly on youth engagement in local political issues. To fill the gap that exists in schools for civic education, there are non-profits throughout the country that work to train teachers and create curriculum to strengthen civic education. At the national level, two non-profits that have had a large influence in this space are Generation Citizen and Learning for Justice.

Source: IJAB (ed.): Youth in the USA. Framework for Growing up in the United States, 2022, <https://ijab.de/bestellservice/youth-in-the-usa> (accessed on 31.05.2023)

Which percentage of Americans knows the four parts that make up the American government?

- a. 50 %
- b. 25 %
- c. 70 %

When do most young people take social studies courses?

- a. In high school.
- b. In primary school.
- c. At the university.

Is civic education organized by the state?

- a. Yes, it is organized on federal level and the same in all states.
- b. Yes, but every state has its own rules.
- c. No, it is organized by non-profit organizations.

What is the main focus of most social studies courses?

- a. Learning the facts about the Constitution and Bill of Rights by heart.
- b. Learning about political engagement.
- c. Learning about political parties.

2. Here is some information about the two non-profits mentioned in the text. With a partner, choose one organization, read the information, and take notes (target group, kinds of projects, goals).

Source: IJAB (ed.): Youth in the USA. Framework for Growing up in the United States, 2022, <https://ijab.de/bestellservice/youth-in-the-usa> (accessed on 31.05.2023)

Generation Citizen

Generation Citizen has taught action civics to 30,000 middle and high school students. The organization is very youth centered and helps to learn about the root causes of community problems and work on issues directly affecting them and their communities through a semester-long course. Youth learn engagement tactics and present their issue and how to work on making it better to their class. The majority of those who participate in this program believe that they are able to make a difference in their community after having participated in the program.

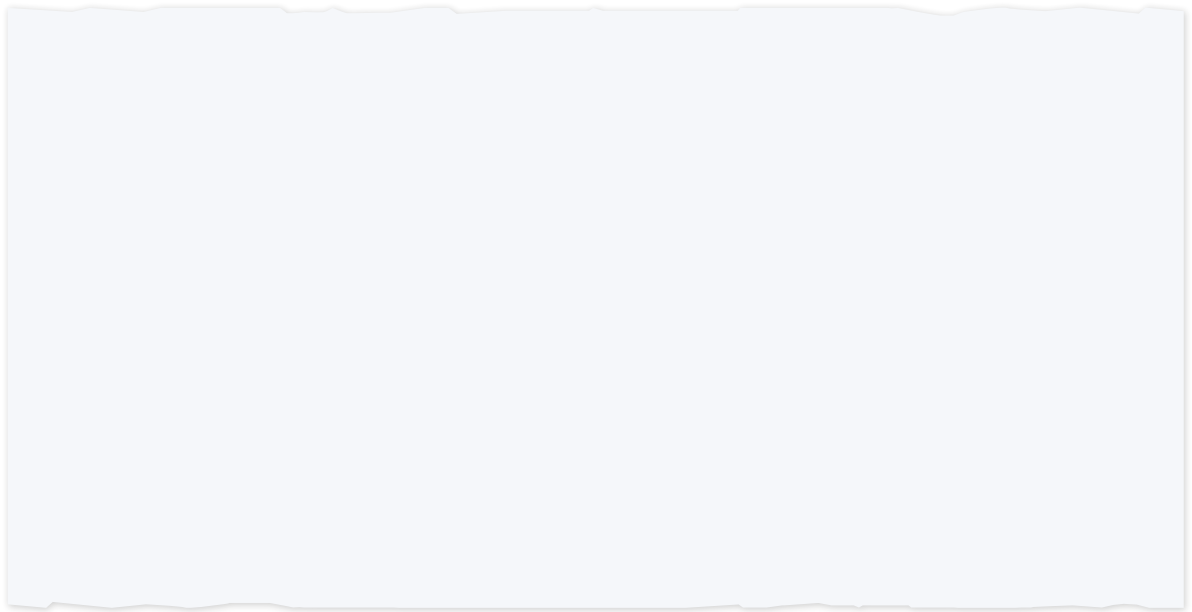
Further information: <https://generationcitizen.org/>

Learning for Justice

Learning for Justice (formerly Teaching Tolerance) is an organization that provides free social-justice oriented curricula to teachers. The organization has many different forms of media that one can use including films, magazines, and online materials. The organization also provides professional development for teachers on civics education. Learning for Justice has curricula on race and ethnicity, religion, ability, economic class, immigration, gender and sexual identity, bullying and bias, and rights and activism. The organization also funds school, classroom, and district level civic engagement projects. It is a very popular resource for teachers all across the United States.

Further information: <https://www.learningforjustice.org/>

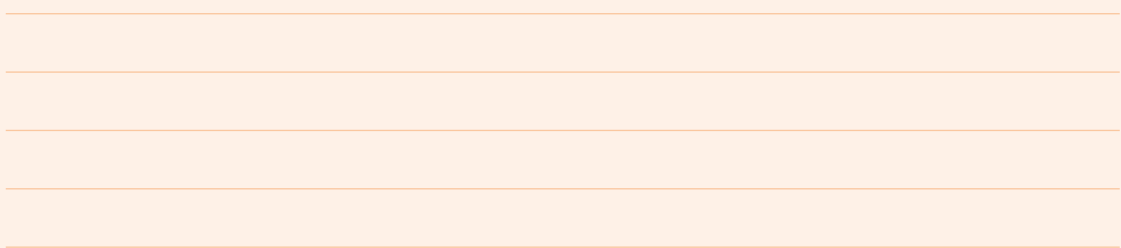
3. Now pick a group that worked on the other organization and compare your findings.



For further discussion

1. How is civic education organized in Germany?
2. How important is civic education in your opinion?
3. Do you know similar organizations in Germany?
4. Do you know of any projects for civic education?

Your notes



Developing civic competences

By supporting young people in their social and civic life you fight against social exclusion, and you engage, connect, and empower them in different ways.

Here you'll find a list on type of actions and measures that young people can make to participate in their civic life and what they can do in order to fight against discrimination and social exclusion.

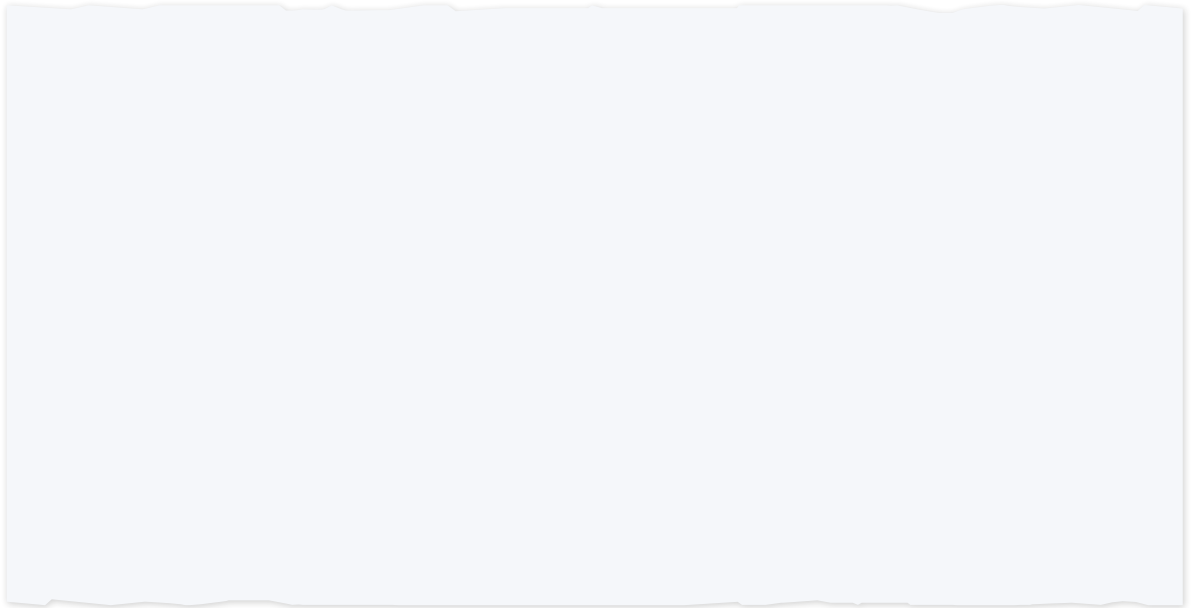
1. Match the actions and measures below to the following topics:

- a. Develop the sense of belonging to the community
- b. Take initiative – discuss with other people, make them aware and understand different subjects and topics
- c. Protesting
- d. Fight against discrimination and social exclusion
- e. Active membership in a group or association
- f. Democracy

Topic	Action / Measure
	Organize different events for your community.
	Register in youth center and participate in their activities.
	Promote civic engagement among your friends, families, colleagues, and other people.
	Know the political parties from your country and what they stand for.
	Fight against bullying and protect other people from bullies.
	Learn about civic engagement and how you can be active in your community.
	Ensure visibility of protests you believe in – give shares on social media.
	Know how democracy works in your country.
	Know your community problems and struggles.
	Contact an organization in order to become a member.
	Organize different cultural events or activities that involve different social groups.
	Get to know the main events, trends, and agents of change in the national, European and global and current history, with a specific perspective on the European diversity.
	Help organizing protests.
	Make a better use of public places (public parks or other).
	Post on social media/ repost on social media articles about the community, about topics that concern local/ regional/ national/ European communities.

Topic	Action / Measure
	Support for social diversity and cohesion through your daily initiatives, attitudes and actions.
	Post on your social media awareness messages about discrimination and social exclusion.
	Learn about your fundamental rights.
	Participate in protests.
	Share on your social media/ blog articles about discrimination and social inclusion.
	Start an informal group based on what changes you want to do in your community.
	Discuss with your friends and family and other people about the negative effects on the community of discrimination and social exclusion.
	Help a neighbor in need.
	Know your civil rights.
	Organize protests.
	Fight against hate speech when you see it.
	Understand and learn how the political parties work in your country.
	Explain to friends and family about democracy, vote, social problems.
	Identify your role in the community: Who are you? What can you do for the community?
	Post on your social media account articles about discrimination and social inclusion.
	Post on social media or discuss with the friends and family about social inclusion and why is important.
	Report posts on social media that instigate hate speech or social exclusion.
	Affiliate with groups that do good in your community.
	Know the reason why you are voting and for whom.
	Read local paper about local events, problems, call for action.
	Include other people when you have the opportunity (for example at school, at work, or even at a party).
	Work/ Interact with people who are excluded.
	Become a member in an organization.
	Fully respect for human rights, including equality as a basis for democracy.

2. Use the list as an inspiration to outline activities for a project to develop civic competences. Work in small groups and compare your ideas.



Projects

What is a project?

1. Which of the following criteria for Erasmus+ projects do you consider especially important? Discuss possible meanings and rate the criteria according to your own experience.

- » An Erasmus+ project is educational.
- » An Erasmus+ project is fun, challenging, and innovative.
- » An Erasmus+ project is a project (with stages, not a stand-alone activity).
- » An Erasmus+ project is participatory.
- » An Erasmus+ project is useful far and beyond the group of participants.

2. Skim the following paragraphs (ignoring the gaps) and use the criteria from exercise 1 to find a matching title for each paragraph.

a.

This means that everyone involved in the project should have their say at all times and about all aspects of the project, depending on their role and [REDACTED]. This starts from the very origins of the project right up until the final evaluation. When working with [REDACTED] it is very important that they come up or at least have a say in, what the project is going to be about, who it is for, what form it will take, and what the aim is. This will help [REDACTED] the participants and make the project more relevant.

Participation also means using the group as a learning resource. Each individual has [REDACTED] and competences to share with others, so we need to make that happen.

The same goes for partners. They need to be involved in planning, organizing and evaluating the project and also contribute to its content.

b.

Here we get into project management 1.0. An Erasmus+ project is never an activity that stands alone. It needs to be part of the daily work of an [REDACTED]. It needs to contribute to the overall aims and objectives of the organization. So, you wouldn't do a youth exchange just for the sake of it but rather [REDACTED] your young people connect or continue to take responsibility within your organization.

The project should fit with other [REDACTED] or opens new doors but there should always be a preparation stage and follow up locally!

c.

There needs to be learning planned into the project, making it educational. During all projects it is important that there are moments where [REDACTED] have the time and the help to reflect on their learning and think about how this [REDACTED] can be useful to them.

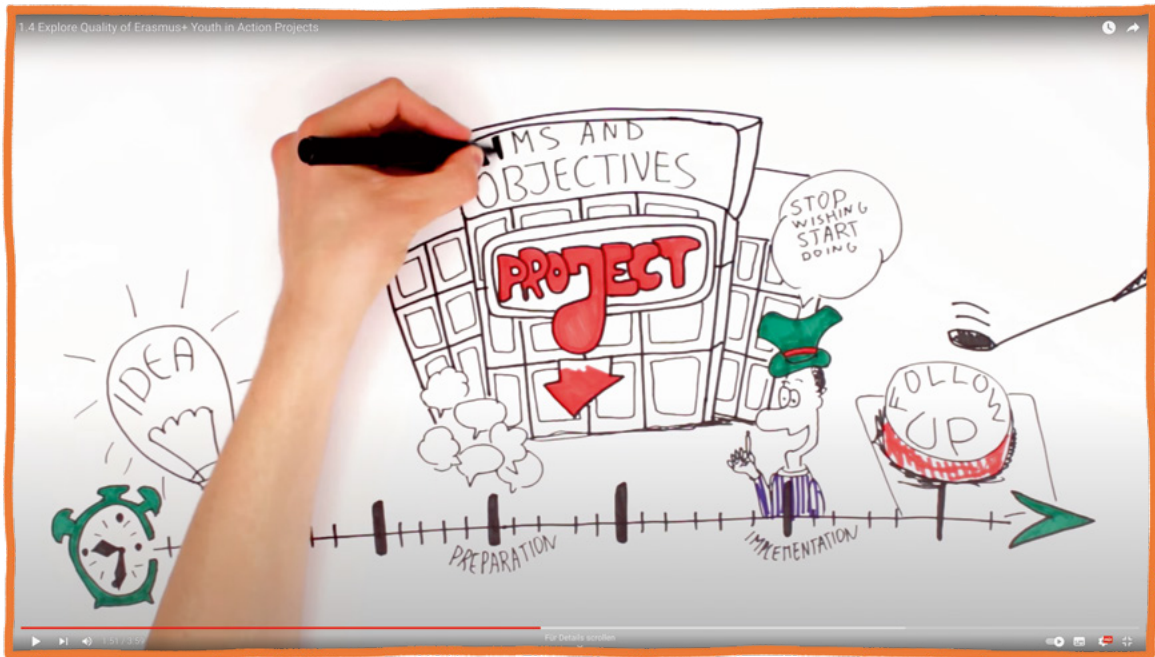
d.

All Erasmus+ projects focus on their participants, which is as it should be. But when carrying out the project it is also important to think about how the results and outcomes can be made [REDACTED]. You need to think about how the outcomes can be useful, educational, and relevant to other people, organizations and contexts and how those organizations can [REDACTED] this information in their local contexts.

e.

Learning isn't boring! People learn best when they understand the [REDACTED] of what they are learning. By using the "learning by doing" approach and other participative non-formal learning activities, we want people to [REDACTED] in their own learning. The cooperative approach will hopefully help them to enjoy and take responsibility for their own learning and for that of others. Innovative approaches can be part of different aspects of the project: learning about new things, learning in new ways, working with people from [REDACTED] and backgrounds...

3. Now watch the [video](#) and fill in the missing words.



Source: <https://www.youtube.com/watch?v=ZB295Yiq8YQ> SALTO-YOUTH Participation Resource Centre in cooperation with the National Agencies of Erasmus+ Youth in Action from Belgium (FR), France, Hungary, Iceland, Ireland, Poland, Spain, Sweden and United Kingdom: MOOC on Erasmus+: 1.4 Explore Quality of Erasmus+ Youth in Action Projects (accessed on 31.05.2023)

4. Match the underlined words and expressions from the text to their definitions below.

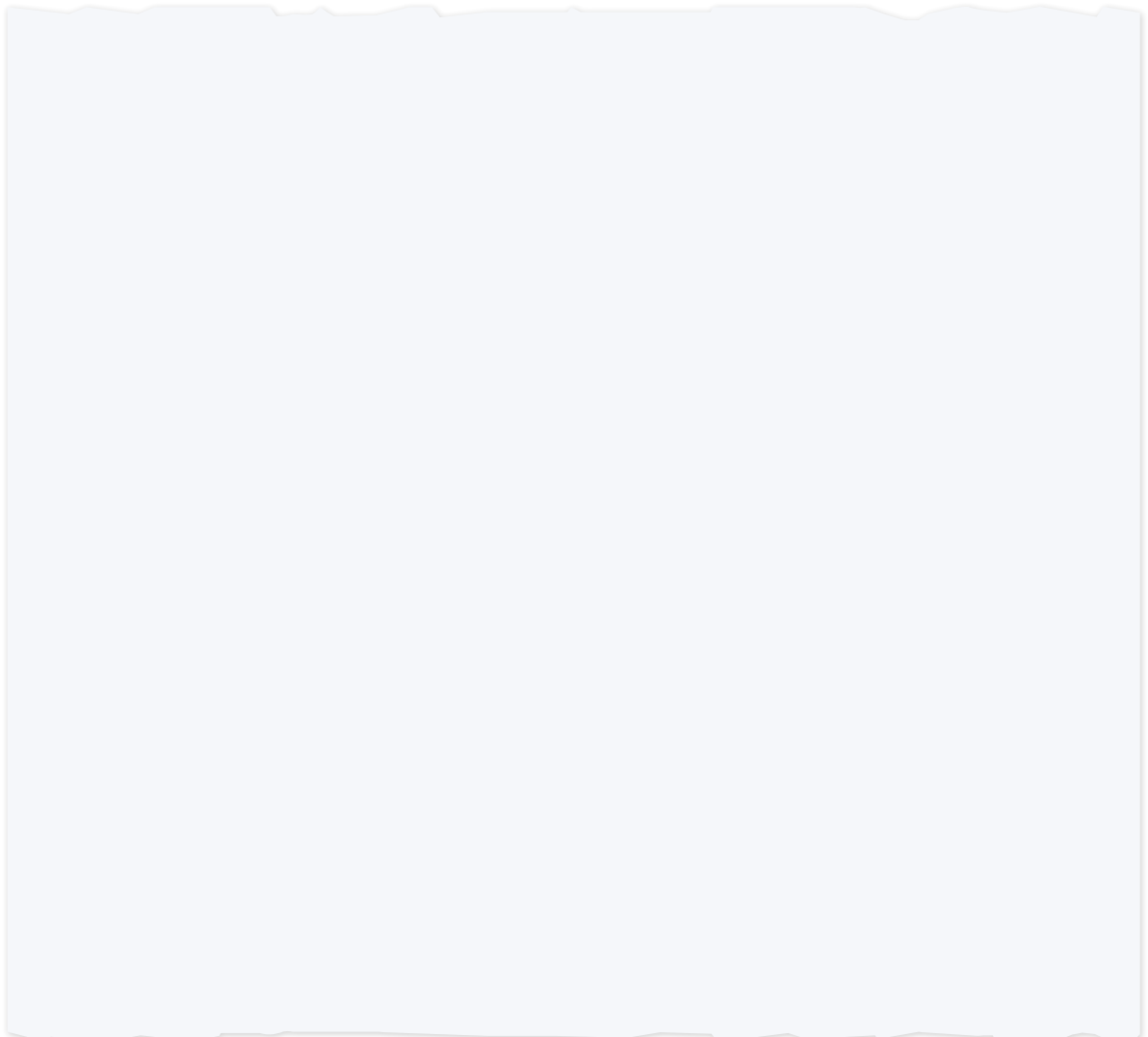
- : *make possible things that were not possible before*
- : *implementing*
- : *express or make known one's views, opinions, or ideas*
- : *something that teaches you something*
- : *something that follows as a result*
- : *to think carefully about*
- : *important or significant*
- : *together with other people*
- : *without any other purpose*
- : *to give something in order to achieve something together with other people*
- : *using new methods or ideas*
- : *specific geographical location with its own combination of social, economic, cultural, and political dynamics*

Planning a project

Depending on the professional area or environment in which a project is managed, the terminology used to describe the project may change. Here are some of the most common terms:

- a. emergence, genesis of the project
- b. implementation
- c. assessment
- d. context
- e. aims
- f. objectives
- g. activities
- h. action plan
- i. resources

1. **With a partner, try to explain in your own words the meaning of these terms. Write them down and compare with your colleagues.**



2. Now look at the definitions and match them to the correct term.

The different stages associated with a specific objective which help to achieve the aim.

This is the “doing” part of the project, involving all the practical aspects: material and technical arrangements, organizing human and financial resources, preparing the persons who will be conducting the project, ensuring the right material conditions for the smooth running of activities and so on.

Social and geographical environment in which the project will take place. The context is one of the main parameters in drawing up the project.

The initial idea, generally in response to the identification of a specific problem or need. This idea is the starting point for the design and drawing up of the project.

The final goal of the project. Aims are defined according to an analysis of needs or the identification of a set of problems in a particular environment.

Plan of the various activities that make up the project, with a precise indication of what those activities are, their location and timing and the resources involved. Such plans need to be modified to take account of the situation on the ground and the intermediate assessments.

Final phase of the project. The assessment makes it possible to measure its impact on the environment, what has been achieved and how, and to plan any follow-up. The results of the assessment are generally documented and contribute to the project report.

All the available and necessary means for completing the project (equipment, finance, staffing and so on).

These are a project’s goal or goals put into operational form. Projects always have several objectives which must be practical, measurable, limited in time, realistic and flexible. A distinction may be drawn between:

- social/general objectives, which lead to social changes;
- educational objectives, which have a didactic element and refer to changes in people;
- measurable practical objectives, which are more intermediate activities to be undertaken.
- Objectives are in turn broken down into activities.

3. Look at the nouns in box A and the verbs in box B. Write as many word partnerships as you can.

A

B

1. arrange

a. a budget

2. implement

b. a deadline

3. keep to

c. a meeting

4. meet

d. a plan

5. prepare

e. a report

6. rearrange

f. a schedule

7. write

Ban Uppa! – Example Project

As an example for project management in youth work, we can have a look at the story of Matto and Dali at Ban Uppa!

Based on: Partnership between the European Commission and the Council of Europe in the field of Youth: T-Kit 3: Project Management, <https://pjp-eu.coe.int/documents/42128013/47261197/tkit3.pdf/63828fe8-4022-4944-9459-32ac0c8b6fbf?t=1377268931000> (accessed 31.05.2023)

Introduction

We'll start our journey in Banville, a small and still young town in the outskirts of a large city, with a large section of the population being of immigrant background, mostly commuters to jobs in the city or neighboring industrial sites. The youth population is proportionally higher than the national average. There is a shortage of jobs, the level of success at school is lower than the national average. It is a community with a bad media image, known mostly for its social instability, youth delinquency and petty crimes associated with drug-trafficking. We work at Ban Uppa! – a local association formed two years ago by students and teachers who were concerned by the lack of cultural opportunities for young people. The association– whose main purpose is to provide alternatives for a healthy lifestyle and the cultural and social development of young people– has been mostly active in organizing after-school sports activities, as well as cultural events in the neighborhood. Most of the activities are directed at young people, but some are addressed to the population in general. We are two social and youth work students doing our practice at Ban Uppa! and entrusted with developing the work and activities with young people. The Board of Ban Uppa! has encouraged us to design all the projects and activities that may be beneficial for young people.

1. Answer the following questions based on the text above.

- true / false a. Most people in Banville also work there as well.
- true / false b. A lot of young people live in Banville.
- true / false c. There is a lot of drug related crime in Banville.
- true / false d. Ban Uppa! was founded by the city council.
- true / false e. Ban Uppa! mostly organizes food drives.

2. Matto and Dali are planning a new project for Ban Uppa! Put the following steps in the order you need to address them when planning and managing a project.

- concrete objectives
- needs analysis
- plan of activities
- evaluation
- institutional priorities
- defining aims
- follow-up and reports

Needs analysis

We have been asked by the board to start identifying a project that will be our flagship project and that will bring something new to the organization and to the town. Since there are many young people and delinquency is talked about all over, the board would be happy if the project would somehow address the issue. Delinquency is indeed a serious problem and is also damaging for the image of young people. But we wonder whether it is really a problem of sociability and education of the youngsters (mostly boys) or whether it is a symptom resulting from other problems, namely unemployment, poverty, and the presence of drugs. We decide:

- to go out to where young people meet and listen to what they say about it;
- to organize an informal meeting to discuss that with the young people;
- to talk with the school staff and the local police;
- to talk with the Parents Association;
- to have a meeting with other local (youth) associations.

1. Read the text and find the passages that express the following:

a. It makes young people look bad.

b. It is because young people have no work and no money.

c. The most important project.

d. Deal with the problem.



2. Now compare the needs analysis to a project you have worked on or a project you are currently planning. Discuss the following questions.

- a. Why is the project necessary and important?
- b. In which community/social context is it placed?
- c. What are the problems faced by the youth/community?
 - How, and by whom, were they identified?
 - What are the causes of those problems?
 - What are the priorities, the main needs?



- d. What is the relationship with the empowerment of young people and improving their situation?
- e. What is the project going to aim to change?
- f. What is realistic and achievable?
- g. Has it been done before?
- h. Is it being done by someone else?

Your notes

Institutional priorities

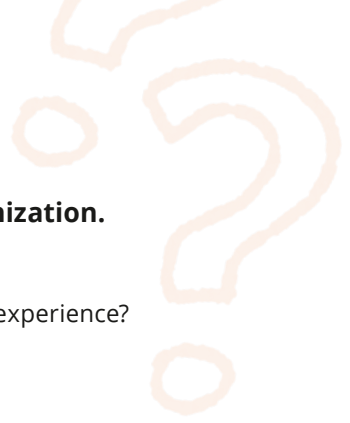
1. Put the following text in order (from 1 to 4)

This happens to be very much in line with the experiences at Ban Uppal, whose board has been looking for ways to address those issues. When meeting with colleagues and the board, we have received a lot of support and advice. We were also told, however, that the organization existed for the whole community and therefore it would be important for the project to help restore the image and relationship between the youngsters and the rest of the community.

We, Matto and Dali, two youth workers/trainees, have talked with the young people and other partners in the community and think that delinquency seems to be the consequence of unemployment, drug abuse (people steal to buy drugs) and a general social degradation that leads to a careless attitude towards others.

We think that whatever project we come up with, it should address the question of self-esteem and of drugs. It should, we feel, give young people opportunities to experience and do positive things. Somehow, to break the circle of violence, exclusion, and bad image and to offer motivating alternatives (for example traveling abroad).

And in no way should the project be moralizing or stigmatizing: too many young people have problems, there is no point in pointing the finger at anyone. We were given the green light to proceed and submit a project idea.



2. Now compare the institutional priorities to a project in your organization. Discuss the following questions.

- a. How well does the project fit your organization’s aims, values, traditions, and experience?
- b. What experience does your organization have with that kind of project?
- c. Is your organization fully behind the project?
 - What benefits can it get from it?
 - What are the risks for the organization?

Your notes

Defining aims



1. Based on the information in the introduction, the needs analysis and the institutional priorities – what aims would you define for Ban Uppa! ? Discuss in small groups and make a list.

» _____

» _____

» _____

» _____

» _____

» _____

2. Now read the text and list the aims Matto and Dali defined.

The Aims for Matto and Dali

We are now in the final stage of our project research. We have consulted, we have checked, and we have discussed with each other. The impression that we have is that young people in Banville are indeed demotivated and some tend to fall easily into the trap of delinquency and violence, probably because the future seems grim to them. The presence of drugs makes the whole problem much bigger. Besides a very acute health problem, it stigmatizes the whole neighborhood and contributes to the rise in delinquency. And it has also brought about conflict in the families. We think that they should focus on raising young people's self-esteem, offering them healthier alternatives and being clear about drugs. This is what we think that we can do best. When making our presentation to the board of Ban Uppal, we defined the aims of our project as to provide young people from Banville with healthy alternatives for their leisure time and to prevent drug addiction in the neighborhood by raising their self-esteem their social participation and mental mobility.

» _____

» _____

» _____

» _____

» _____

3. Compare their aims with the ones you listed.

4. Now think about your own project. Discuss the following questions. Your aims should be condensed and expressed in one or very few sentences that contain the essence of the project.

a. What is your project for?

b. What changes does the project pursue in the social/political environment (country, region, community, target group, organization) concerned by the project?

- c. How does it intend to respond to the global objectives of the youth program or organization that it is part of?

- d. What would it seek to achieve if it were 100% successful?

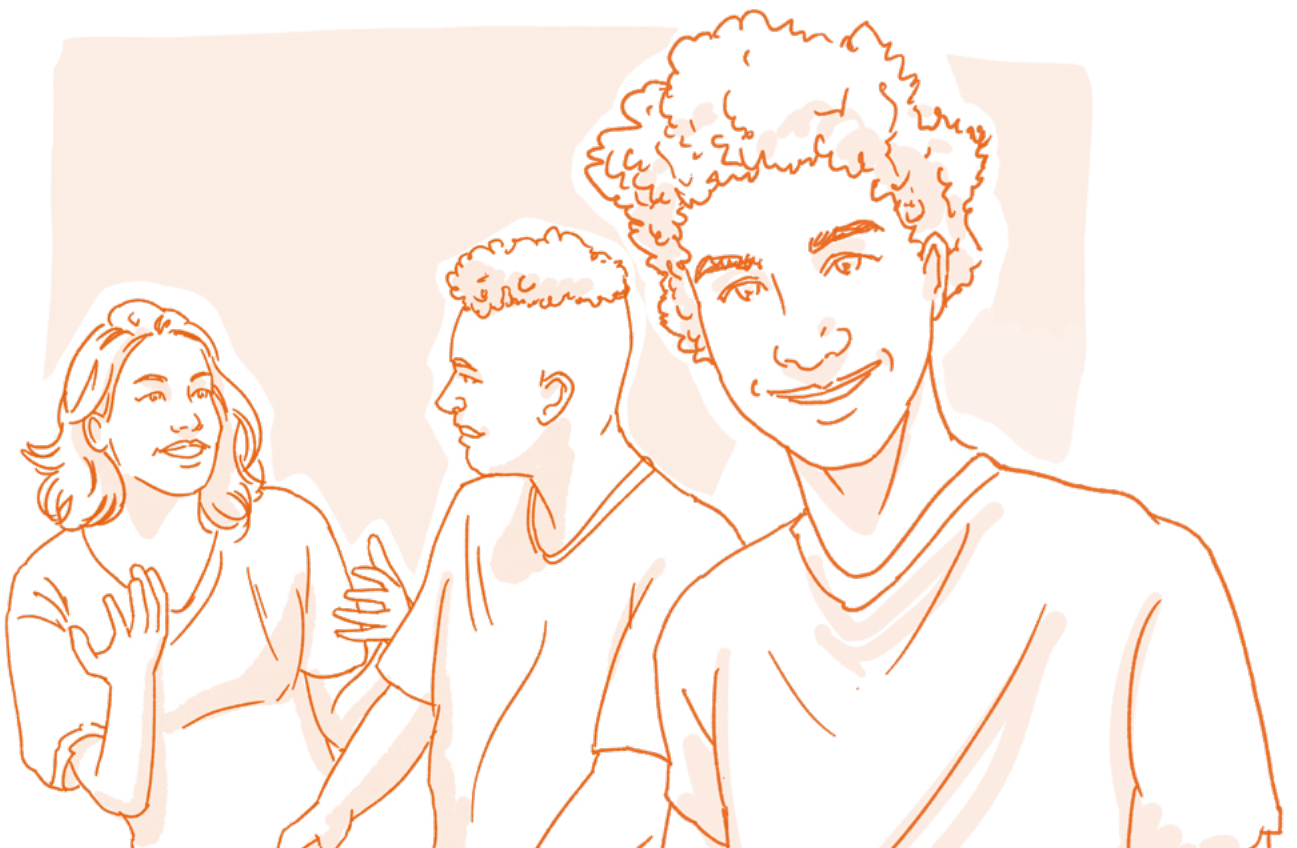
Concrete objectives

1. Read the text and discuss the objectives.

- » Which ones do you find most important?

- » Which are the most difficult to achieve?

- » Do they fit the general aim?



Matto and Dali wrote an application form. Here is an extract:

Aims and objectives of your project

General aim
To provide young people from Banville with healthy alternatives for their leisure time and to prevent drug addiction in the neighborhood by raising their self-esteem and social participation.

Concrete objectives

- » To initiate a public campaign about the risk of drugs among young people.
- » To provide and organize cultural youth activities for the weekends in Banville.
- » To have a team doing detached street work two evenings a week between May and October.
- » To create and train a group of 8 young people to act as peer educators and leaders in their schools.
- » To reduce by one third the number of delinquency acts and criminal activities in the space of one year.
- » To generate synergies and partnerships between the police and school departments and the youth workers of Ban Uppal in as far as prevention policies are concerned.
- » To support young people in developing meaningful activities raising their image in the neighborhood.
- » To establish close contacts with similar youth groups in at least two other European countries with a view to developing youth exchanges.

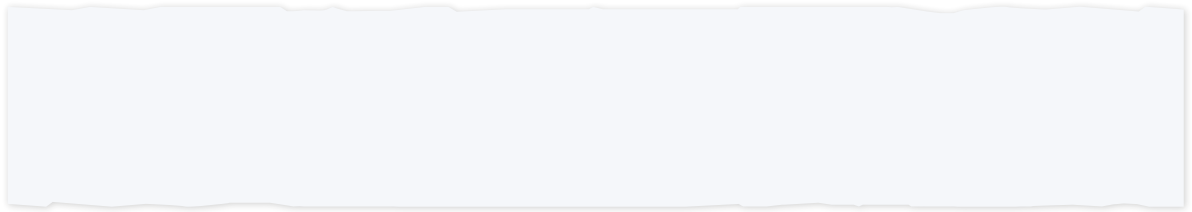


2. Work with a partner to fill out the following chart. Use a dictionary if necessary.

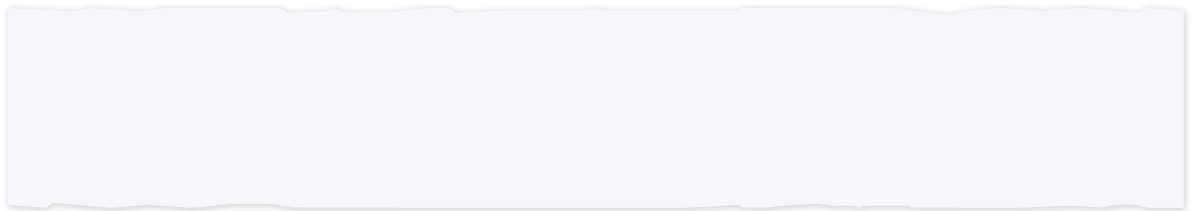
Noun	Verb	Adjective / Adverb
campaign	_____	_____
_____	organize	_____
_____	create	_____
_____	reduce	_____
_____	_____	criminal
activity	_____	_____

3. Now consider both Matto and Dali's objectives and your own project. Discuss the following questions.

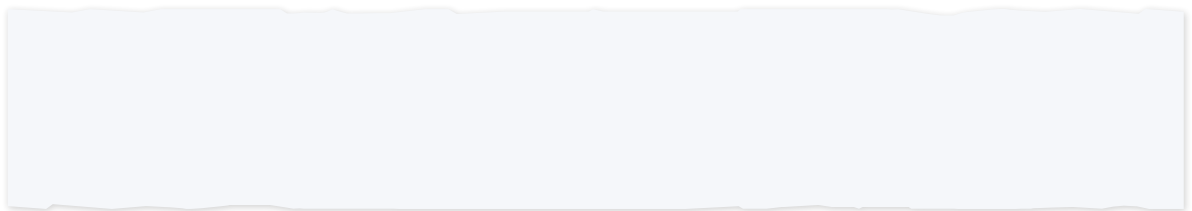
a. What are the core objectives?



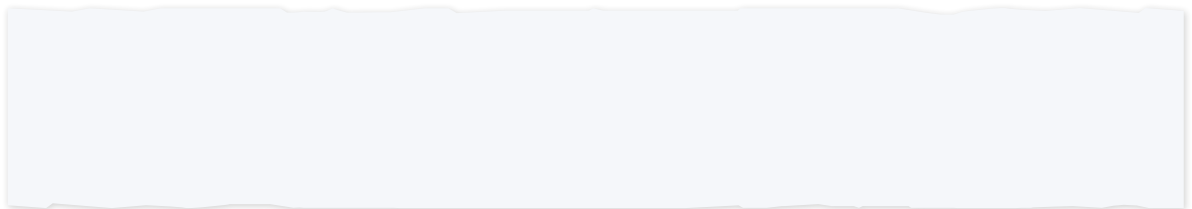
b. Can you identify objectives in the long, medium, and short-term?



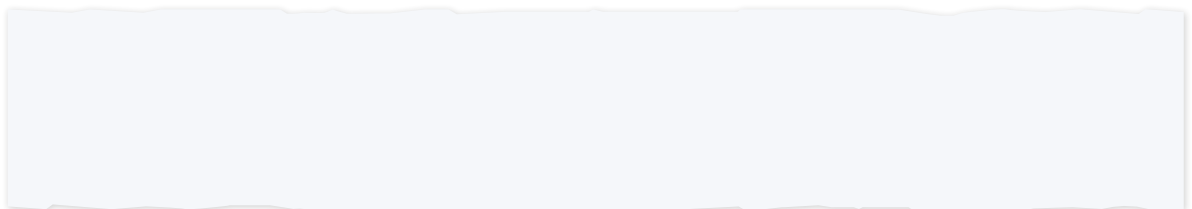
c. How/when do you think you can evaluate them?



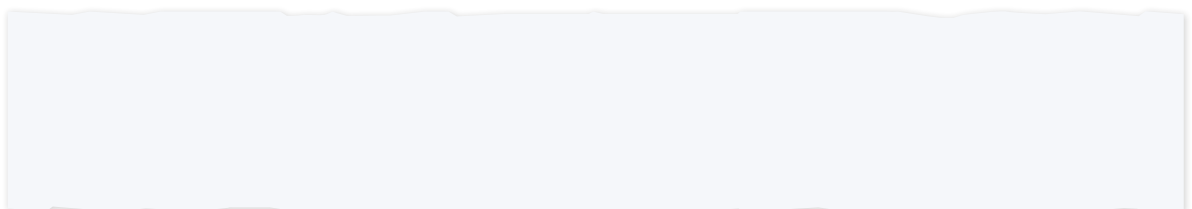
d. Which objectives can be changed? Which ones should not?



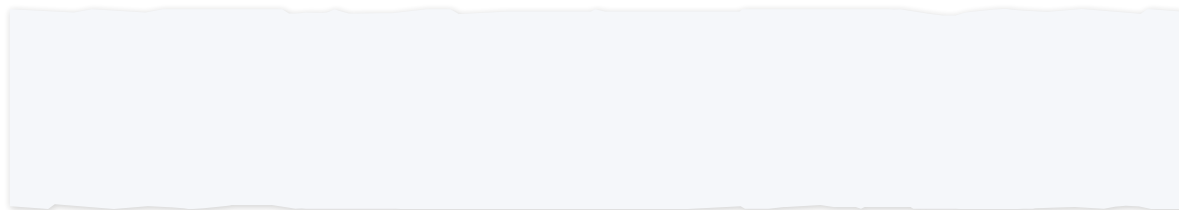
e. Can you relate your objectives to different (alternative) activities?



f. How and when will you be able to check if the objectives have been reached?



- g. Is it clear, by reading your aims and objectives, that there is a coherence between aims and objectives?



Strategy and methodology

The following is a dialogue between Matto and Dali discussing the strategy and activities for their project.

1. Put the two parts of the dialogue in the correct order.

Matto	Dali
<input type="checkbox"/> 1 So, how are we going to go about this?	<input type="checkbox"/> 2 Well, we have to: Organize activities for their spare time, like sports or a youth café... maybe camping out one weekend.
<input type="checkbox"/> We also have to address the issue of drugs in a very clear manner	<input type="checkbox"/> But if we want to raise their self-esteem and social participation... we need to involve them and support them. Maybe they can actually do the work on drugs themselves. We can form a group.
<input type="checkbox"/> But this means that we need to train and support them!	<input type="checkbox"/> We have to ask the young people what they want, but first we must show them that we are ready to offer something... to give a good example.

I think I have got it:

- » We can organize some social activities like camping, and we could open the youth café. This will get us to know more young people and to identify those that are most interested in working with us.
- » We can also organize informal discussions about Banville and violence. Just to get a feeling of what kind of solutions young people envisage.
- » We can organize some leadership courses for those that are most interested in working with us – some kind of peer group education stuff... in those courses they should design what activities they want to carry out.
- » We can have a group preparing a campaign about drugs... for the schools and for the families...

Matto

1 And we can then start organizing a program of activities for the summer holidays. I don't know what they may be interested in, but probably a youth exchange is a good idea for some. The sports festival interested quite a few.

Yes, that can be important in motivating the peers! I am sure that they would really like to travel! All young people do!

We must look for ways to support the peer group leaders, both financial and motivational. Need to see what Ban Uppa can do!

This may be a great project! We need to foresee some kind of youth party or festival towards the end. It would be good to have their opinion on our work.

Dali

We must contact the city about twin cities abroad. This could be a good start to establishing contacts with similar projects and, possibly, start inquiring about the feasibility of youth exchanges.

Sorry, Matto. This is not our project. This is their project!

This is good because it brings in the media and for once there may be positive reports about these youngsters.

So, first we get them interested. Then we consult them. We train the peer leaders. We do the campaign. By then we should have enough contacts and gained their confidence to engage on the youth exchange and on the sports festival. We get them in the media. We involve them in Ban Uppa.

2. Now think about your own project. Discuss the following questions.

a. What is actually going to happen?

b. When are you going to do what?

c. With whom are you going to do it (colleagues, partners, participants)?

d. What is your role in each of the activities?

e. Who do you need to help/support/assist you?

f. How are they going to be prepared?

g. How do the activities fit into a coherent plan? (What is the role of each activity?)

h. What are you going to start with?

i. What are you going to finish with?

j. Which activities are the core of your project?

k. Which activities are secondary?

Plan of activities

Way up! A Ne#t of Ban Uppa!

Draft: Plan of activities by Dali and Matto (Comments welcome!)

Feb-March: Contacting sponsors and funding institutions, foreign partners, and contacts; Preparation of weekend out

April: Finalizing the project and writing applications; Camping out in the mountains during Easter holidays; Preparation meeting with the youth exchange leaders; Setting up of the "Youth exchange task force"

May: Opening of the Up Café in the evenings from Thursday to Sunday. Informal activities and discussions with young people

June: Preparation of leadership course for peer-group leaders

July: Sports festival

August: Youth exchange (hosting the youth exchange with the twin cities)

September: Leadership course; Reviewing the project in function of the results achieved

October-December: Campaign about drugs; In the school classes; With families in the cultural center; Evaluation meeting of the youth exchange

December: Of course, we'll have also a New Year's party!...

January-February: A lot more to come... wait and see!... .. But the project finishes in July, when we finish our internship!

Kindly send us your comments and suggestions!

Dali & Matto



1. Read the plan of activities for Matto and Dali's project. Based on what you know: Does it sound reasonable to you? Discuss.

Your notes

2. Project plans are often pitched to several people. Use this plan of activities as an example and prepare a presentation.

Use the following language to help outline the timeline:

Division into parts	<p>X includes/involves ... This project is used to (+ infinitive) / is used for (+ ing form of verb)</p> <p>X is composed of/consists of...</p> <p>X can be divided into three main stages/steps/parts/types</p>
Sequence	<p>First, ... First of all, ... At the first stage we ...</p> <p>Second, ... The second step involves ...</p> <p>Then, ... Next, After that, ... Following that, ... At the next stage we ...</p> <p>Finally, ... The final step is to... At the final stage we ...</p>
Time reference	<p>earlier: Before that, ...</p> <p>during the same period: Meanwhile,, While ...</p> <p>immediately after: When ... As soon as ...</p> <p>later: After (+ ing form of verb), Having (+ p.p. of verb)</p>
Passive voice	<p>A meeting is organized/planned/set up; people are contacted</p> <p>This activity is used to (+ infinitive) / is used for (+ ing form of verb)</p>

3. Present to the group.

Evaluating, monitoring, finishing

1. The following is an invitation to a project meeting. Read the email and make a list of the news and issues mentioned.

To: Robert P., Markka Z., Rosita L (Ban Uppal!); John A. (Banville City Council youth department); Fabbio K. (school events coordinator); Mario P. and Raïsa X. (group leaders).

Subject:

From:

Dear friends,

Please find enclosed the agenda for our next meeting on Saturday afternoon. You may know that we have encountered problems in organizing the sports festival. We need to decide whether to cancel or postpone it. On the positive side, the activities have picked up very well since the youth exchange became feasible. The young people are now very active in preparing it. There is some jealousy from other young people (of course those that did not find it interesting at the beginning), but we may use this as a factor for developing other activities with them. We need to recruit a project assistant to deal with the finances and help in the secretariat. Interesting as it may seem, we have received a phone call and a letter from the police office inviting us for a meeting to study ways in which 'we can cooperate, for each other's sake'. This is getting really interesting!

Many things to decide and discuss. We are busy preparing brief reports and trying to finish the provisional accounts.

Anyway, have a nice day. Please don't show up late. We may have lunch together if no one objects.

See you!
Dali and Matto.

Agenda

- Feed-back from the youth exchanges and perspectives for the return trip.
- Preparation of the campaign on drugs.
- Follow-up of the leadership training.
- Support measures for volunteers.
- Budget reports and analysis.
- Feed-back from the press.
- Alternatives to the sports festival.
- Cooperation with the police.
- Recruitment of project assistant.
- Any other business.

Follow-up and reports

“Projects progress quickly until they become 90% complete and then they remain 90% complete forever.”



1. What does this quote mean? Discuss.

2. Think about the Ban Uppa! project. Can you come up with a possible follow-up? What steps would you propose?

» _____

» _____

» _____

» _____

» _____

3. Read an excerpt from the report and compare their proposal to yours.**Proposals for follow-up**

In view of what is explained above and of the excellent results so far, Way up! needs to be continued and deepened. Its continuity should be guaranteed by a close cooperation and interaction between Ban Uppal, the city and civil society. These institutions should consider:

- » Keeping the youth café open after school hours as it has proven to keep young people away from bad influence and gives them a place to play and socialize.
- » Developing a youth exchange program with our three twin cities in Uzbekistan, Malta, and Finland.
- » Integrating the youth and sports festival in the festivities of the city, of which it could become the main feature.
- » Passing a motion creating the Banville Advisory youth council
- » Securing funding for the post of Way Up! project coordinator for another two years.
- » Provide meeting facilities and educational assistance to the peer group leaders.
- » Extend the peer-group training program to the other secondary schools in Banville.
- » Research ways to introduce vocational training and apprenticeship into the school system.

Applications



- 1. Have look at the following overview for applications. Can you match them with the topics from the part on project management? Discuss.**

Application

0. Project title, location, duration, target group, and organization

1. Reason for the project (needs analysis)

- What needs does the project meet? What statistics do you have in support of the needs analysis? Why is it important to meet these needs?
- Do other members of the community share your view of the situation?
- How do you intend to proceed?

2. What do you hope to achieve through the project? (aims and objectives)

- What are the anticipated results?
- How will the project affect those around you?
- How will it affect the community?
- How do the project goals reflect those of your organization?

3. How do you intend to achieve your aims? (methods)

- What form will the project take? Describe its structure and activities. Why these activities? Does the activities program appear practicable?
- Will there be a full-time project coordinator? Who is participating in the project, and how?

4. What resources are necessary? (finance, materials, premises)

- Is the budget appropriate for the program indicated? Are all costs accounted for (travel, premises, materials, staff costs, etc.)? Is the budget sufficiently detailed?
- How will these costs be covered?

5. Who will co-ordinate the project?

- Identity of the coordinator (name, address, telephone number, fax, and e-mail).
- What is his/her role in the project? Can he/she take decisions? How strong are his/her links with other organization members and decision-making bodies?

- Are participants involved in running and coordinating the project? If so, how?

6. When will the project be implemented?

- What are the project start and finish dates? Give details of project stages and deadlines.
- Which activities have already begun?
- At what stage will staff be taken on?

7. How will the project be evaluated?

- How and according to what criteria will the project be evaluated?
- Is any follow-up planned?

8. Budget

Be aware that the budget is one of the first things that funding organizations will look at. Therefore:

- Your budget must inspire confidence and show your project to be both realistic and trustworthy.
- It must match your project description.
- Although provisional, it must be as close to final figures as possible.
- Draw up a fair and realistic budget (check your calculations and ask someone unconnected with the project to do the same).
- Round up/down your figures (no decimal points).
- Do calculations in the currency specified.
- Diversify your sources of funding (do not approach a single source for all your needs).
- Indicate whether the amounts included under receipts have already been allocated (confirmed) or whether confirmation is still pending.

2. Each of the following boxes gives pointers on filling out the different parts of a project application.

- Match the sections from exercise 1 (1 – 8) to the boxes. You won't need all the sections.
- Complete the gaps with the words in each box.

program

compatible

make an application

fee

for whom

Most forms have a specific question about the activities or the program. In any case, most often (and most unfortunately!) you probably need to _____ for each activity.

But whether it is the program of activities of a whole project or the _____ of one activity, you should provide sufficient indication and information about when, where, _____ with whom... at least the parts that are visible.

Most important: make sure that the information is correct and _____ with the budget (e.g., if you mention that you will hire a video professional to film the show, make sure that the show is part of the program and that the _____ for the video operator is shown in the budget). Anything less usually shows poor preparation.

clear objectives addressed consequence mention

Some forms will ask you for the aims, but most commonly they ask about the [redacted] and then it is the writer's duty to make sure that the aims are presented as an umbrella to the objectives. In other cases, the question may come from the description of the organization's priorities.

But most often, the aims should be written as the logical step or [redacted] after the presentation of the context/needs analysis of the project. The aims represent a priority in that sea of needs; in those short sentences it is important that it all becomes [redacted].

The struggle will always come between how much to be specific and how far to remain general. The aims are global objectives, but still, they should identify:

- » The target group [redacted];
- » The issue to be dealt with or the changes proposed;
- » The area concerned by the project (e.g. a city, a district, the whole country...);
- » Some indication about the methodology or/and about the values transmitted.

The aims do not need to [redacted] the dates, nor the how – nor even the activities (except in rare situations). That will be dealt with in other parts.

credible organization publicity well known

The [redacted] is often presented within the general context of the project, even though administrative details are usually requested separately.

If your organization is not very [redacted] to the funder, make sure to provide some brief information about how close it is to the subject of the project or to the target group. You may also want to show that it is [redacted] by giving examples of previous successful projects.

Clearly show the link between the project and the organization!

Do not send too much information or [redacted], unless requested.

beginning explain different background fits

In many application forms, the needs analysis is spread through [redacted] parts and questions.

Most often, however, the needs analysis is what you have to write at the [redacted] about the context of the project or the [redacted] of the application. Some sponsors/funders may ask specifically what your needs analysis is, how it was done or, more commonly, what changes will the project bring.

Remember that few things are obvious to many people! Often you do need to [redacted] things, even if it may seem obvious to you. Make sure that the analysis that you bring up in the application form somehow [redacted] with the funding priorities of your sponsor!

monitoring involved afterwards steps evaluations

Not all institutions will ask you in the application how the project will be evaluated (but sometimes they will ask you to describe it [redacted] in the final report). Nevertheless, a growing number of institutions have become aware of the importance of appropriate and thorough [redacted]. Especially for projects of a certain dimension (in time or money) not only will you be asked about [redacted] and interim evaluations, you will also be asked to describe how you plan to evaluate the project, who will do it, etc.

Often, they will ask also what [redacted] you have foreseen for the evaluation before the start of the project. This is a concrete example of how much project evaluators may know about evaluation.

Among the things not to forget in the application, is who will be involved in evaluations and when, as well as what will be evaluated. Sometimes who conducts the evaluation does matter.

- » Do note that many sponsors and institutions accept that you budget the costs of evaluation (meetings, studies, etc.). So, money is not an excuse.
- » Since the approach to the evaluation is an expression of the approaches to the project and to its values, some forms may ask you directly “how will young people be [redacted] in the preparation, running and evaluation of the project”. Don’t be afraid to answer.

objectives sponsor realistic income rules

Every application must be accompanied by a budget, in which is usually contained what you ask for from your [redacted] or funding institution.

Remember to:

- » Keep your budget balanced (expenses are exactly the same as the [redacted]);
- » Check how much the sponsor can sponsor (some funding institutions do have limits by project or receiving organization). Asking for more than they can give reveals bad financial planning.
- » Get information about the funders' criteria for selection, priorities, rules of calculation, etc. Follow them.
- » Tell yourself that the purpose is not to get the money but to achieve the project's [redacted] .
- » Diversify sources. Maybe they can be complementary.
- » Show how much the organization, volunteers and other sponsors are contributing with.
- » Follow the [redacted] about how to fill in the application form, even if they seem silly to you. Not following them is the shortest way to be rejected.
- » Present a [redacted] budget! People usually know what things cost! Too low prices indicate lack of seriousness or knowledge. Too high prices usually indicate risk of bad management.

charge carry out tasks motivations organization

No application form will ask you about your personal [redacted] the credibility of the organization being the most important criterion to decide the capacity to [redacted] the project.

But often the sponsors do want to know who is in [redacted] of the project, how the person/s was/were recruited etc. Here you have an interest to show that those in charge of the project


- » are competent
- » have some affinity to the theme or the [redacted] (insofar as it does not prevent them from having an outsider's view)
- » are motivated and can be seconded by other people for concrete [redacted] or functions.

If in doubt, don't write much! Write only when it helps the application, otherwise it can also be damaging!

3. Now look at the application form 'KA154-YOU – Youth participation activities'

Erasmus Learning Academy: Erasmus training courses, <https://www.erasmustrainingcourses.com/uploads/6/5/6/3/65630323/ka154-you-6d321763.pdf> (accessed 31.05.2023)

Pick one or two questions and try to fill them out with a partner.

 Erasmus+	Call 2022 Round 1 KA1 KA154-YOU - Youth participation activities Form ID KA154-YOU-6D321763 Deadline (Brussels Time) 23 Feb 2022 12:00:00
<h4>Project Summary</h4>	
<p>Please provide short answers to the following questions to summarise the information you have provided in the rest of the application form. Please use full sentences and clear language. In case your project is accepted, the summary you provided will be made public by the European Commission and the National Agencies.</p>	
<p>What do you want to achieve by implementing the project? What are the objectives of your project? Please specify from the perspective of youth work practice.</p>	
<p>Please provide a translation in English.</p>	
<p>What activities do you plan to implement? What is the number and profile of the participants involved?</p>	
<p>Please provide a translation in English.</p>	
<p>What results and impact do you expect your project to have?</p>	
<p>Please provide a translation in English.</p>	
<h4>Summary of Participating Organisations</h4>	
<p>Organisation name (Organisation id, Country)</p>	<p>(,)</p>
<p>Country of the Organisation</p>	

Your notes

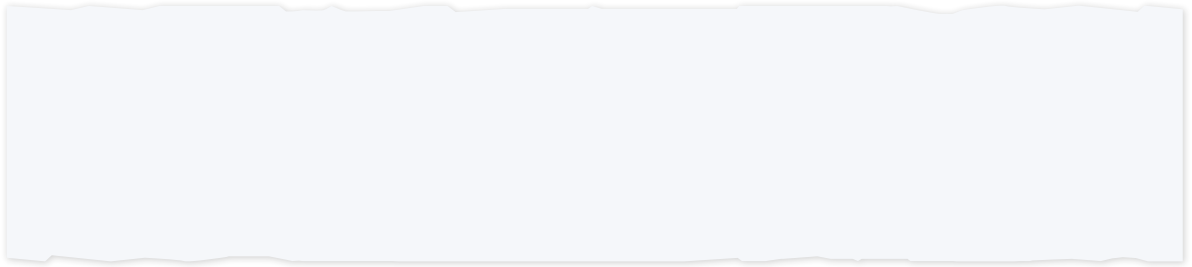
Intercultural Communication

 **A Failure to Communicate**

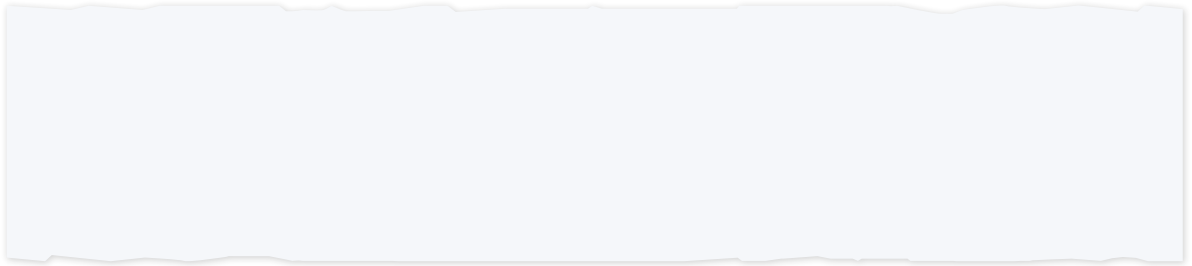


Tyler Legrand: A Failure to Communicate <https://www.youtube.com/watch?v=8Ox5LhJJSBE> (accessed on 31.05.2023)

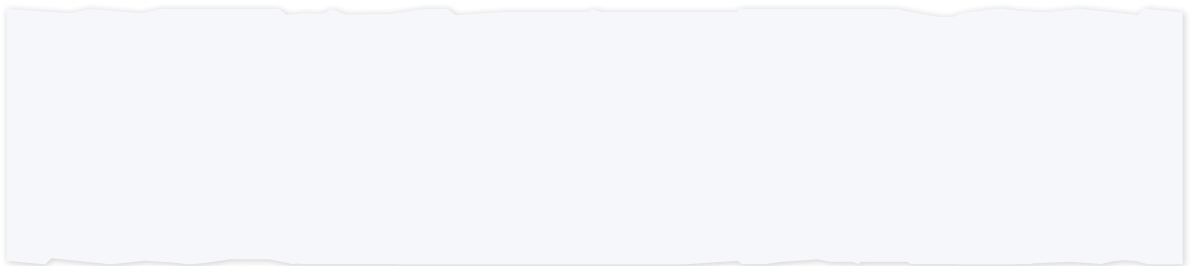
1. Look at the title and the picture. What do you think might be the problem?



2. Watch the video. What happened?



3. Can you think of similar situations where communication might fail?
Work with a partner to make a list and then discuss with the group.



Knowing your own culture

In his best-selling book 'When Cultures Collide' Richard D. Lewis gives insight into working and managing across cultures. Look at these statements from the book that show what people have said about Germans.

Germans give lengthy explanations, going right back to the beginning of the matter.

Germans don't like people standing too close to them or touching them.

There is too much secrecy in German organizations. Information does not flow freely..

Germans, in conversations and when developing ideas, make things too complex.

Germans take work too seriously.

Germans lack flexibility. They don't compromise enough.

1. Do you agree with these perceptions? How true do you think they are?

2. If there is some extra time, have a look at the questionnaire below.

Susanne Krause: How biased are you? Business Spotlight 4/2018 <https://www.business-spotlight.de/business-englisch-lesen/how-biased-are-you> (accessed on 31.05.2023)

Decision making process



1. Read the information below and discuss the implications with your partner.

Your notes

2. Have either of you experienced one of these ‘culture clashes’?

- a. Some countries make decisions as a team, while others have a clear ‘decision-maker’ even if they also operate within a team. Which is yours? What issues could this difference cause?
- b. In some countries eating all the food on your plate is a sign of politeness and shows that you enjoyed the meal, while in other countries it shows that you are still hungry. What issues could this difference cause?
- c. Some cultures are happy improvising while others feel more comfortable with a plan. Which is yours? What issues could this difference cause?

Your notes



3. Work in a small group, then exchange your ideas.

- a. If you asked someone from another country to describe people from your country, what would they say? What beliefs and values could be attributed to these characteristics?
- b. What tips would you give a foreign friend about doing business and building relationships with people from your country?

Your notes

Stereotypes, prejudice and discrimination

1. Look at the following list. For each group, write down something that you know or that you have heard about this group.

» old people _____

» men _____

» women _____

» teenagers _____

» Catholics _____

» Muslims _____

» poor people _____

» disabled people _____

» Arabs _____

» Refugees _____

» Orthodox Christians _____

» solitary mothers _____

» folk music singers _____

2. Collect all the information on each group on the board.

Your notes



3. In groups, discuss the information considering the following questions:

- a. What do you think about what you've read? Do you agree with the ideas?
- b. Where did you learn / hear what you wrote?
- c. Is it difficult to talk about the behavior of other groups without judging or evaluating them?

Your notes



For further discussion

- 1. How do we adopt cultural norms?
- 2. Do people re-examine the cultural norms that are presented or perceive them as "something that is offered and cannot be changed"?
- 3. What is the role of group pressure in maintaining stereotypes?

International team building

Introduction

1. People from different countries who work together may have different expectations about the best way to behave in certain situations. The following list shows possible areas that can cause problems in international teams.

dress code at work

time keeping at work

physical contact at work (touching, kissing, shaking hands, etc.)

direct/indirect communication at work

problem solving and decision making

communication between genders

socializing outside the workplace

follow-up and reports



2. Work in small groups. Imagine someone from overseas is going to work in your office for one year.

» What advice would you give him or her in some of these areas?

» How might the type of job affect your advice (e.g., team assistant, project manager, intern)?



3. Briefly outline your suggestions to the other groups.

'When you have a very diverse team – people of different backgrounds, different cultures, different genders, different age, you are going to get a more creative team, (and will) probably (be) getting a better solution.'

Your notes

4. What do you think this means? Do you agree or not? Are there any negative aspects of multicultural teams?

Developing guidelines for an international team



For each stage, work in small groups.

Stage 1

You are in charge of developing guidelines for a multicultural team that is going to work together and meet socially for one month (you are at the forming stage). Write guidelines about the following points. Remember that the guidelines should be reasonably flexible at this stage.

- » What should people wear to work?

- » How should team members behave when they disagree with each other?

- » How punctual should team members be for work and meetings? Can start and finish times be flexible?

- » What guidelines should there be concerning physical contact in the workplace, for example touching people or kissing?

- » Do you think men should speak to women in the same way they do to each other? Should there be any differences in the way men and women speak to each other?

- » What guidelines, if any, should there be for social events? For example, should everyone attend, should certain topics be taboo, should there be a dress code?



Stage 2

Discuss the following questions.

- » Could any of the guidelines you have written cause any issues?

- » How do you think people from a culture other than your own would feel about these guidelines?

Have a meeting to change the guidelines. Imagine your team has been applying the guidelines from stage 1 for two weeks and has experienced some problems.

Try to use the language below to express these concerns and suggestions, for example those that show progress being blocked, slowed down or progressing such as 'We can't move forward with this because....'

- » Can we move on?
- » Can we move forward with ...?
- » I'm completely lost!
- » The bottleneck is
- » I haven't got anywhere with them.
- » This discussion is going in circles.
- » That's a breakthrough!
- » Moving forward,
- » The first step .../ the next step
- » ... go backwards

Your notes

Privileges

Here is a list of privileges that most of us take for granted:

1. Celebrate your marriage/s with your family, friends and coworkers.
2. Paid leave from your job when grieving the death of your partner(s).
3. Inheriting from your partner(s)/lover(s)/companion(s) automatically after their death.
4. Having multiple positive TV role models.
5. Sharing health insurance with your partner(s).
6. Being able to find role models of the same sexual orientation.
7. Being able to see your partner(s) immediately if in an accident or emergency.
8. Being able to be promoted in your job without your sexuality playing a factor.
9. Adopting your children.
10. Filing joint tax returns.
11. Being able to obtain child custody.
12. Being able to complete forms and paperwork with the information you feel most accurately communicates who you are.
13. Being able to feel safe in your interactions with police officers.
14. Being able to travel, or show ID in restaurants or bars, without fear you'll be rejected.
15. Kissing/hugging/being affectionate in public without threat or punishment.
16. Being able to discuss and have access to multiple family planning options.
17. Not questioning normalcy both sexually and culturally.
18. Reading books or seeing movies about a relationship you wish you could have.
19. Receiving discounted homeowner insurance rates with your recognized partner(s).
20. Raising children without worrying about state intervention.
21. Having others comfort and support you when a relationship ends.
22. Using public restrooms without fear of threat or punishment.
23. Being employed as a preschool or elementary school teacher without people assuming you will "corrupt" the children.
24. Dating the person, you desired in your teens.
25. Raising children without worrying about people rejecting your children because of your sexuality.
26. Living openly with your partner(s).
27. Receiving validation from your religious community.
28. Being accepted by your neighbors, colleagues, and new friends.
29. Being able to go to a doctor and getting treatment that doesn't conflict with your identity.
30. Being able to access social services without fear of discrimination or being turned away.
31. Sponsoring your partner(s) for citizenship.
32. Being open and having your partner(s) accepted by your family.

Now imagine you have lost all these privileges and you must buy them back.



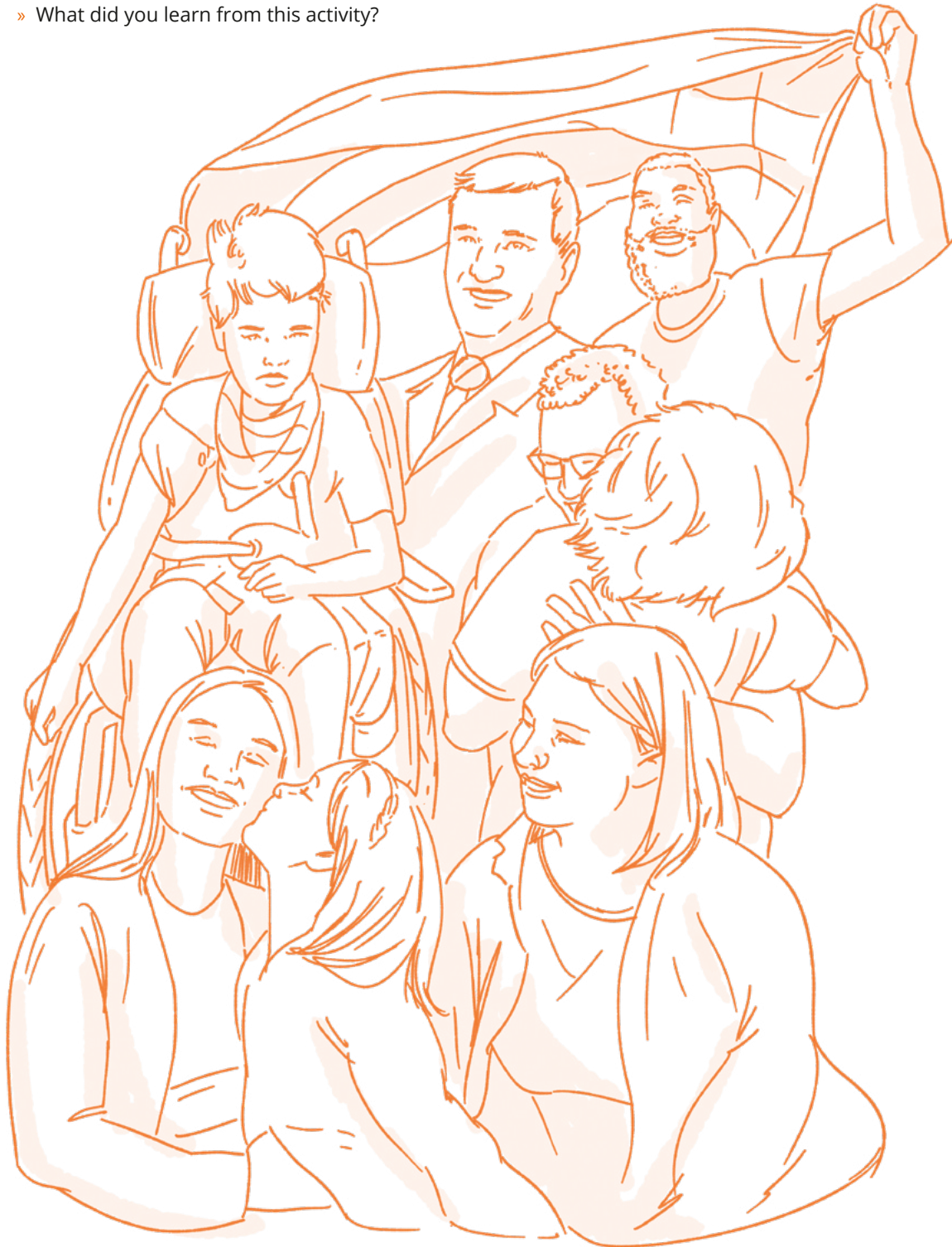
1. **Work in small groups. Each group is assigned a different amount of money. Discuss and decide which privileges to buy back.**

Your notes

2. Compare your decisions with the other groups and explain your choices.

3. Discuss the following questions:

- » Which privileges did you chose?
- » What on this list surprised you?
- » Why do you think you had to use money to buy these privileges?
- » Every group had a different amount of money. How did that make you feel?
- » What did you learn from this activity?



Intercultural Bingo

<input type="checkbox"/> How many countries make up the United Kingdom?	Which country has the largest population?	<input type="checkbox"/> Which is the largest country in the world?	<input type="checkbox"/> Which city is the most densely populated in the world?
<input type="checkbox"/> How many official languages does South Africa have?	<input type="checkbox"/> What language is spoken by the most people in the world?	<input type="checkbox"/> Is English the official or major language in more or fewer than 30 countries?	<input type="checkbox"/> What is the largest religion in the world?
<input type="checkbox"/> How many states are there in the USA?	<input type="checkbox"/> In which country do people traditionally eat 12 grapes at midnight on New Year's Eve?	<input type="checkbox"/> Is it polite or impolite to point the toe, heel, or any part of the foot towards another person in Egypt?	<input type="checkbox"/> How should you accept a Japanese person's business card?
<input type="checkbox"/> Do Italians drink cappuccino at breakfast, lunch, or dinner?	<input type="checkbox"/> Which country in Europe has the highest percentage of women working outside the home?	<input type="checkbox"/> Is it polite or impolite to arrive punctually at a social event in Argentina?	<input type="checkbox"/> Which hand do Arabs accept gifts with?
<input type="checkbox"/> What day is considered unlucky in Spain?	<input type="checkbox"/> In Belgium, should you shake hands with everyone (including children)?	<input type="checkbox"/> Do business people generally come on time to appointments in Brazil?	<input type="checkbox"/> What is the largest French-speaking city outside of France?
<input type="checkbox"/> Which color is considered lucky in China?	<input type="checkbox"/> Is the literacy rate high or low in Chile?	<input type="checkbox"/> If you're applauded after being introduced to a group in China, what should you do?	<input type="checkbox"/> Which countries have Portuguese as their official language?
<input type="checkbox"/> Which unusual activity may take place at a business dinner in the Philippines?	<input type="checkbox"/> In German companies do people leave their doors open or closed?	<input type="checkbox"/> What is the day of rest for Muslims?	<input type="checkbox"/> Why should you avoid making appointments in December and January in New Zealand?
<input type="checkbox"/> Is it all right to refuse an offer of something to drink in Mexico?	<input type="checkbox"/> On what date do Polish people have their Christmas meal and exchange gifts?	<input type="checkbox"/> Is silence acceptable in Japan in a business meeting?	<input type="checkbox"/> Are drinks in Malaysia offered and accepted with one hand or two hands?

Appendix

Expressing opinions

Ways of starting sentences when expressing opinions

1. I think that....
2. I believe that....
3. As for me, I think/believe that....
4. In my opinion, ...
5. If you ask me, ...
6. From my perspective, ...
7. Personally, I think that...
8. It is my understanding that....
9. As I understand it, ...
10. As I see it, ...
11. It seems to me that....
12. My personal view is that....

How to ask for opinions

1. Do you think ... ?
2. How do you feel about ... ?
3. In your opinion, ... ?
4. Please tell me your opinion on ...
5. What do you think about ... ?
6. What's your opinion on ... ?
7. Do you (also) think that ... ?
8. Do you believe that ... ?
9. Do you have an opinion on ... ?
10. Do you have any opinions on/about ... ?
11. In your experience, ... ?
12. In your honest opinion, ... ?
13. What's your view on ... ?
14. Would you agree that ... ?

Agreeing

1. That's right!
2. Absolutely!
3. Exactly!
4. Me too!
5. Yes, I agree!
6. I totally agree!
7. I couldn't agree more!
8. I see exactly what you mean!
9. You're right. That's a good point.

Disagreeing

1. I don't agree!
2. I totally disagree!
3. Absolutely not!
4. That's not right!
5. I'm not sure about that.

Partly agreeing

1. I agree up to a point, but ...
2. I see your point, but ...
3. That's partly true, but ...
4. I'm not so sure about that.

Asking for opinions

Elementary

1. Do you think ... ?
2. How do you feel about ... ?
3. In your opinion, ... ?
4. Please tell me your opinion on ...
5. What do you think about ... ?
6. What's your opinion on ... ?

Pre-intermediate

1. Do you (also) think that ... ?
2. Do you believe that ... ?
3. Do you have an opinion on ... ?
4. Do you have any opinions on/about ... ?
5. In your experience, ... ?
6. In your honest opinion, ... ?
7. What's your view on ... ?
8. Would you agree that ... ?

Intermediate

1. Can you give me your thoughts on ... ?
2. Do you (dis)approve of ... ?
3. Do you agree with the opinion that ... ?
4. Do you have any views on ... ?
5. Do you share the/my view that ... ?
6. If I asked your opinion about ... , ... ?
7. If I said ... , ... ?
8. I'd like (to hear) your views on ...
9. I'm sure you'd agree that ...
10. What are your feelings about ... ?
11. What are your views on ... ?

Upper-intermediate

1. What do you reckon?
2. Any (initial) thoughts on ... ?
3. Are people right in thinking ... ?
4. Are you in agreement with ... ?
5. Do you have any particular views on ... ?
6. Do you have any thoughts on ... ?
7. From your point of view, ... ?
8. I know this is not your specialist subject, but ...
9. I know you haven't had long to think about this ...
10. I know you haven't had much time to think about this, but ...
11. I'd be (very) interested to hear your views on ...
12. What are your (first) thoughts on ... ?
13. What would be your reaction if I said ... ?
14. What's your position on ... ?
15. Would it be right to say ... ?
16. Would you support the view that ... ?

Advanced

1. Am I justified in saying ... ?
2. Am I right in thinking ... ?
3. Any objections to the statement ... ?
4. Are you convinced by the argument that ... ?
5. Are you of the opinion that ... ?
6. Does ... tally with your experience?
7. I imagine you will have strong opinions on ...
8. I'd guess your view on this is ...
9. Is it in fact the case that ... ?
10. What reaction do you have to ... ?
11. What's your take on ... ?
12. Would I be right in assuming that you think ... ?
13. Would I be right in saying ... ?
14. Would I/it be wrong to say ... ?
15. Would it be logical to say ... ?
16. Would you have any problems with the statement ... ?
17. Would ... be a fair summary of your views on ... ?
18. Would ... be out of the question?
19. You strike me as someone who would hold the opinion that ...

Suggestions

Making Suggestions

1. Let's revise...
2. What about going to...?
3. How about going ...?
4. Why don't we go ...?
5. Couldn't we ...?
6. Shall we ...?
7. What would you say to ...?
8. Don't you think it is a good idea to ...?
9. Does it matter if we ...?
10. Would you like to ...?
11. Let's go to...
12. I suggest you/we take...into consideration...
13. We could...
14. Do you fancy ... ?
15. We might as well...

Accepting Suggestions

1. Ok. let's...
2. Yes, I'd like to...
3. Yes, I'd love to...
4. What a good idea!
5. Why not?
6. Yes, with pleasure.
7. Yes, I feel like taking a walk.
8. Yes. That sounds like a good idea.
9. Yes, that's not a bad idea.
10. Brilliant!
11. Count me in too.

Refusing Suggestions

In some case, you want to refuse, or you disagree with the suggestions, you could say:

1. No, let's not...
2. Well, I'd rather...
3. I don't feel like it.
4. I dislike going for a walk.
5. What an awful/bad idea!
6. I'm not sure about that idea.
7. I'd love to but...
8. I don't think it will work.
9. I don't think I can.
10. I'm not very keen on (+_ing)

False Friends

German	Translation	False Friend (F.F.)	Meaning of F.F.
aktuell	current, topical	actual	wirklich, tatsächlich
alle Tage	every day	all day	den ganzen Tag
also	so	also	auch
Ambulanz	emergency room / accident department	ambulance	Krankenwagen
bekommen	to get	to become	werden
Billion	trillion	billion	Milliarde
bis (zeitlich)	until, some time before	by	nicht später als
(sich) blamieren	to make a fool of oneself	to blame	die Schuld zuweisen
Chance	opportunity	chance	Zufall, Glück
engagiert	committed	engaged	verlobt
eventuell	possible, maybe	eventually	irgendwann; schließlich
Fantasie (Kreativität)	imagination	fantasy	Vorstellung, Einbildung
fatal	disastrous	fatal	tödlich, verhängnisvoll
Fehler	mistake	failure	Misserfolg, Versagen
Figur	shape, figure	figures	Zahlen
Formular	form	formula	Formel
genial	brilliant, ingenious	genial	angenehm, froh
Gymnasium	high school	gymnasium (gym)	Turnhalle (Fitnesscenter)
Handy	mobile phone; cellphone, cellular phone	handy	griffbereit, praktisch, nützlich
Hausaufgaben	homework	housework	Hausarbeit
Hochschule	college, university	high school	Gymnasium
ich will	I want (I would like)	I will	ich werde
Kaution	bail, deposit	caution	Vorsicht
Kollege	colleague	college	Hochschule
Konfession	denomination, religion	confession	Beichte, Geständnis
konkret	specific	concrete	Beton
Konkurrenz	competition	concurrence	Einverständnis, Mitwirkung

German	Translation	False Friend (F.F.)	Meaning of F.F.
kontrollieren (überprüfen)	to check, to monitor	to control	regulieren, beherrschen, steuern
Kritik	criticism	critic	Kritiker
kurios	strange	curious	neugierig
Land (Staat)	country	land	Grund und Boden
Meinung	opinion	meaning	Bedeutung
nicht müssen	not to have to	must not	etwas nicht dürfen
ordinär	vulgar	ordinary	gewöhnlich
pathetisch	emotional, dramatic, emotive	pathetic	lächerlich, albern, jämmerlich
Pension (Hotel)	guest house	pension	Rente
Personal	personnel, staff, workforce	personal	persönlich
Protokoll (einer Besprechung)	minutes (of a meeting)	protocol	Verhandlungsordnung, Protokoll (bei Hofe)
Prozess (Gericht)	trial, legal proceedings	process	Verfahren, Methode
prüfen	to check	to prove	beweisen
psychisch	psychological	psychic	übernatürlich, verrückt
reklamieren	complain	reclaim	zurückfordern wiedergewinnen
selbstbewusst	self-confident	self-conscious	verlegen, gehemmt
sensibel	sensitive	sensible	vernünftig
seriös	respectable	serious	ernst
sich wundern	to be surprised	to wonder	sich fragen
spenden	to donate	to spend	ausgeben (Geld) / verbringen (Zeit)
sympathisch	nice, pleasant, likable	sympathetic	mitfühlend, verständnisvoll
überhören	to miss sth.; to ignore a remark	to overhear	etwas zufällig mitbekommen; belauschen
übernehmen	to take over	to overtake	überholen
übersehen	to overlook, to fail to notice / see	to oversee	beaufsichtigen

Vocabulary

Here you have the opportunity to make notes on the vocabulary used in each section, find translations or include definitions.

Part 1

» act (n)

» administrative district

» Child and Youth Report

» Child and Youth services

» Child and Youth support services

Child and youth support services comprise child and youth services (both non-statutory and provided by an association), youth social work and educational child and youth protection (cf. Sections 11-14 in Book 8 of the Social Code). It also comprises technical and financial resources dedicated to activities and projects in these fields. The details are laid down in the federal states' child and youth support services acts.

» civic engagement

» county

» cross-state

» drop-in service

» empowerment

» engage with

» environmental protection agency

» Federal State

» Federal Youth Board

» Federation

- » field
- » financial support
- » food bank
- » Fulfillment (BE: fulfilment)
- » funding
- » handout food
- » health clinic
- » hospice
- » hub
- » incentive
- » infrastructure
- » initiative
- » installation
- » legislation
- » non-profit
- » non-statutory bodies/ organizations

Germany's Social Code uses the term "non-statutory organization" to refer to institutions that provide human and material resources and which are not public-sector organizations or authorities (local, district, state or federal authorities). Non-statutory organizations provide childcare (kindergartens), independent schools, social care, child and youth services and other forms of assistance and activities.

- » nursing homes
- » offer
- » old age homes
- » operating license (BE: *operating licence*)
- » organization (BE: *organisation*)
- » pilot project
- » provider structures
- » public-sector
- » qualification
- » refugee
- » self-government
- » sizable (BE: *sizeable*)
- » skills

- » state-wide
- » target group
- » to assist
- » to cater (to)
- » to enact
- » to implement
- » to promote
- » volunteer
- » Youth Protection Act

Germany's Youth Protection Act (Jugendschutzgesetz) serves to protect young persons in the public sphere. It contains provisions on the sale, delivery and consumption of tobacco, electronic cigarettes, electronic shishas or hookahs and alcohol, as well as the sale and lending of films and computer games. It also regulates the presence of young people in bars, pubs, and discotheques.

- » Youth welfare office

All local child and youth services providers (generally all urban districts and counties) must maintain a youth welfare office. The offices provide child and youth services as required under Section 2 of Book 8 of the Social Code. Note: "Jugendamt" is occasionally also translated as "youth office"

- » Youth work (system)

Part II

- » application
- » apprenticeship
- » aspirations
- » body image
- » climate change
- » compulsory
- » counseling (*BE: counselling*)
- » crime
- » daycare centers (*BE: daycare centres*)
- » drawback
- » dropping out of school
- » gang crime
- » homeless

- » inequalities
- » internship
- » job interview
- » kindergarten
- » leisure-time pursuits
- » lower secondary school- (leaving certificate)

In Germany, "Realschule" is the medium academic type of secondary school. It comprises grades 5 (sometimes 7) through 10 (lower secondary level). Students who complete a Realschule education and successfully pass the "mittlere Reife" exams are entitled to proceed to a "Fachoberschule", or vocationally-oriented upper secondary school.

- » non-formal learning
- » outreach services
- » parties
- » peer pressure
- » policy
- » politics
- » primary school
- » pursuit
- » recession
- » self-determined
- » social networking
- » socio-educational provision
- » spell (of unemployment)
- » stereotype
- » substance abuse
- » to allocate
- » to drop out of school
- » to embark
- » to encourage
- » to enroll
- » to foster
- » to hang out
- » to monitor

» to overcome

» toddlers

» world-renowned

» Youth outreach services

Youth outreach services. Also known as mobile youth work or youth street work. Explanation: youth outreach services are aimed primarily at adolescents and young adults aged 14 to 27 who move in public spaces either individually, in groups or as part of a "scene". These individuals often need a specific level of support and are not or no longer covered by other forms of systematic support. Youth outreach services empower young people to take charge of their own circumstances or those of the group they live in, especially in conflict situations.

Part III

» academic year

» achievable

» action civics

» affiliate

» assessment

» awareness

» Bill of Rights

» board

» branches of government

» bullying

» civic education

» civic engagement

» coherence

» community

» commuter

» Constitution

» cooperative approach

» core objectives

» council

» curriculum

Plural: curricula

- » detached street work
- » discrepancy
- » drug abuse
- » drug-trafficking
- » emergence
- » equipment
- » evaluation
- » feasible
- » feed-back
- » flagship project
- » follow-up
- » fundamental rights
- » government official
- » grim
- » hate speech
- » immigrant background
- » impact
- » implementation
- » improvement
- » initiative
- » innovative
- » leisure time
- » long-term
- » medium-term
- » mental mobility
- » moralizing (*BE: moralising*)
- » motion
- » non-profits
- » outcome
- » outskirts
- » parameters
- » participatory

- » petty crimes
- » preparation stage
- » prevention policies
- » professional development
- » protesting
- » public campaign
- » public spaces
- » report (n)
- » root causes
- » rote memorization
- » secondary school
- » self-esteem
- » sense of belonging
- » shortage
- » short-term
- » social degradation
- » social exclusion
- » social instability
- » social studies course
- » sponsors
- » stigmatizing (*BE: stigmatising*)
- » struggle
- » synergies
- » to address
- » to bring about
- » to contribute
- » to document
- » to draw up
- » to empower
- » to entrust
- » to envisage
- » to give the green light

- » to instigate
- » to pitch
- » to pursue
- » to recruit
- » to reflect on
- » to restore
- » to socialize (*BE: to socialise*)
- » trainee
- » twin cities
≈ town twinning/sister city arrangement
- » value
- » vocational training
- » youth center (*BE: youth centre*)
offers leisure activities and assistance with everyday problems in an informal basis centre)
- » youth delinquency
≈ juvenile delinquency
- » youth exchange program
- » youth program (*BE: youth programme*)

Part IV

- » affinity
- » compatible
- » credibility
- » criteria
- » currency
- » damaging
- » deadline
- » fee
- » interim

- » pending
- » practicable
- » premises
- » provisional
- » publicity
- » receipts
- » round up/down
- » thorough
- » to charge
- » to conduct
- » to foresee
- » trustworthy

Part V

- » accommodation
- » amenities
- » appointment
- » bias
- » bottleneck
- » breakthrough
- » budget hotel
- » chairperson
- » child custody
- » citizenship
- » corporate culture
- » cultural clash
- » cultural norm
- » decision-maker
- » disabled people
- » dress code
- » elementary school

- » expectation
- » family planning
- » guidelines
- » half board/ full board
- » health insurance
- » homeowner insurance rates
- » hospitality
- » host family
- » ID
- » implication
- » incompetent
- » insight
- » joint tax returns
- » landmass
- » leveraged
- » literacy rate
- » location
- » national culture
- » non-sovereign entities
- » overseas
- » paid leave
- » paperwork
- » perception
- » police officers
- » politeness
- » population
- » preschool
- » privilege
- » public restrooms
- » punctual
- » punishment
- » rapport

- » role model
- » secrecy
- » shared accommodation
- » social services
- » stakeholders
- » state intervention
- » taboo
- » tendency
- » threat
- » time keeping
- » to adopt a child
- » to assume
- » to be employed
- » to be promoted
- » to be turned away
- » to compromise
- » to corrupt
- » to date someone
- » to disagree
- » to grieve
- » to inherit
- » to judge
- » to persuade
- » to play a factor
- » to raise a child
- » to refuse
- » to tolerate
- » validation
- » volatile
- » youth hostel

Answer Key

Introducing yourself

1. Look at the following expressions. Put each expression in the correct category.

Introducing yourself:

Can I introduce myself?, My name is ... How do you do., Hello, I'm ...

Greeting somebody:

Pleased to meet you., Nice to meet you.

Introducing a colleague:

I'd like you to meet ..., I'd like to introduce you to...

Making small talk:

How long have you been working for...?, Is this your first visit to ...?,

Talking about your job:

I'm in charge of ..., I'm responsible for ..., I work in youth services

Showing interest:

Really? That sounds interesting., What area of youth services do you work in?, When did you join your organization?

2. Now listen to Sif Vik being introduced (Audio 1) and answer the following questions:

1. city center of Tromsö (Norway)
2. a planning and development manager
3. young people and young professionals in the city center of Tromsö
4. more than 21 years

Introducing your organization

Provider structures in child and youth services

1. The following text outlines the areas of responsibility in the German youth work system. Please read the text and match the underlined terms with their definitions.

- a. Enacts legislation – To establish laws
- b. Incentives – Something, usually offer of money, to make people do something
- c. Financial support – To give money to make it possible for that person or institution to function
- d. Cross-state child and youth services – Operating over the state borders
- e. Implementing acts – To carry out laws
- f. State-wide child and youth services infrastructure – within one federal state
- g. Administrative districts – An area (a city or a commune) which has its own administrative authority
- h. A county – The largest local administrative unit in various countries
- i. A youth welfare office – An office that is responsible for the health and happiness of children and young people
- j. A local self-government – When people elect local councils who are then given the authority to solve important issues
- k. Offerings – Service options
- l. Non-statutory bodies – Organizations or institutions not regulated by law and often have a private function

4. Answer the following questions with the information from the table

- 1. A
- 2. A
- 3. B
- 4. B
- 5. A

5. There are a lot of areas where there is a lot of volunteer work. Complete the following text about civic engagement in Germany.

Non-profit, volunteers, predominantly, sizable, two-thirds

Presenting your organization

2. Put the following points in the order she mentions them in.

4-2-1-5-3

3. Put the following words in the correct category

Place of work / organizations	Jobs	Tasks
<ul style="list-style-type: none"> » youth center » sports club » parents' association at school » old age homes » rescue services » nursing homes » churches » theater » cultural organizations » hospice » food banks » environmental protection agency 	<ul style="list-style-type: none"> » volunteer fire fighter » paramedic » sport trainers » paramedic » supervisor » camp counselors 	<ul style="list-style-type: none"> » take care of refugees » take care of the elderly » take care of the disabled people » handout food » organize activities

Introduction to youth policy

1. Stop and think of young people for a moment. Youth is the period of transition from being a child to becoming an adult.

b. Now start watching the video (0:00 – 1:15). The video names 7 areas, please list them:

- » Getting a job
- » Getting a good education
- » becoming an active citizen
- » having access to health care
- » discovering the world
- » meeting other people
- » getting information on important life questions

2. Watch the next part of the  video (1:15 – 2:19).

a. What can a youth policy include? Discuss.

b. The video names examples for three different approaches to youth policies. Please complete the following table with the information from the video (2:20 – 3:16):

Policy for all domains affecting young people	Policy focused on young people as such	Youth policy measures besides promoting opportunities for young people
<ul style="list-style-type: none"> » social protection » health » housing » employment » education 	<ul style="list-style-type: none"> » programs for leisure time » mobility » volunteering » youth work » information » education for democratic participation 	<ul style="list-style-type: none"> » Regulation » Surveillance » Discipline » Punishment

3. Name possible parties involved in youth work and then compare with the  video (3:17 – 4:02)

Video:

- » Regional or local authorities
- » Municipal structures
- » Municipal bodies
- » Youth councils
- » Youth NGOs
- » Youth groups
- » Youth workers
- » Researchers
- » Schools
- » Employers
- » Medical staff
- » Social workers
- » Faith groups
- » Media

4. Now watch the rest of the  video and match the youth policies to the correct international organization (4:02 – 6:08):

The Council of Europe promotes youth policies based on human rights and democratic standards. It also promotes youth participation in youth policy.

The European Union supports policies that create opportunities for young people. It also highlights the role of youth work and non-formal learning.

The United Nations aims to increase recognition of the rights and aspirations of youth.

Youth Work

Understanding the challenges young people face

4. Here are the descriptions for several common challenges young people face. Read the texts and mark the correct word (underlined) in context.

Education and Employment

Research done by YMCA found that 44% of young people are worried about / of their studies and exams. It is easy / difficult for young people to find apprenticeships if they drop out of school. Youth employment support is unimportant / important.

Mental Health Difficulties

More young people than ever are experiencing mental health difficulties. This can affect / effect all areas of their life: home, school, friendships, and relationships. It is vital that young people know where to go for support.

Social Media

The rise of technology has had a significant / insignificant impact on the lives of young people. Technology can be an amazing tool, however, there are also concerns about how it affects how young people see themselves and privacy. While social media can be a great way to connect with both family and friends

during difficult times, it is not without its drawbacks.

Peer Pressure

Socializing with and having the respect of your peers is crucial / unnecessary to young people. Many children and young adults may think that they are missing out or not fitting in if they don't go along with the crowd, or the strongest voice in that crowd. This could push the young people to drink excessive / moderate amount of alcohol, take drugs or be exposed to gang crime.

Body Image Anxieties

Research by YMCA found that more than half of young people (52%) regularly worry about the way they look. Body image anxieties impact the lives of many young people during puberty. With the rise / fall of social media apps such as Instagram and Snapchat, images of bodies are shared constantly. Many of these photos have been filtered or edited and this can send mixed and confusing / clear messages to young people about how they should look and the relationship they should build with their body.

Uncertainty

Uncertainty over the future is a major / minor concern for many young people. The pandemic has highlighted social inequalities and people are expressing serious / unserious financial concerns as the recession deepens. Many young people are also concerned about climate change and feel prepared / unprepared to deal with these issues in their current, youthful state.

5. Find the following words and expressions in the text above to fill out the crossword puzzle below.

1. vital
2. amazing
3. concern
4. missing out.
5. fitting in
6. highlight

German Education System

2. Match these sentence halves together to make full sentences about the graph above.

1b, 2e, 3a, 4f, 5d, 6c

Education for everyone

1. Read the text below about the German education system and fill in the blanks using the adjectives below.

world-renowned, numerous, vocational, conventional, applied, practical, broad

Civic Education

1. Read the following text about civic education in the US and answer the questions below.

Civic Education

Which percentage of Americans knows the four parts that make up the American government? **b.**

When do most young people take social studies courses? **a.**

Is civic education organized by the state? **b.**

What is the main focus of most social studies courses? **a.**

Developing civic competences

1. Match the actions and measures below to the following topics:

a. Develop the sense of belonging to the community

- Read local paper about local events, problems, call for action
- Identify my role in the community: Who you are? What can you do for the great of the community?
- Know your community problems and struggles
- Participate in surveys where they aim to verify the public opinion
- Help a neighbor in need

b. Take initiative – discuss with other people, make them aware and understand different subjects and topics

- Organizing different events for your community
- Post on social media/ repost on social media articles about the community, about topics that concerns local/ regional/ national/ European communities
- Initiatives and practices in the community (events for marginalized people; information and awareness campaign on the types of discrimination or about democracy)
- Explain to friends and family about democracy, vote, social problems
- Promote civic engagement to your friends, families, colleagues and other people
- Learn about civic engagement and how you can be active in your community
- Make a better use of the public places (public parks or other)
- Report posts on social media who instigate to hate speech or social exclusion
- Fight against hate speech when you see it
- Fight against bullying and protect other people from bullies
- Fight against injustice when you see one

c. Protesting

- Participate to protests
- Organize protests
- Help organizing protests
- Ensure visibility of protests you believe – give shares on social media

d. Fight against discrimination and social exclusion

- To appreciate and understand the differences between the value systems of different religious or ethnic groups
- Post on your social media account articles about discrimination and social inclusion
- Work/ Interact with people who are excluded

Answer Key

- Support for social diversity and cohesion through your daily initiatives, attitudes, and actions
 - Post on your social media awareness messages about discrimination and social exclusion
 - Post on social media or discuss with the friends and family about social inclusion and why is important
 - Include other people when you have the occasion (for example at school, at work, or even at a party)
 - Discuss with your friends and family and other people about the negative effects on the community of discrimination and social exclusion
 - Share on your social media/ blog articles about discrimination and social inclusion
 - Organizing different cultural events or activities that involve different social groups
 - The willingness to respect the values and confidentiality of others
- e. Active membership in a group or association
- Search for organizations or local/ regional/ national groups where you want to become a member
 - Contact organization in order to become a member
 - Open an NGO
 - Become a member in an organization
 - Register on youth Center and participate in their activities
 - Affiliate with groups that do good in your community
 - Start an informal group based on what changes you want to do in your community
- f. Democracy
- Learn about the concepts of democracy, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and in international declarations and applied by various institutions at local, regional, national, European and international level.
 - Post on your social media account articles about democracy and human rights
 - Know the reason why you are voting and for who
 - Know how democracy works in my country
 - Know my civil rights
 - Learn about my fundamental rights
 - Get to know the main events, trends, and agents of change in the national, European and global and current history, with a specific perspective on the European diversity
 - Full respect for human rights, including equality as a basis for democracy
 - The desire to participate in democratic decision making at all levels
 - Run for Political office
 - Know the political parties from your country and what they stand for
 - Understand and learn how the political parties work in your country
 - Know how the justice system works

Projects

What is a project?

2. Skim the following paragraphs (with gaps) and find the matching criteria for each one.

a. Project is participatory

This means that everyone involved in the project should have their say at all times and about all aspects of the project, depending on their role and **position**. This starts from the very origins of the project right up until the final evaluation. When working with **young people** it is very important that they come up or at least have a say in, what the project is going to be about who it is for what form it will take, and what the aim is. This will help **motivate** the participants and make the project more relevant.

Participation also means using the group as a learning resource. Each individual has **experiences** and competences to share with others, so we need to make that happen.

The same goes for partners. They need to be involved in planning, organizing and evaluating the project and also contribute to its content.

b. Project is a project (with stages, not a stand-alone activity)

Here we get into project management 1.0. An Erasmus+ project is never an activity that stands alone. It needs to be part of the daily work of an **organization**. It needs to contribute to the overall aims and objectives of the organization. So you wouldn't do a youth exchange just for the sake of it but rather **to help** your young people connect or continue to take responsibility within your organization.

The project should fit with other **activities** or opens new doors but there should always be a preparation stage and follow up locally!

c. Project is educational

There needs to be learning planned into the project, making it educational. During all projects it is important that there are moments where **participants** have the time and the help to reflect on their **learning** and think about how this learning can be useful to them.

d. Project is useful far and beyond the group of participants

All Erasmus+ projects focus on their participants, which is as it should be. But when carrying out the project it is also important to think about how the results and outcomes can be made **public**. You need to think about how the outcomes can be useful, educational and relevant to other people, organizations and contexts and how those organizations can **share** this information in their local contexts.

e. Project is fun, challenging and innovative

Learning isn't boring! People learn best when they understand the **importance** of what they are learning. By using the "learning by doing" approach and other participative non-formal learning activities, we want people to **engage** in their own learning. The cooperative approach will hopefully help them to enjoy and take responsibility for their own learning and for that of others. Innovative approaches can be part of **different aspects** of the project learning about new things, learning in new ways, working with people from different cultures and backgrounds...

An Erasmus+ project is not A touristic visit Fun with friends A language course A holiday A school or workplace internship

4. Match the underlined word and expressions from the text to their definitions below.

have their say	to express or make known one's views, opinions, or ideas
relevant	important or significant
contribute	to give something in order to achieve something together with other people
for the sake of it	without any other purpose
opens new doors	to make things possible that were not possible before
educational	something that teaches you something
to reflect on	to think carefully about
carrying out	implementing
outcomes	something that follows as a result
local contexts	a specific geographical location with its own combination of social, economic, cultural, and political dynamics
cooperative	together with other people
Innovative	using new methods or ideas

Planning a project

2. Now look at the definitions and match them to the correct term.

- » **Emergence, genesis of the project:** the initial idea, generally in response to the identification of a specific problem or need. This idea is the starting point for the design and drawing up of the project.
- » **Implementation:** this is the “doing” part of the project, involving all the practical aspects: material and technical arrangements, organizing human and financial resources, preparing the persons who will be conducting the project, ensuring the right material conditions for the smooth running of activities and so on.
- » **Assessment:** final phase of the project. The assessment makes it possible to measure its impact on the environment, what has been achieved and how, and to plan any follow-up. The results of the assessment are generally documented and contribute to the project report.
- » **Context:** social and geographical environment in which the project will take place. The context is one of the main parameters in drawing up the project.
- » **Aims:** the final goal of the project. Aims are defined according to an analysis of needs or the identification of a set of problems in a particular environment.
- » **Objectives:** these are a project’s goal or goals put into operational form. Projects always have several objectives which must be practical, measurable, limited in time, realistic and flexible. A distinction may be drawn between:
 - social/general objectives, which lead to social changes;
 - educational objectives, which have a didactic element and refer to changes in people;
 - measurable practical objectives, which are more intermediate activities to be undertaken.
 - Objectives are in turn broken down into activities.
- » **Activities:** the different stages associated with a specific objective which help to achieve the aim.
- » **Action plan:** plan of the various activities that make up the project, with a precise indication of what those activities are, their location and timing and the resources involved. Such plans need to be modified to take account of the situation on the ground and the intermediate assessments.
- » **Resources:** all the available and necessary means for completing the project (equipment, finance, staffing and so on).

Ban Uppa! – Example Project

Introduction

1. Answer the following questions based on the text above.

- a. Most people in Banville also work there as well – **false**
- b. A lot of young people live in Banville. – **true**
- c. There is a lot of drug related crime in Banville. – **true**
- d. Ban Uppa! was founded by the city council. – **false**
- e. Ban Uppa! mostly organizes food drives. – **false**

Needs analysis

1. Read the text and find the passages that express the following:

- a. It makes young people look bad – damaging for the image of young people
- b. It is because young people have no work and no money – resulting from unemployment and poverty
- c. The most important project – the flagship project
- d. Deal with the problem – address the issue

Institutional priorities

1. Put the following text in order

2, 3, 1, 4

Concrete objectives

2. Work with a partner to fill out the following chart. Use a dictionary if necessary.

Noun	Verb	Adjective / Adverb
campaign	to campaign	campaigned / campaigning
organization / organizer	organize	organizational
creation / creator	create	creative
reduction	reduce	reduced / reductive
crime / criminal	to criminalize / incriminate	criminal
activity	to act	active

Strategy and methodology

1. Put the two parts of the dialogue in the correct order.

M: So, how are we going to go about this?...

D: Well, we have to:

M: Organize activities for their spare time, like sports or a youth café... maybe camping out one weekend...

D: We have to ask the young people what they want, but first we must show them that we are ready to offer something... to give a good example.

M: We also have to address the issue of drugs in a very clear manner...

D: But if we want to raise their self-esteem and social participation... we need to involve them and support them. Maybe they can actually do the work on drugs themselves. We can form a group...

M: But this means that we need to train and support them!

D: I think I have got it:

M: And we can then start organizing a program of activities for the summer holidays. I don't know what they may be interested in, but probably a youth exchange is a good idea for some. The sports festival interested quite a few

D: This is good because it brings in the media and for once there may be positive reports about these youngsters

M: We must look for ways to support the peer group leaders, both financial and motivational. Need to see what Ban Uppa can do!

D: We must contact the city about twin cities abroad. This could be a good start to establishing contacts with similar projects and, possibly, start inquiring about the feasibility of youth exchanges.

M: Yes, that can be important in motivating the peers! I am sure that they would really like to travel! All young people do!...

D: So, first we get them interested. Then we consult them. We train the peer leaders. We do the campaign. By then we should have enough contacts and gained their confidence to engage on the youth exchange and on the sports festival. We get them in the media. We involve them in Ban Uppa.

M: This may be a great project! We need to foresee some kind of youth party or festival towards the end. It would be good to have their opinion on our work.

D: Sorry, Matto. This is not our project. This is their project!

Applications

2. Each of the following boxes gives pointers on filling out the different parts of a project application.

c. Match the sections above (1 – 8) to the boxes. You won't need all the sections.

d. Complete the gaps with the words in each box.

Box 1: 2) Aims and objectives
Objectives, consequence, clear, addressed, mention

Box 2: 3) Methods and activities
Make an application, program, for whom, compatible, fee

Box 3: 0) Organization
Organization, well known, credible, publicity

Box 4: 1) Needs analysis
Different, beginning, background, explain, fits

Box 5: 7) Evaluation
Afterwards, evaluations, monitoring, steps, involved

Box 6: 8) Budget
Sponsor, income, objectives, rules, realistic

Box 7: 5) Coordinator
Motivations, carry out, charge, organization, tasks

Intercultural Communication

Intercultural Bingo

<p>Which country has the largest population?</p> <p>China has the largest population (1.4 billion)</p>	<p>Which is the largest country in the world?</p> <p>Russia (11% of the total world's landmass)</p>	<p>Which city is the most densely populated in the world?</p> <p>Dhaka (Bangladesh) led the ranking of cities with the highest population density in 2022, with 30093 residents per square kilometer.</p>
<p>What language is spoken by the most people in the world?</p> <p>Chinese is the most spoken language (1,3 billion)</p>	<p>Is English the official or major language in more or fewer than 30 countries?</p> <p>English is the official language of 67 different countries and 27 non-sovereign entities around the world.</p>	<p>What is the largest religion in the world?</p> <p>Christianity is the world's largest religion in 2022 (estimated 2.38 billion).</p>
<p>In which country do people traditionally eat 12 grapes at midnight on New Year's Eve?</p> <p>People in Spain eat 12 grapes at midnight on New Year's Eve for luck.</p>	<p>Is it polite or impolite to point the toe, heel, or any part of the foot towards another person in Egypt?</p> <p>It is impolite because the feet are perceived as unclean, especially the soles.</p>	<p>How should you accept a Japanese person's business card?</p> <p>With both hands.</p>
<p>Which country in Europe has the highest percentage of women working outside the home?</p> <p>Sweden has the highest percentage of women working outside the home (80%)</p>	<p>Is it polite or impolite to arrive punctually at a social event in Argentina?</p> <p>Be 30 to 60 minutes late for social events unless it is for lunch appointments, the theater and football games.</p>	<p>Which hand do Arabs accept gifts with?</p> <p>With the right hand.</p>
<p>In Belgium, should you shake hands with everyone (including children)?</p> <p>Yes.</p>	<p>Do business people generally come on time to appointments in Brazil?</p> <p>Brazilians usually come 10 to 15 minutes late.</p>	<p>What is the largest French-speaking city outside of France?</p> <p>Kinshasa, the capital of the Democratic Republic of the Congo (11,1 million)</p>

Answer Key

<p>Is literacy rate high or low in Chile?</p> <p>In 2021, they reached 98.77% literacy rate in Chile.</p>	<p>If you applauded after being introduced to a group in China, what should you do?</p> <p>You should applaud back.</p>	<p>Which countries have Portuguese as their official language?</p> <p>Portugal, Brazil, Cape Verde, Angola, Mozambique, Guinea-Bissau</p>
<p>In German companies do people leave their doors open or closed?</p> <p>Germans like to leave their doors closed so knock before you open the door.</p>	<p>What is the day of rest for Muslims?</p> <p>Fridays</p>	<p>Why should you avoid making appointments in December and January in New Zealand?</p> <p>These months are summer vacation months in New Zealand.</p>
<p>On what date do Polish people have their Christmas meal and exchange gifts?</p> <p>December 24th</p>	<p>Is silence acceptable in Japan in a business meeting?</p> <p>Japanese people usually believes that "Silence is Golden". Talking too much in the meeting or workplace is not preferable.</p>	<p>Are drinks in Malaysia offered and accepted with one hand or two hands?</p> <p>With two hands.</p>
<p>Is it all right to refuse an offer of something to drink in Mexico?</p> <p>It is impolite to refuse.</p>	<p>Does food play a major role in hospitality in the Netherlands?</p> <p>Food does not play a central part in Dutch culture in any way.</p>	<p>Which unusual activity may take place at a business dinner in the Philippines?</p> <p>Singing</p>
<p>Which color is considered lucky in China?</p> <p>Red</p>	<p>What day is considered unlucky in Spain?</p> <p>Tuesday the 13th</p>	<p>Do Italians drink cappuccino at breakfast, lunch, or dinner?</p> <p>At breakfast only</p>
<p>How many states are there in the USA?</p> <p>50</p>	<p>How many official languages does South Africa have?</p> <p>11 (English, Afrikaans and 9 ethnic languages)</p>	<p>How many countries make up the United Kingdom?</p> <p>4 (England, Scotland, Wales, and Northern Ireland)</p>

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