Youth Workers Manual

"Social Innovation Competences – Becoming a Game Changer in Your Communities"
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Copies:
1000 copies

Graphic and print:
MMV-94, d.o.o.

ISBN: 978-953-8113-04-8

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
Foreword

Youth Workers Manual "Social Innovation Competences – Becoming a Game Changer in Your Communities" has been produced within the project "Seeding social innovation in local communities: SILC" that aims to promote active youth participation in their communities and to build youth workers' and youth leaders' capacity to maximize youths' potential for social innovation and entrepreneurship in tackling the problems of youth unemployment and for promoting social inclusion, social innovation, gender empowerment and sustainable human development in participating communities. Project is implemented under the Erasmus + Programme of the European Union, Key Action 2: Capacity Building in the Field of Youth.

Erasmus + provides grants for a wide range of actions and activities in the fields of education, training, youth and sport. The programme promotes transnational non-formal learning mobility between Programme and Partner Countries, notably targeting young people with fewer opportunities, with a view to improving participants' level of competences and fostering their active participation in society. It supports organisations to work in transnational partnership and to share innovative practices in the fields of education, training and youth. Capacity Building projects are transnational cooperation projects based on multilateral partnerships between organisations active in the field of youth in Programme and Partner Countries. For more information, please, visit: https://eacea.ec.europa.eu/erasmus-plus_en

The content of the Manual is based on the training topics discussed during the capacity building seminar "Tackling Youth Unemployment through Social Innovation Projects", which took place in Hanoi, Vietnam, on 21 – 27 February 2016.

All project partners – Europe House Slavonski Brod, Croatia, Social Youth Developments, Greece, Pistes Solidaires Mediterranee, France, SJ Vietnam, Vietnam, Volunteer Spirit Association, Thailand, Never-ending International Work Camps Exchange, Japan, Brigada de Voluntarios Bolivarianos del Peru, Peru and Dejavato Foundation, Indonesia – have contributed to the preparation of this material.

It will be distributed by the project partners in their respective localities among youth organisations, education institutions, community organisations, youth clubs, local and regional authorities, young people, student communities, club and organisations, policy makers, researchers and followers.
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Introduction

One of the economic and social consequences of the global economic and financial crisis is the high youth unemployment and poverty which is over twice as high as for the whole working population and exceeds 50% for some countries. It is likely to have long-term negative effects on the affected youth and on the societies as a whole, including impaired productive and creative potential of young people, alienation from the social and democratic life, lack of social inclusion and cohesion and in some cases, involvement of young people in antisocial behavior, substance and alcohol abuse crime. Social unrest is often fueled by unemployment, too.

According to the World Bank 2014 statistics, unemployment in most of the Project countries is higher than the World average: over 58% in Greece, 51% in Croatia, over 23% in France and Indonesia. Furthermore, in most of the Project countries more young people receive below-average wages than average or above-average wages. The pattern is strongest in Viet Nam, Greece, Croatia, Thailand and Peru, with two-thirds of working youth classified as poorly paid.

The 2015 European Year of Development and subsequent strategic documents reflecting on the contribution of social innovation and entrepreneurs to Europe’s growth strategy (Europe 2020) establish a new framework for youth policies and promotion of social innovation at the EU and global level. Efforts are now geared toward strengthening the transversal role of youth and social innovation. The focus is shifted onto the function of social innovation and entrepreneurship as a cross-cutting policy and a strategic factor of political, social and economic development. The Cohesion Policy for 2014-2020 reinforces this strategic dimension of the policy by ensuring that EU investment in entrepreneurial skills of young people will be targeted on long-term goals for growth and jobs and regional development based on innovation and smart specialization. In sum, social innovation is recognized as a largely untapped resource for achievement of smart, sustainable and inclusive growth. And one of the pillar stones for social innovations is possession of certain degree of civic intelligence of a certain community.

Promotion of active participation, innovation and entrepreneurship thus follows an integrated approach, which includes the following strategic objectives relevant to this proposal:

- promoting cultural diversity and intercultural dialogue, in particular through a) encouraging the mobility of youth workers and young entrepreneurs, b) promoting access to social innovation including through sustainable digitization, education and development of citizens’ intercultural competences.

- promotion of social innovation and entrepreneurship as a catalyst for creativity and non-technological innovation, through a) promoting synergies and partnerships between NGOs, education, as well as research and business, in support of creativity, innovation, and skills and competences necessary for entrepreneurial activities; b) promoting managerial, business and entrepreneurial training and other relevant capacity building for those engaged in youth work;

A key issue addressed by the project is the identification of youth work strategies in the field of active youth participation and entrepreneurship education that are likely to be effective in the fight against unemployment and its effects.
Global Citizenship

Role and responsibilities of young citizens in shaping their common future

The fight for better society has never been easy. However, our history has always been modified by the courageous actions taken by those inspired enough to have a vision of a better world. From the very start, people with a belief in a better society have spread their passion for progress and positive change to local communities and countries across the globe, building new movements and initiatives that have changed society forever.

One of these initiatives is Global Citizenship Initiative. Well, what is then the meaning of global citizenship? By its definition, “citizenship” refers to identity between a person and certain geographical area (city, state) or certain nation, also connected with specific rights among which are right to work, vote, active participation in society etc. Other part, “global”, means that something is above all boarders and belongs to widest field of interest – the World. Therefore, if you connect these two terms, global citizenship would define a person who surpasses geographical and political boarders and places his identity within a global community. This does not mean that such a person denies their nationality or local identity, but such forms are given second place due to their membership in a global community. Global citizenship, however, is not a legal term, but rather a sense of solidarity with others and with the planet.

This idea of global citizenship in large part emerged by the expansion of modern technologies, social media and improved transportation system. These technologies strengthened, in term of accessibility and speed, our ability to connect with the rest of the world – through the Internet and participation in the global economy, through the rise of global organizations and foundations, through the feeling of empathy we experience every time we see the pictures of humanitarian and natural disasters in other countries or through the opportunity to travel and visit other parts of the world easier than ever before. Embrace the idea or ignore it – we are all global citizens in one way or another. Every one of us have a choice to be part of something much bigger than our areal societies and to actively contribute in order to seek solutions for the challenges that our planet faces – or – to be passive citizens who allow others to make choices and provide the answers for us. However, if you decide that you will live and act as a global citizen, you should understand that you are also

Embrace the idea or ignore it – we are all global citizens...
choosing an extra portion of responsibility – responsibility for being a contributing member of a global community of people who share the same global identity that you have.

### The global is local

We are linked as never before to other people on every continent:

- **Socially and culturally** through the media, telecommunications, travel and migration.
- **Economically** through trade.
- **Environmentally** through sharing one planet.
- **Politically** through international relations and systems of regulation.

### Key trends of globalization

- Global trade
- Technological developments
- Political developments
- Environmental impact

So – what exactly does it take to be a responsible and contributing global citizen? To possess a valid passport, to travel to other countries and to learn as much as you want about other cultures and norms – these things do create certain awareness that you are part of something bigger, but plays only a minor role in global citizenship. Global citizenship is a style of living that is meant to be entrepreneurial and encouraged by smart use of modern technologies, involves risk-taking actions and encourages critical thinking and constant adjusting on feedback. New generation of global citizens should also develop certain level of self-awareness and confidence that will empower them to stay on course when facing the challenge. They need to adjust themselves to teamwork with diverse individuals, opinions and experiences and also, work in innovative and creative way as they will surely encounter some of the biggest global challenges – like how to ensure that there are sustainable amount of food, water, and energy or how to address the needs of more than seven billion people living on a planet with limited natural resources. We may not yet be used to this new form of responsibility, but it is there waiting to be reached.

Another major challenge that we are dealing with in the recent time is to build a values-based global community. However, are there values that we all can share as unique, global values? Yes, there are the exact values that world leaders, among the others, have been, or, at least – should have been standing for in the past years and they include: the protection of human rights, freedom of speech, environmental protection, the dialogue between cultures and religions, gender equality, sustainable worldwide economic growth, tackling poverty and social exclusion, prevention of conflicts and promotion of solidarity between countries, elimination of weapons of mass destruction, humanitarian assistance and preservation of cultural diversity.

Although some more or less complicated phrases have been used, global citizenship and its development ideally starts at an early age, by encouraging youngsters to share their opinions and constructive arguments behind those opinions, by showing them a way to explore and express their own values, while respecting the values and opinions of others. In that way we, together, can create a fundamental basic for a new generation of contributing global citizens that lasts a lifetime. Furthermore, we also help to secure our world for next generations by preparing current one to fight on the challenges that are lying ahead. Global citizenship cannot be just a distant ideal—it must be a practice that is taken forward by each of us every day, in order to succeed and shape more prosperous future for us all.
Good practice example: Kalamata Street Festival

By KANE
Greece

Since 2009 the Kalamata Street Festival was managed to function as a core of solidarity, volunteerism and creativity. It is an international event, organized by volunteers and local civil society organizations and stakeholders that jointly shape a non-commercial festival with the aim to enhance the creativity of the participants and to provide to them spaces where they can express themselves freely, utilizing their skills and interests.

After last year’s big success, with over 7000 visitors, we are coming back with the 8th Kalamata Street Festival on the 11th, 12th and 13th of July, at the Railway Park of Kalamata (Parko OSE). This year we expect a unique festival, with free entrance and more than 10 parallel activities for three days, with the participation of at least 100 international volunteers, and over 70 volunteers from the rest of Greece and the parallel participation of 20 stakeholders (clubs, groups, organizations) of Kalamata.

Program usually includes:

- Live bands
- Dirt bike performance
- Skates performance
- Graffiti contest
- Juggler shows
- Circus shows
- Photo and art exhibition
- Video projections
- Bazaar
- Sports tournament in basketball and volleyball
- Dance shows

About KANE

Social Youth Development, KANE, is a non-profit organization situated in Kalamata, Greece. Our main target group is young people aged 15-30, youth workers, youth leaders, mentors and trainers. However, we are also working with all the local community.

Our vision is to foster youth motivation in order to take initiatives and become more active citizens. Our mission is to provide educational and training opportunities for youth and people that work in the youth field. We also aim at fighting discrimination, fostering intercultural and social development, and promoting social inclusion and equality, particularly for young people. At organizational level, we promote cooperation among local, regional and international organizations and public bodies.
Impact of Kalamata Street Festival

The Kalamata Street Festival is quite an important event as it offers the open space to the youth. It boosts their creativity and promotes their work. It is establishing new partnerships between organizations and artists. It treats every participant equally and promotes the cultural creation. It is an open experiment and belongs to the community. The international character of the festival is having a big impact to the local community, multiculturalism, exchange of good practices, new ideas born during the festival and all these through great fun!

We will not speak about any theoretical impact, which this festival might have, we will speak about the results of the previous ones...

- An informal network of associations, civil organizations and public organizations was created in our small city.
- Hundreds of people got motivated to participate and become active volunteers of the festival.
- Many people “met” their art or the most suitable for them organization, their new friend or the love of their lives!
- More than 40 active organizations are involved one way or the other.
- More than 7000 people attended last year.
- More than 100 international volunteers and artists participated last year.
- Many artists formed their own organizations, informal groups, associations after meeting people with the same motivation in the festival. 3 associations were created, 4 informal youth groups and 1 cultural business idea were born in through the festival.
- More than 15 artists from all over Europe came last year, with their own expenses just to participate to this unique event. This year already 50 artists from abroad expressed their interest to participate.
- More than 15000 people attended or actively participated to the previous festivals.
Key Competencies of Global Citizens

Which areas are still untapped within our communities?

In order to act like responsible global citizen, it is desirable to possess specific competencies that adorn global citizens. However, let’s take one-step back and rethink how can one acquire set of competencies needed to act as a global citizen?

Empowering future generations with quality education is the best way to prepare them to take planet’s future in their hand. As we stated before, becoming a global citizen means accepting responsibility today for the future generations, through new ways of acting and behaving. This is why education – carrier of social change, is important – to deepen new forms of global responsibility and to develop individuals’ abilities and dispositions needed for active glocal participation.

Global Citizenship Education is meant to be such kind of education – which aims to empower youngsters to engage and assume active roles both locally and globally, to face and try to resolve global challenges and issues and, finally, to become active contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. Global citizenship education also aims to equip learners with the competencies needed to realize their rights and obligations to promote a positive world change. It draws upon learning from other transformative education processes including human rights education, education for sustainable development, education for inter-national/intercultural understanding and education for peace.

In the eyes of global citizens, the World is observed as a whole, interests of all are above national interests and commitment to work with others from diverse backgrounds does not represent a problem but is, in fact, desirable Building upon these competencies presents a way for demonstration of successful and active participation in the global society and decision-making.

How can “regular” citizen become global citizen?

- By random awakening events or interactions
  - it can include reading news and different articles, interacting with people from different backgrounds, connecting information etc.

- By receiving a push from others
  - the others we refer to are the ones already working on themselves as global citizens and want to help others in becoming one.

- By yourself
  - the least common way of becoming a global citizen since you are left on your own.
Before listing the key competencies of global citizens, let's put our focus on **global youth work**.

When defining global youth work there is a few elements that should be taken care off. Firstly, good global youth work starts from young people every day experiences. Secondly, it engages them in critical analysis of local and global activities that are influencing their lives and local communities. Thirdly, good global youth work should raise awareness of globalization process, rich history of the world and diversity among people. Fourthly, it should encourage youth to explore the relationships between their personal lives, life of their local community and life in other local or global communities. They should see that their reality is not the only one, imposed to others, but there are numerous numbers of realities and they are not meant to be imposed to one another. Lastly, global youth work seeks young people's active participation and building alliances in order to create a change – locally and globally.

**Key principles of Global youth work:**

- Starts from young people's experiences and encourages their personal, social and political development.
- Works to informal education principles and offers opportunities that are educational, participative, empowering and designed to promote equality of opportunity.
- Is based on an agenda that has been negotiated with young people.
- Engages young people in critical analysis of local and global influences on their own lives and communities.
- Encourages an understanding of the world based on the historical process of globalization.
- Recognizes that the relationships between, and within, the North and South are characterized by inequalities caused by globalization.
- Promotes the values of justice and equity in personal, local and global relationships.
- Encourages an understanding of, and appreciation for, diversity, locally and globally.
- Sees the people and organizations of both the North and South as equal partners for change in a shared and interdependent world.
- Encourages action that builds alliances to bring about change.
As outcome results of Global Citizenship Education and global youth work, young people should develop following competencies:

Knowledge and understanding
- Young people should develop knowledge and understanding of:
  - local, national and global societies and cultures
  - the global dimensions of the world around them
  - the role of human rights locally and globally
  - the impact of personal or local action on global events

Skills
- Young people may develop the ability to:
  - analyze issues objectively and critically
  - acceptance of complexity
  - challenge their own and others’ attitudes
  - networking
  - show empathy
  - resistance to stereotyping

Attitudes
- Young people may develop attitudes that demonstrate:
  - self-respect
  - self-awareness
  - support for justice and fairness
  - open-mindedness
  - a global perspective on their world
  - an orientation toward action

Action
- Young people may achieve change that reflects a global perspective in their:
  - personal lifestyles
  - local community activity
  - global community activity

It is important to say that this is not final list of competencies, there are, of course, some more. Furthermore, there is no perfect global citizen but rather persons being on different levels of their global citizenship competencies development – which actually means that it is important to continuously act and learn in order to become more competent global citizen.
Good practice example:
You are the changes! Empowerment and youth

By The Social Centre of Le Teil
France

About Social Centre of Le Teil

Center Le Teil is a social and cultural non-profit organization which goal is acting efficiently in the field of child and youth education and also cooperating with families in the town Le Teil.

Their organization would like to be a major player in youth non-formal education from 3 to 17 years, as well as to be a valued parents and teachers. It is associated with the main educational bodies, whose paths the youngsters have crossed, contributing to them becoming good citizens. CSC aims to maintain principle values such as secularism, equality, youth engagement, and solidarity throughout all its actions - and it is on these terms that CSC orientates activities.

This organization takes part in all events which are held by the municipality – such as anti-racism week, month of diversities, the annual national music festival, the carnival and games week.

Finally, CSC, together with the community center, organize activities for families. The goal is to get them involved in the leisure center as voluntary workers - or into the association as elected members.

Main goal of the project is to make the instruments of interaction with teenagers and youth in the field of non-formal education more efficient by:
- evaluating the role of youth leader in the group and replace his place in the group,
- promotion of youth activism, youth involvement and rights in community decision-making,
- the empowerment of long term collaboration in between NGO in the world,
- development of activity of non-formal teenagers groups,
- active citizenship and democracy,
- Setting regional/nation partnership in order to increase access to the trans – national youth initiatives.

Project contain methods like: debates, workshop, games, simulations, exercises and discussions and the project language is English.

Main themes are: citizenship and active participation in daily life, the place of youth leader in the group, finding a strategy of accepting our beliefs and fears about others, promotion and research the best methods of interaction with the youth.
Ways of Active Participation

On our daily basis we are witnessing organizations signing contracts, various Parliament Assembly, different people electing members of those parliaments and different groups of activists demonstrating for certain cause. At first sight, all these things seem to have very little to do with us, but, is it possible that maybe, these actions do effect our lives, directly or indirectly? Next things that should cross our minds is how do then these actions really affect us and what do we need to do if we want to actively use and live these concepts?

The modern world, complex but still more connected than ever, made the decision-making processes more complex too, giving young people more choices but, at the same time, less security regarding those choices and what and how to decide. This can cause opposing effects on young people – one the one hand it can encourage them to become more interested and involved in participation processes, as there are lots of new, maybe interesting, things for them to deal with while on the other hand, social and administrative structures, laws and regulations are harder to understand, which can then discourage young people from active participating.

In order to better understand position of young people today it is necessary to understand their position in context of globalization, new media and information, education and unemployment. In global village that we live in, young people witness both – positive and negative sides of globalization and, while information travel fast and wide via newspapers, the Internet and television, their opinion is being shaped by choosing and accepting sides presented by those media. They rarely question this information or take them with critical thinking. Furthermore, situation considering employment and education is not working in their favor – majority of current youth population is unemployed and that trend continue to rise according to International Labor Organization, also educational opportunities do exist but they are often not available to everyone at all time – which then create group of youth with less educational opportunities.

**Active participation** is a way which young people can significantly improve their position, but is often reduced to opinion that it is just voting or standing for elections. European Charter on the Participation of Young People in Local and Regional Life proposes a following description: "Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society."
The definition includes two forms of participation:

a) Engagement in the decision making process at local, national and international level.

b) Engagement in actions and activities in civil society, like cultural or social action or activities in the field of non-formal education.

Other relevant forms of participation can be representative participation and direct participation with all their current variants, such as NGO-based structures, co-management, youth parliaments, school councils, youth hearings or demonstrations. Some other types of participation can be various types of expressive, cultural and digital participation.

One thing remains the same in all types of participation, and that is the overall aim is to make a change and to influence society. In this sense, youth participation cannot be considered as a single project or event that has duration period, but as an approach and attitude in daily life that empowers young people to share and express their opinions, to become involved, to be part of the decision-making process at different levels and to create a dynamic and participatory civil society.

In a UNICEF working paper on the participation rights of adolescents, the nature of youth participation is summarized as follows:

- Participation is a human right.

- Participation is critical for self-development, for developing skills, competences, aspirations, self-confidence and valuable resources.

- Participation increases the effectiveness and sustainability of projects and processes.

- Young people can make a valuable contribution to society as they can access people and places and produce ideas that adults cannot. They are a potential for innovation and thus part of the solution, not, as they are often viewed, only part of the problem.

- Participation fosters learning, builds life skills and enables self-protection.

- Youth participation is an essential part of democracy, as excluding young people from decision-making would exclude a large part of the population.

- Young people’s participation contributes to civil society by building a sense of belonging, solidarity, justice and responsibility, caring for people in need, and sensitivity towards people who are different.
Good practice example: MentorPower Project

By Pistes Solidaires Méditerranée

Pistes Solidaires Méditerranée (PSM) is an organization working on the field of non-formal education. It aims at promoting citizenship (equality, tolerance, altruism) in our intercultural society and interdependent world. The organization is involved in training youngsters as “change makers”, through enabling meetings and exchange between youngsters from different cultures and various horizons.

MentorPower is a strategic partnership project for the empowerment and social integration of migrant youth by facilitating their integration into the labor market by using engagement mentoring method. The partnership brings together 5 civil society organizations from Europe, working in the field of youth, for developing and piloting of an innovative and sustainable engagement mentoring model for 16-25-year-old migrant youth within a period of two years. Throughout the project a total of 10 master trainers, 60 mentors and 60 mentees will be trained. Mentors and mentees will meet regularly for 8 months. There will be a total of 10 reflection meetings between mentors and 10 reflection meetings between mentees. Some of the major project outputs which will be delivered are: “Best Practices Report on Mentoring with Immigrant Youth”; “Guidebook for the Integration of Migrant Youth into Society via Engagement Mentoring”; 5 set of Policy Recommendations to be delivered to authorities in each country.

"In our globalized and interdependent world, it is sometimes hard to find a place for young migrants in search for a social and professional integration. We believe in mentorship as a powerful and relevant tool to answer to these issues."

Pistes Solidaires Méditerranée

Who are the mentees?
- they are youngsters (16-25 year-old) who have experienced a migration or moved to another country in their life; or youngsters whose family lived through a migration but still carry a strong cultural heritage from their country of origin.

Who are the mentors?
- adults who are active in their professional or academic field, and who are willing to adopt the role of mentor in sharing tips and opening up the door to their network.
Aims of the project are:

- Increasing the social inclusion and empowerment of migrant youth, promoting the participation of migrant youth in the labor market, and fighting youth unemployment through engagement mentoring;

- Fostering equity and inclusion in the field of youth by matching young migrants with sector professionals who can provide career advice and guidance in their future professional lives;

- Fostering the mentee immigrant youth to gain transversal skills such as critical thinking, problem solving, leadership and collaborative learning;

- Facilitating the migrant youth’s access to a professional network in their area of interest, thereby granting them entry into a seemingly constrained labor market;

- Facilitating the sharing, dissemination, and take-up of innovative practices, knowledge and experience via structured inter-regional and cross-border cooperation between civil society organizations working in the field of youth and implementing mentoring programs;

- Promoting structured cooperation between regional public authorities and civil society organizations for implementation of an engagement mentoring for the migrant youth;

- Improving the capacity of civil society organizations active in the field of youth on equity, inclusion, strategic development, and internationalization, as well as enhancing the professional development of their staff on these subjects.
Good practice example:
It’s Your Turn for Social Changes!

By Europe House Slavonski Brod
Croatia

“It’s your turn for social changes” is project developed by four partner organizations – MHD UMKA Skopje (Macedonia), European Information Centre Veliko Trnovo (Bulgaria), Konya Metropolitan Municipality Kilicarslan Youth Center (Turkey), and Europe House Slavonski Brod (Croatia).

European institutions are aware of certain democratic deficit across Europe, especially among young people and are aware of the importance in overcoming it. Therefore, the aim of this project is to deepen the youth’s understanding of Active European Citizenship, to raise awareness about the importance of positive social change, to increase the level of youth's competence and level of their active participation.

Previous experiences showed that young people in all four countries participating in the project lack competencies needed to identify the problems in their local communities, as well as competencies needed to enter into a dialogue with policy-makers on all levels and resolve the issues they encounter, thus becoming active citizens. Experience also shows that young people often do not understand the mechanisms existing in the policy-making process, which is a big obstacle in their active participation. Furthermore, the project includes young people from areas of Croatia, Bulgaria, Macedonia and Turkey that are economically, geographically and/or socially excluded. These young people often face greater challenges and obstacles when it comes to active participation because of the political situation on local and regional level in all four countries.

Overall, project aims were on the one hand to conduct a comparative analysis of Youth Policies in different European countries and of the relationship of the young people in Europe with the democratic processes, especially in view of European Elections held, and on the other hand to promote the recognition of Youth Work, emphasizing its importance for supporting young people, and especially young people with fewer opportunities, and its contribution to the personal as well as professional development of the young people.
Global Citizenship Education have lifelong learning perspective, and being as that, it requires engagement of different groups – youth, professors, youth workers, economists, etc. Due to global character it possesses it meets various sectors – from human rights and right to vote all the way to picking up a plastic bottle and putting it in proper trash, and in order to succeed it requires holistic approach to its’ delivery.

**Holistic approach to GCE**

Holistic approach to GCE demand formal and informal approaches, curricular and extracurricular interventions and conventional and unconventional pathways to participation. In formal way, GCE can be delivered as an integral part of an existing subject (such as civic or citizenship education, social studies, environmental studies, geography or culture), or as an independent subject. Some less traditional, but at least as effective, pathways for GCE have included the use of information and social media, sport competitions and the use of art and music, and youth-led initiatives employing a wide variety of approaches.

**Challenges in the creative partnership projects**

- Having a long-term plan and a budget allocated by the government
- An engagement in a long-term commitment and investment in tackling youth unemployment
- The benefits from the partnership and conflict-solving strategies.
Good practice example:
Fighting Youth Unemployment in Thailand with Social Innovation

By VSA Team
Thailand

The purpose of this section is to identify the problems that Thai youth population is currently dealing with and to present strategies and solutions, which have been implemented by VSA organization and partners as possible solution.

In Thailand, for youth population are considered persons from 15 to 24-year-old. Generally speaking, Thailand has one of the lowest unemployment rate in the world, however, in recent time it is in process of rising – youth unemployment rate used to be below 1% and for October, 2015 it was 4.34%. The government reacted with adoption of various measures that are meant to improve situation considering youth unemployment. The Ministry of Education is currently leading the initiative for transformation of the school system with a strategy based upon enchantment of moral and ethical values together with a core program for in order to improve quality of school system.

Key program includes:

- Moral education through the philosophy of sufficiency economy
- Professional development of teacher and adjusting to new standards
- Embracing diversity by using mother tongue languages at kindergarten level
- International partners for reform such as UNICEF, UNESCO and Microsoft
- Transforming language learning by using authentic materials and learning situation
- Supporting small rural schools to improve the quality of education across the country

Problems of Thai youth to solve:

- Self-centred attitude
- Ignorant behaviour
- Lack of respect
- Addiction to social media
- Communication skills lack
- Determination of priorities
- Lack of self-determination
- Not taking job seriously
- Relying on parent support

Solution, which we propose, as organization coming from non-governmental sector, is related to educational, cultural and agricultural projects, which will support young people in their aims for finding a job. Below will be listed examples for each of the stated areas.
Education:

Thaksin University initiated a program called “Volunteer Bank” with aim to distract students from living their lives through social media and to involve them in extra-curricular activities. Existence of such a program encouraged the spirit of volunteerism and cooperation of local community in various activities of interests like environment conservation, animal protection, fund-raising and teaching. As partner with VSA, Thai students had a chance to introduce Thai culture and way of life to foreign friends. This project lead to the cooperation and mutual understanding between local students and foreign volunteers. They had a chance to learn from each other and share their experience, ideas and culture. By doing so, they improved public awareness among local people and especially students, who will gradually become a responsible global citizen.

Agriculture:

“Being a tiger is not important. The important thing is for us to have a sufficient economy. A sufficient economy means to have enough to support ourselves...we have to take a careful step backward...each village or district must have relative self-sufficient.”

His Majesty King Bhumibol Adulyadej

Maab Eaung School of Sufficiency Economy is based upon His Majesty's philosophy. Most of the students of this school have family background in agriculture, and agriculture itself is an important, fundamental part of Thai economy. They receive the knowledge of organic farming and permaculture. Furthermore, students learn how to make an adobe house (another element of life – shelter), how to make natural herbal soap and shampoo for their own use. Obtaining this knowledge, students will become more self-reliance and independent. VSA participated by sending volunteers to learn knowhow with the intention of dissemination of gained skills and knowledge.

Culture:

The main religion in Thailand is Buddhism and temple was the first school for Thai boy back in the old days or even today. VSA cooperates with Khlong-Hae Temple for short-term and long-term projects in order to help youth in returning to basics principals of religion. The children learn basic moral through Buddhism classes and activities on a daily basis like walking with the monk for food offering. Furthermore, we teach children examples of good practices in order to keep them away from bad influencers e.g. drug, alcohol and gambling. In addition, children learn how to prepare and organize the festival and most importantly learn the story behind of Buddha’s life. As outcome, children learn moral and ethical message of the story.
Good practice example:
Our World Heritage Work camp in Ha Long Bay

By SJ Vietnam
Vietnam

Culture:

SJ Vietnam's workcamp in Halong Bay was selected as pioneer of the World Heritage Volunteers 2008 and to make use of the Patrimonito mascot, symbolizing young heritage guardians, to educate the public about World Heritage protection and conservation. The project gathered participants between 16 and 30 years old from different countries around a common project requiring collective effort and involvement. Specific international volunteer projects were organized around the theme of World Heritage. The initiative aimed to provide opportunities and tools to sensitize youth organizations and groups to World Heritage, operating in the sphere of non-formal education in general and using voluntary service as a method in particular. It was jointly coordinated by the UNESCO World Heritage Centre and the Coordinating Committee for International Voluntary Service (CCIVS). The project’s activities were designed according to the needs of the host community and they put strong emphasis on contact and dialogue with the local population. This two week youth workcamp welcomed thirty local and international participants.

Participants work in a close way with local inhabitants, the tasks usually include:

- Organizing rubbish collection on the beach
- Working directly with the local people in the fisher village, coal mining factory and public schools
- Increasing inhabitants’ awareness of ecological value in their daily behaviors, especially burning or burying garbage instead of throwing it into the sea
- Going to High-School to meet students and discuss with them about environmental problems
- Biking around the city to promote and popularize the images of Patrimonito, environment protection and much more
- Working together with Volunteers from local Organization in Ha Long Bay
- World Climate Change-, World Tanabata Action- and Acrylic Sponges Workshops
Good practice example: Increasing Youth Participation in Japan

By NICE
Japan

We cannot make social innovation without youth participation, not only by a few people who have good skill in national organization. Japan has low youth participation rate compared to other countries, and the definition of “Global Citizenship” is not well known. Following chart can be used in order to better describe the situation in Japan:

<table>
<thead>
<tr>
<th>Country</th>
<th>Completely agree</th>
<th>Partly agree</th>
<th>Mostly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>44.3</td>
<td>37.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Korea</td>
<td>60.4</td>
<td>33.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The U.S</td>
<td>64.3</td>
<td>25.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>England</td>
<td>57.1</td>
<td>29.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Germany</td>
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<td>16.3</td>
<td></td>
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<td>France</td>
<td>50.9</td>
<td>36.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td>52.9</td>
<td>34.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 1: “I want to be involved in social issues in order to make a better society.”*

**Examples of group work camps:**

- Australia for 8 days in April with 15 students (+ 1 teacher) from a vocational school hosted by an aboriginal community (ongoing since 2002).
- Italy for 10 days in December 2002 with 10 students of an alternative high school hosted at an eco-village.
- Japan for 5 days in August 2004 with 10 physically disadvantaged students from the US hosted at a home for the mentally disadvantaged.
- Mongolia for 4 days in July 2004 with 70 adult employees from a local group hosted at an orphanage.

As you can see in *Figure 1*, Japan, compared with other countries, is at the end of the list when speaking about participation in resolving social issues for bettering a society. That is why NICE decided to establish network of work camps in Japan, but around the World also. Group work camps are organized for specific groups like schools, NGOs, companies, governments, etc. The content (type of work, place, period, finance, type or number of volunteers, etc.) depend on the needs of the groups and hosts and it aims to strengthen personal competencies and to develop sense of global citizenship.
Other type of work camps organized by NICE are **Weekend Work camps**. They are basically voluntary service programs lasting 1-3 days in community centers, environmental NGOs, etc. designed to be beneficial for both local and global communities, and volunteers.

**Why are Weekend Work camps organised?**

- To promote continuous and flexible voluntary projects to support local activities.
- To provide opportunities for volunteers to learn about and enjoy local life and to allow for an exchange with people.
- To mobilize not only hosts, but also local communities, especially in depopulated areas.
- To provide a platform for members to realize their goals by planning and organizing more straightforward projects.

Work camps are designed to be beneficial for both local and global communities, and volunteers. On occasion we have been confronted with difficulties when some volunteers have misunderstood that work camps are not a holiday or a chance for exclusively interacting with other volunteers. They are a unique opportunity for cultural exchange with local and international people.

In following charts, we will present you with some of the work camps and ideas we are currently working on.

**Let’s create a forest where kids can play!**

On this project we have been working from September, 2009, in order to create a forest where children can play. Our plan is to organize a training program which is about creating forest next to kindergarten. Furthermore, we plan to hold a workshop where people can study about forest while they work on one. We are going to work on with people from middle-term work shop. We are waiting for people who want to use their head and work out as well.
Let's plant rice by hand!

Showa village is located in west side of Fukusima prefecture. It is a small village surrounded by mountains and about 1,400 people live there. It is famous for “Karamushi ori” which is handed down only there. Recently, since depopulation and aging are getting serious problem, people have to give up their cultivated land. We are going to communicate with local people and make the village more active through knowing their village and using idle land or house. This time, we are going to plant rice by hand! Not machine!
Strategies and approaches to contributing to the triggering of spill overs from the entrepreneurial sector to other sectors key for youth employment (e.g. tourism, culture, fashion, IT, etc.)

Over the past years, the civil sector and business in general experienced variety of changes. Number of people who spent their lifetime doing only one specific job is almost gone and universities are raising new generations of students with diploma seeking for a job daily. Add open market, usage of new technologies and social media and you get one really overcrowded picture where is easy to get lost. With situation as it is, frustrating a bit, ambitious young people often decide that they are not going to spend their time working for someone else, but instead, to become their own bosses or entrepreneurs.

Traditional entrepreneurship tends to be about business serving their own interest and is strictly profit oriented. It rarely sets its focus on environmental protection, human rights or sustainable development. Other part of story regarding entrepreneurial sector these days is so called social entrepreneurship. If you are looking for a way to start a business and, in the same time, leave your mark on society, social entrepreneurship presents a way you can do both. Social entrepreneurs are focused on finding innovative, long-term solutions to challenges and issues within society, locally or globally. Their activities include fighting poverty, discrimination and racism, upholding human rights, protecting the environment and developing their business in a socially-responsible manner.

When you take a closer look, key elements and competencies of global citizenship are contained in job description of a social entrepreneur. Social entrepreneurs present understandable and ethical ideas that engage widespread support in order to maximize the number of citizens that will stand up, seize their idea, and implement it, rather than leaving societal needs to the government or business sectors. Leading social entrepreneurs are mass recruiters of local change makers— role models proving that citizens who channel their ideas into action can do almost anything. Perhaps the most joyful thing of becoming a social entrepreneur is the potential impact you can have on society. Social entrepreneurs can create businesses in different industries that can have a positive impact on society, including, tourism, alternative energy, culture and education. Social entrepreneurs can provide the resources and expertise that could help social communities to improve their qualities of life. Another positive aspect of becoming social entrepreneur is that entrepreneurs do not work under a boss, they get to become their own bosses, so they are free to follow their own intuitions and make their own decisions. As business owners, social entrepreneurs benefit the economy by generating jobs and income. In addition to providing jobs, social entrepreneurs also use part of their profits to fund projects that can benefit the community as a whole.
Becoming self-employed is one of the life changing experiences that most of people would like to do. Once you decide to become social entrepreneur it will surely affect all aspects of your life and the people around you. This is why it is necessary to have developed skill set and to trust your instincts, and most importantly your idea and values in order to create a successful business, but is equally necessary to be well organized and well prepared for this step in your life.

Yet, in order to have the opportunity to stand for your own idea and will to become social entrepreneur, it is highly recommended that social entrepreneurs take a closer look at their business model and ask themselves one very simple question: Could my company be a profitable one? Unfortunately, even if you have a good idea, resources and trust of your surroundings, it still means very little unless you have developed structured business model with positive income. In order to keep doing what you want to do you still need to ensure finances. Finally, before launching a social mission-based company, be sure to ask these three questions:

1. Is it necessary that we are a non-profit company?
2. Does my customer care whether we are non-profit?
3. Can it be profitable?

Without question, this is basic equation of every startup. If you have ensured your financials in some other way it is not necessary for you to make profit out of social entrepreneurship, but, if the social enterprise can be a significant and realistic revenue generator over a sustained period of time, then you should make it so. However, not everyone is meant to be an entrepreneur, but we can all be creative. This is something we also need to reflect upon before stepping into business, as it is not just about having a great idea, it’s also about turning your idea into practice and making a difference. Innovation is not something you choose when and how to do within your organization, innovation and creativity is a continuous, sometime long-lasting processes that needs to be carefully taught and daily supported. It is also necessary to understand that innovation is not just the outcome, it is a journey and the process of innovation is the one that should be structured.

Social entrepreneurship can function as great role model, and they have a social goal in mind for bettering our societies. All you need is idea and hard work to get it done, the sooner you start the better. You can do what you like, provide new job opportunities, improve your society and make profit at the same time, and there is not much more than that.
Good practice example:
Youth center and young leaders' initiative "Young Entrepreneurs"

By Brigada de Voluntarios Bolivarianos del Peru
Peru

The Community Youth Center in the community of Palca, is a space for young people, is headquarters of the company of young entrepreneurs Youth program of the "Young Leaders Initiative" with the production of yogurt and jam; while it is the space where training activities are performed with young and children of the community with the Brigada de Voluntarios Bolivarianos del Peru.

The Youth Center offers a series of educational, recreational and cultural workshops for young people, increasing the approach of the various actors in the community of Palca, through actions in the community, cultural, athletic, creative and formative social, in which young people have been the main protagonist, emerging leadership among this new generation of youth in the community.

Entrepreneurs program "Young Leaders Initiative"

This project was created by the young people and has a single goal also young.

Initially we conducted a representative sample of production in order to be gaining the market to determine other necessary feature, bearing the presentation of products and the definition of types, amounts and variety to develop. a market survey was done to determine the characteristics of current consumption.
In the case of yogurt and jams; milk and fruits used in the preparation process are mainly produced locally; and they contain important vitamin and nutritional components whose acceptance depend greatly improving the quality of food and therefore an improvement in quality of life, and improving protein food quality index.
As a productive project, will allow the self-sustainability of the project, establishing a timetable with timelines, for this we propose:

- The BVBP provide technical, administrative and monitoring Consultancy for the project.
- The project is designed to organize and implement a company dedicated to the production of yogurt, jams, with raw material from the community,
- contributing to improved food quality, also allowing organize a marketing chain, driven by young people; with sales at low cost for the benefit of the population.
- 150 children in the community will benefit from the yogurt and jams at very cheap prices, and 30 poor children receive the product for free as part of social support.

**Administrative system:**

- A Manager: elected by young people; considering the higher grades, the level of motivation, personal and social commitment.
- A board composed of 3 young, corresponding to the area of production, marketing and finance.
- A production unit yogurt and jams

**Strategy for the implementation:**

- Having a specialist in the production of yogurt and jams, who will advise the production process of the youth company
- The technician with the production team, define the production of the first products and their characteristics on this.

**Stages of the implementation:**

Elaboration a representative sample of production in order to be gaining the market. and determine other necessary feature, which takes the presentation of products and the definition of types, amounts and variety to produce.

For the preparation of yogurt and jams; milk and fruits are mainly produced locally

Have cooking classes with partial or total use of the products, highlighting their nutritional benefits.
It is important to venture into marketing strategies as demonstration classes, nutritional talks, health fairs, tasting, preparation of brochures and an aggressive campaign in educational institutions, to publicize the benefits of these products.

Promote unhealthy food fairs, by offering these products at low prices.

Sustainability

The project is designed to self-generate and develop as youth initiative to strengthen the capacities of each member, which is fundamental. All the calculation and feasibility of the project is based on sustainability, the project is sustainable but also profitable, two key features to work and develop, giving the occupational opportunities for young people in the area to generate their own income. Constitute the leading role of young people to generate income, through its inclusion in the work teams of the various operational phases of production of the company.

Train young people with certain qualifications so that they can have the ability to self-generate its own mechanism of production and marketing, helping to improve food quality and giving management tools and business empowerment.
Good practice example: Taste of Home - A Kitchen Run by Refugees

By Centre for Peace Studies; in cooperation with CEDRA HR, Uruga Izazov, Udruga Iskra, NESsT

Did you know that, as a result of war, violence or political reasons, there is more than 43 million of depopulated people? In Croatia, according to International Organization for Migration, 4668 refugees looked for a shelter over the past decade and, considering war in Syria and nearby countries situation is even worse.

As a response to recent migration crisis and issues over integration, Center for Peace Studies thought of the idea of opening a kitchen which could bring migrants together over basic human need – food. The culinary social cooperative Taste of Home, based in Zagreb, gathers around 30 refugees and volunteers from Syria, Senegal, Nigeria, Ethiopia, Afghanistan and Croatia to prepare delicious, authentic cuisine from their home countries. Through culinary and cultural exchange, they learn new skills, make friends, and become part of the local culture. Project itself includes cookbook, culinary - informative webpage, documentary about integration of immigrants and two short trailers – radio trailer "Integration starts with understanding" and video trailer "The origin of the food".

Culinary part of the story started back in 2012 during the World Refugee Day when participants of CPS presented fusion experiment – they were cocking local food with different ingredients from all over the world. That culinary act was shown several times on following events. Last year during the First of May whole story experienced extension in a form of “May Day Beans” where asylum seekers in Croatia cocked beans by the recipes from the exotic countries they come from. At the
end of November last year group held presentation of the meals from Tunisia, Libya, Syria, Afghanistan, Pakistan, Nigeria and Croatia and that event set track for publication of international cookbook “Taste of Home” which making off was supported by asylum seekers in Croatia.

Story is not meant to end here. Furthermore, it includes idea of culinary - garden cooperatives, which will establish a catering with Arab-African specialties with the hope of opening a restaurant in the near future. Besides of a restaurant, there is also an initiative to start a language courses which will be used for presentation of cultures, translation and teaching of different languages (among others Arab, Albanian, Farsi, Urdu, Pashto and Turkish). By the time of making this manual, CPS was conducting crowdfunding campaign to ensure the funds needed for their restaurant.

**Aims of the project**

⇒ Empowering the skills for employability of refugees through training and supporting innovative initiatives of social entrepreneurship

⇒ Advocacy of social inclusion and politics of refugee employment

⇒ Networking of civil initiatives in providing social services and inclusion of refugees into society

**The project consists of:**

⇒ activities of informing and empowering persons that received refugee status (asylum or subsidiary protection) or that are living as foreigners in Croatia

⇒ media campaign and documentary film about refugee integration in Croatia

⇒ cooperation with organizations of civil society in providing support to refugee integration

Aim of this project is to empower refugees, integrate them in the society through the universal language of the cousin and prepare them for the job market. This project serves also as a reminder to discard and surpass the barriers and prejudices which one could eventually have about the refugees.

*If you can accept our food, why can’t you accept us?*
Have a Facebook account? What about Instagram or Twitter? If your answer is positive, then there is no need for further explanation of the term “social media”, but for those of you, which are not familiar, social media is an internet-based form of communication. Did you know that there are 2.3 billion active social media users and that growing rate is 12 new users each second? Furthermore, Facebook added over 200 million users in less than a year while it took 13 years to TV and 3 years to internet for gathering only one quarter of that number. Although you may or may not be aware of it yet, a social media revolution is taking place right before your very eyes. The world is more connected than ever before and term “Global village” is frequently used when describing reality of today.

New media, such as social media, nowadays plays an important role in our life. It helps to connect people that allows for peer-to-peer interaction, and gets people talking with each other on a mass scale. Social media tools or services use the internet to facilitate conversations, and includes web-based and mobile technologies used to turn communication into interactive dialogue, where people can voice their opinion in many ways. Social media empowers people to engage with other people.

Yes, social media have definitely changed the way we communicate. The question is that change for good or for bad is for wider discussion, but in our increasingly connected society, a social media presence is as common as getting a driver’s license. Let’s now focus on positive aspects of social media that can be used in area of youth work and education sector.

### Characteristics of social media

- **Participation** – encourages participants inputting and giving feedback and make them be interested in a cause/issue/campaign/online activity. Unlike traditional media, the audience can also be the content provider.

- **Openness** – social media platforms are open to feedback and participation. They encourage comments, sharing of information, and recognition through activities such as voting.

- **Community** – social media platforms allow communities to form … quickly and communicate effectively. Communities share their common interests such as in a campaign to end violence against women.

- **Conversation** – traditional print and broadcast media distribute or broadcast content to their readers/listeners, whereas social media is seen as a two-way conversation.

- **Connectedness** – most social media platforms thrive on their ‘connectedness’ and make use of links to other websites and online resources.
Main target of youth work and education sector are youngsters divided into several age groups, but, nonetheless in which age group they are, their most common channel of communication is, you guessed it, social media. According to the research, 92% of teens go online daily, including 24% who say they go online “almost constantly” and 71% of them use more than one social network site. This fact can be used for easier access to young people. Communication tools on social media sites can provide ways to keep young people in touch with new information, services and with each other, to overcome difficulties between different groups, and to promote ongoing collaboration on active projects. Furthermore, social media sites can provide a support for sharing young people’s creative solutions and efforts, or for enabling young people to have a public voice on issues that affect them and wider personal and social development. In addition, social media can be used to reinforce group work mechanism and young people mutual collaboration and support on different projects – whether they want to announce some project, gather people for an event, organize different workshops, conduct a survey or something else. Social media can also be used as a marketing tool for promoting youth work opportunities and activities. Additionally, social media can be used to increase referral traffic to certain website, increase the quantity of feedback that is received from the people. What is also important is that with usage of social media you can encourage transparency since you can provide access to certain documents and materials to almost unlimited public. In case you have some ongoing campaign you can use social media tools for measuring success of that campaign with analytics - Google Analytic, for instance, can be used as a great social media marketing tool that will help you measure your social media marketing techniques, as well as determine which strategies are better off abandoned.

Useful tips and tricks

**Embrace the visual**
- try to use pictures and video materials wherever they can be connected with topic to ensure more responses

**Headlines matter**
- try to make your headline as catchy and creative as you can

**Customize for the platform**
- the more optimized your post is for a particular platform, the more effective your social media promotion will be

**Share at the right time**
- pay attention to so-called “peak times” unique to every social media

**Ask questions**
- leave some questions opened in your post, in that way you invite people to discuss or comment on certain issue

**Share on the right platform**
- concentrate on the platform where you have the highest chance to engage with your audience

**Use # (hashtag)**
- usage of unique hashtag can make your post more accessible and easier to find
We already concluded that with usage of social media you could ensure larger impact and sound of your voice will multiply several times. For that cause, soon you will find yourself in surrounding that is more diverse and multicultural than before. In today’s globalized world, in order to achieve social innovation and community development, it is essential for young people to be able to think outside of the box, be open to new experiences and challenges and, most importantly, be able to interact and work with people from different backgrounds (social, cultural, religious, financial, etc.). **Intercultural learning** and the development of **intercultural competences** are therefore very important.

**Intercultural learning**

According to the Council of Europe T-Kit on intercultural learning:

“Intercultural learning, on a more literal level, refers to an individual process of acquiring knowledge, attitudes or behavior that is connected with interaction of different cultures”.

No matter which definition one uses, it is commonly agreed that intercultural learning should involve and achieve openness to others, active respect for difference, mutual understanding and anti-discrimination.

Intercultural learning leads to the development of the **intercultural competences**. Well, what are then the intercultural competences and why are they necessary in the globalizing world that has moved people of different backgrounds closer together? Let’s start with definition itself:

- **Intercultural competencies** are those knowledge, skills and attitudes that increase a person’s ability to get along with, learn and work with people from diverse cultures.

Intercultural competences refer to having appropriate knowledge about different cultures, as well as general knowledge about the sorts of issues that touch the surface when members of different cultures interact, holding receptive attitude that encourage establishing and maintaining contacts among different people from different cultures. One of the possible ways to divide intercultural competencies is next:

- **Knowledge of the culture** – refers to general knowledge of attitudes, values and beliefs unique for every culture

- **Skills of relating** – skills that will allow you to recognize parts of foreign culture that are similar in your culture as well, so you can, somehow, relate

- **Skills of interaction** – set of communication skills that will prepare you for appropriate communication with people from different culture, ability to present your culture without imposing it as more important or offending other cultures
Attitudes of openness – kind of open attitude which you should try to maintain while interacting with other cultures; allows you to learn about other cultures without finding yourself offended or less worthy and realizing at the same time that you can meet other cultures, but maintain your values and beliefs.

Critical culture awareness – ability to critically overlook issues connected to certain culture.

The development of intercultural competence is no easy task and it certainly cannot take place in a short period. It is a lifelong process, which requires participation in intercultural learning activities, as well as personal contact with different cultures (through international experiences, travelling, collaborating with people from different countries/cultures, etc.).

Cultural diversity serves as a valuable resource to engage in lasting intercultural dialogues, with which it is closely linked – neither of these two can exist without the other. The result of socio-cultural interactions of our societies requires specific attitudes, behaviors, knowledge and skills to ensure mutual respect, collaboration and will to accept diversity.

Main barriers in cross-cultural communication

Six potential challenges that may get in the way of a positive exchange experience between people from different cultures:

- Assuming of similarities (“People are the same everywhere”)
- Language differences (Vocabulary, syntax, idioms, slang, dialects)
- Pre-conceptions, prejudice and stereotypes
- Non-verbal misinterpretations (gestures, facial expressions, body language, use of space, etc.)
- Tendency to evaluate – based on own cultural values
- High anxiety (new situations create confusions)

In general, when working with international people, there is the risk that some attitudes, behaviors, values may be misinterpreted. For example, there is always a temptation to feel that the others have bad character or bad intentions, rather than to realize that they are acting according to different rules. Additionally, when people are interacting with each other across cultures, their cultural values could make them say or do things that are misperceived, even in situations when the people involved speak the same language.
As Viet Nam experiences rapid growth in access to mobile phones and the Internet, UNICEF and partners decided to set their focus on the impact of this digital expansion to children in the country. The UNICEF-led workshop in Viet Nam was an opportunity for experts and policy makers to deliberate some of the existing data and trends on Internet and social media use by young people, and the implications for policies, service delivery and awareness-raising.

Discussions around the opportunities offered by digital tools focusing on the potential to educational purposes. While data collected by UNICEF shows gaming, social networking and entertainment are the dominant activities online, more than half of urban children and one third of rural children surveyed reported using the Internet for educational purposes and sending education-related text or chat messages.

Representatives from the Junior Reporters Clubs of Viet Nam participating in the workshop highlighted many other benefits of the Internet and social media, including the opportunities to connect with other young people around the world, to learn about other cultures and to foster global dialogue. The Junior Reporters assisted in investigating and gathering data on adolescent behaviors online in rural areas as part of the DCS project earlier this year.

On the other hand, the use of social media tools such as Facebook, You Tube and blogging sites have become part of the daily lives of millions of people in Asia. As of June 2012, Asia has more than 1,076,000,000 internet users - more than any other region of the world - and accounts for 45 percent of internet users worldwide.

While internet penetration rates are only 28 percent, Asia - particularly amongst youth - is the world's fastest growing and largest segment of social network users in the world.1 Around the globe, social media tools have helped fuel social movements. Social media has been shown to strengthen social actors' ability to challenge and change power relations in society, providing platforms for debate, reflection, influencing and mobilizing people.

To sum up, new media and intercultural competencies play an important role in volunteering as the social workers and volunteers that we have to update actively and positively new information because they always change every day.
Strategies and approaches to audience development

Identification and utilization of cross border opportunities and collaborative initiatives, responding to changes in audience behavior and expectations, creative use of ICT and new media

First of all, we would like to define what audience development is. The first definition states:

“The term audience development describes activity which is undertaken specifically to meet the needs of existing and potential audiences and to help arts organizations to develop ongoing relationships with audiences. It can include aspects of marketing, commissioning, programming, education, customer care and distribution.”

In all these definitions there is a focus on developing new audiences; that is, in attracting people not currently engaging with your organization. In practice, this means developing new relationships with individuals from hard-to-reach groups. While this is an important aspect, many other organizations choose to broaden their practice and consider audience development as also being concerned with deepening relationships with existing audiences. Developing techniques and approaches that help them get to know their existing audiences better, and to tailor their offer to these audiences. These activities can be useful in encouraging core audiences to attend more often, bring their friends and or become donors, friends or supporters.

“Audience development is about taking action to put people centre-stage. It involves making an effort to understand what they want and presenting your heritage site, collection or activity in a way which is accessible, inviting and meaningful for them; and it involves building on-going relationships to encourage participation and support from as broad a range of people as possible for the long-term.”

Key Principles of Audience Development

- think long term
- think organisation-wide commitment
- think existing audience and potential audience
- think ongoing process, not short term projects
- think plan, evaluate, review and plan
Audience, as everything else, experience changes through time and being as that, requires adaptation of techniques used for attraction. As the latest change in audience behavior we can point out growing orientation towards usage of ICT and new media.

Every relevant metric shows that we are interacting at breath-taking speed and frequency through social media. Billions of people around the world use social media to share information and make connections. On a personal level, social media allows you to communicate with friends and colleagues, learn new interesting things and develop your area of interests. On a professional level, you can use social media to expand your knowledge in an exact field and build your professional network by networking with other relevant persons for your industry. At the company level, social media allows you to have a dynamic conversation with your target audience, gain customer feedback and to do a market research or even to find out customer's habits and place them the exact commercials which could meet their interest.

Moreover, audience development program is currently very close to the use of ICT (Information Communication Technology) and new media (Internet). Responding to their behavior, it is important for the organization to create accounts of social media. However, it is important that the organization do it because they want to do not because they should do it as social media takes time, engagement, management, creativity (e.g. creating daily news and exciting content) and lots of effort because you need to keep up with the trend. Occasional post on social media does not improve a lot for audience development. Communication tools on social media sites can provide ways to keep young people in touch with new information, services and with each other, to overcome difficulties between different groups, and to promote ongoing collaboration on active projects. Furthermore, social media sites can provide a support for sharing young people’s creative solutions and efforts, or for enabling young people to have a public voice on issues that affect them and wider personal and social development. In addition, social media can be used to reinforce group work mechanism and young people mutual collaboration and support on different
projects – whether they want to announce some project, gather people for an event, organize different workshops, conduct a survey or something else. Social media can also be used as a marketing tool for promoting youth work opportunities and activities.

In conclusion, the strategies of audience development should consider the need of potential audience, improving the ongoing relationship with the audience, responding to their behavior and expectation by never stop doing evaluation from time to time as well as using the new media to support the communication maintenance.

Facts

 dez In an average month, 1.28 billion users are active on Facebook.
 dez 77% of B2B companies have acquired new customers through their FB presence.
 dez Two new users join LinkedIn every second.
 dez More than 16 billion photos have been uploaded to Instagram since launch.
 dez Roughly 75% of Pinterest’s daily traffic comes exclusively from mobile.
Good practice example:
Experiences of Dejavato Foundation in audience development and creative use of ICT and new media

By Dejavato Foundation
Indonesia

Dejavato Foundation as an organization that works for international voluntary service in Indonesia has a challenge to introduce its mission to integrate international volunteers and local community from different cultural backgrounds. The work as volunteer is commonly known related to helping people in underprivileged situation such as life after the earthquake, flood, volcano eruption and other natural disasters. However, a volunteer actually might present in many fields to support and develop local communities such as orphanage, nursing homes, schools and other local institutions.

In the first year of Dejavato developing audience, we presented ourselves to hold a work camp that has a specific mission to fulfil the needs of local people such as making a village library, school toilet and painting school wall/tables and chairs for two weeks project. This real action could be recognized by our local people as the mission of existing volunteers. The activities involved group of international and Indonesian volunteers, local communities, local schools, and local authorities to work together and experience the cultural exchange and the cross-cultural understanding among them. After the successful work camp, we started to get trust by our people. It is the key of developing new audience, gaining more local partners to cooperate with Dejavato.

Dejavato also broaden its existence by joining NGO International network such as becoming member of NVDA (Network Voluntary Development in Asia), CCIVS (Coordinating Committee of International Voluntary Service), UNESCO, Alliance of European Voluntary Service Organizations (as partner organization) as well as ICYE Federation (International Cultural Youth Exchange) as associate member. We build the international networking to develop more various programs and expand our cooperation with more international organizations.

Meanwhile, as audience development is not only increasing new audience but also maintaining relationship with the current audience, Dejavato also tried to create activities to maintaining relationship with local people. We create membership for Indonesian volunteers, inviting them to a volunteer event or sometimes just to hang out together to make them feel part of the family. Bringing them to feel as part of Dejavato family has been encouraging them to bring more relatives or friends to introduce Dejavato and its program.
Dejavato also cooperates with many local schools involving teachers, students, and host families for individual volunteer program (1 – 12 months' program). Communication has become the key in maintaining our partnership. When we put volunteer in one of the school, we try to keep the communication by phone calling the contact person/ host family/ volunteer to know about their feeling/ situation of the ongoing program. We also do the home visit to our volunteers and host families. Once or twice a year Dejavato also holds an agenda like gala dinner inviting all members, current international volunteers, and active partner and host families.

Learning from other participants' experience regarding audience development that some of them have different challenges. Sometimes they hold youth festival and the target audience could not be reached. There should be evaluation what the obstacles are and how to create new strategy/approach in audience development. One of the way is to approach the audience closely by spreading the information (make a stand, brochures, do flash mob, etc.) to the area where usually the young people gather (Town square or university area), cooperating with the other local community and connecting with youth leaders who are active in their communities.

Some of the organizations mainly working with the youth and they also have youth center building where they could loosely make a movement to create youth activities and give space to the young people to express their ideas. Trainings and non-formal education are given to improve the quality of the youth workers. Celebrating international event and festival in youth center could closely make them feel a part of the community and strengthen friendship among the members and partnership with the organization.

Moreover, audience development program is currently very close to the use of ICT (Information Communication Technology) and new media (Internet). In the past years, Dejavato communicate with International partners mainly still by post (sending/receiving letters) and by phone which takes a long time and costly. It took longer time to present its existence to the Indonesian people.
Internet was barely used as it was only provided in “Warung Internet” represented as place/center to use internet.

Nowadays, the new media has provided easier and faster way of spreading the information to as many people as possible. Internet could be accessed easily even in rural areas. It has been proven that today, information spreads around the globe in seconds which becomes the advantage of organizations to present their existence. There are many smartphone users that can be online anywhere and anytime. Organization could create website to present its mission, activities, volunteers’ stories, videos and program promotion. The social media such as Facebook, Instagram, and Twitter could also be very helpful as strategy for audience development.

Nowadays the young people especially have more than one account in social media. They are very active on Facebook, Instagram, Twitter, Tumbler, Path, etc. Responding to their behavior, it is important for the organization to create accounts of social media.

There has been different style of posting on different social media. For example, Fan Page of Facebook is used rather for professional timeline than the Facebook profile page. On the Fan Page is more useful for marketing, announcements, running programs, encouraging people, sharing photos/video/links. While Facebook profile page could be used as direct contact with the audience as there are tools for seeing their timeline posting comments. It is helpful to support the ongoing relationship with the audience. Moreover, it is recommended to point someone to be in charge for handling the social media and not changing responsible person every time as each individual may have different style of posting and language. Keeping posting minimal three times a day is recommended. While twitter is used to post shorter message thus to maximize its usage, it is recommended to post 5 – 10 posts a day. Another social media is Instagram that will help a lot in posting pictures of organizational activities. The audience could get easily focus on the visualization of organizational activities.

To conclude, the strategies of audience development should consider the need of potential audience, improving the ongoing relationship with the audience, responding to their behavior and expectation by never stop doing evaluation from time to time as well as using the new media to support the communication maintenance.
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