



MISSION RESPONSIBLE

Establishing **Quality Standards** for **Youth Work** across the **World**

Erasmus+, KA2 – Capacity Building in the Field of Youth

Training Course “Establishing quality standards for youth work – the 5 steps of Policy Making”

Report - November 2016

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Introduction to the Mission Responsible

“Mission Responsible” is a 24 months (Mar 2016 – Feb 2018) Capacity Building project aiming at the establishment of quality standards for youth work through the exchange of experiences between 7 youth organizations from Greece, Italy, Senegal, Togo, India, Nepal and Vietnam. “Mission Responsible” will enhance partnerships with youth organizations from Africa, Asia and Europe through the exchange of know-how and will strengthen the position of youth workers and organizations to deal with contemporary challenges by utilizing inputs from youth professionals.

The objectives of “Mission Responsible” are to:

- Set qualitative standards for youth work through increasing the available know-how and developing youth workers’ professional skills and the professionalization of youth work itself.
- Review existing definitions of youth work, re-contextualize the term with particular reference to the EU framework on one side and the global reality on the other and improve existing tools for recognition and validation of competences, practices and policies in the field of youth work, through the establishment of a valid methodological context for measuring youth work.
- Support the professional development of youth workers.
- Systemize practical experience of youth workers, academic knowledge and technical knowhow in order to provide solution-oriented approaches and tangible policy recommendations.
- Create international context for youth work and integrate all separate inputs into policy-oriented recommendations in all 5 stages of decision making: Conceptualization, Formulation, Implementation, Assessment and Duplication.
- Promote youth work by lobbying for further recognition by national, European and international authorities and for enhancing permissibility of the 3rd sector to formal educational institutions, through the initiation of a cross-disciplinary discourse about the present and future of youth work and its educational, social and economic role.

“Mission Responsible” is a project looking to combine the inputs of youth workers, practitioners, policy makers and academics for the achievement of its objectives.

Introduction to the Training Course

After undertaking preliminary field research about Youth Work on national level (see Annex I for the questions), participants - chosen by the partner organizations - followed a Capacity Building Activity in Greece. The Training Course “Establishing quality standards for youth work – the 5 steps of Policy Making” combined formal, non-formal and in-formal learning through various activities. It offered to the participants (youth workers) knowledge on how to conduct research and how to initiate a policy reform at any level. Participants were familiarized with the status and achievements of youth work in all partners’ communities, emphasizing on the challenges faced by partner organizations at local level and the available tools for addressing them. Knowledge and skills on policy making were transferred building a common methodological framework for developing, implementing and evaluating policy proposals in the field of Youth Work.



Moments from the Sessions (Energizers, Group Activities, Plenary Sessions, Intercultural Event)



The sessions started with the introduction of the Mission Responsible project, the program (see Annex II) and the purpose of Policy Making Capacity Building Activity (CBA).



Moments from the presentation of Mission Responsible and CBA program

Participants shared their expectations, their fears, and what they could offer to the Training. That part was important to understand the program, make any required alterations, as well as set the rules for the group agreement to secure the group atmosphere and the normal process of the Training.



Moments from sharing Expectations, Fears and Offers

Youth Work and Policy Making

One of the aims of the Training was to build a common understanding between the countries about the definitions of Youth Work and Policy Making. This helped the participants from different countries and cultures to effectively communicate, exchange ideas, thoughts and design policies that make use of the benefits that Youth Work could provide to the community.

After the introductory session, participants discussed in turns the main concepts of the Training in teams. Those concepts included: **1) Youth Work, 2) Quality Standards, 3) Non-formal Education, 4) Policy Making, and 5) Bottom-up Approach.** The goal of that activity was to create a common knowledge repository related to these five terms, which were used for the further development of the Training.



Moments from the World Café activity

With regards to **Youth Work**, there is no standard definition neither on international nor on national level. Youth Work is associated with the empowerment of young people, the development of leadership skills and the establishment of needs assessments. It is interesting that in countries such as Nepal and Senegal the recognized age limits for youth are 18-35 and 16-40 years old, respectively. On the other hand, in Europe the limits are 18-30 years old. At most of the countries involved in the discussion, there is no systematic approach on working with youth. This creates the need for a well designed plan, including institutional structures and administrative functions to support the development of a supportive framework for the professional or voluntary youth worker. However, in the case of Vietnam there is already a systemic approach for Youth Work which unfortunately is not practically applied most of the times.

Quality Standards in Youth Work are rules and guidelines that focus on the quality of acting as a youth worker. These standards are required to build a common understanding upon Youth Work good practices on international level. By defining quality standards, it makes it easy to promote these good practices and help the responsible institutions to apply relevant policies, as well as monitor their effect on youth development. Some of the quality standards in Youth Work include: non-discrimination attitude, social needs focus, provision of useful knowledge and skills, focusing on talents and social development to empower and activate youth, promotion of sensitization and awareness, protection and peace building, etc.

Non-formal Education is an important tool for youth workers which provides quality education and supports youth development. It can take place anywhere (organizations, municipality programs, local community projects, etc.) and outside the formal educational system (universities, schools). Non-formal education provides opportunities to build confidence and gain skills that could solve unemployment problems in a community. However, it should be complementary to the formal educational system and add new aspects to the standard, limited-focused curriculum of schools and universities.

The third sector (Non Governmental Organizations (NGOs), Community Based Organizations (CBOs)) and especially the youth workers play an important role in providing non-formal education. Since they are able to have access to information on community issues, they are able to propose practical solutions to social problems and take political action. However, policy making is not an easy task. **Policy making** happens on local, national and international level. It is a complicated process that involves agents with different motives and political agendas. For a policy to be acceptable and implementable, people affected should be informed and aware of its consequences, the benefits and the risks. This could build trust between the society and the system, making it easier for people to respect the rules and laws that derive from a policy. In this sense, discussion among people, the relevant agents and community leaders is essential to design policies that focus on the needs of the society, by listening to the ideas of the community as a whole. This implies involving people from marginalized areas and with less fortunate socio-economic background. However, in some countries, such as India and Senegal, the social hierarchical order disconnects the society from the high level political powers. The applied policies do not try to address the real needs of the community. Those in power do not respect the people and it seems that the citizens have no voice.

Hence, the **Bottom-up Approach** is proposed, which is about focusing on the needs of the community and fosters social participation with the scope to influence decision makers. People are actively involved in political processes, trying to create socio-political structures that address issues related to the educational system, the well-being of the community, the health system, and secure social and economic justice. It is a dynamic approach that involves raising awareness about the social issues, community participation and policy making, aspects that influence each other at all times.



Moments from the World Café activity

Community Challenges

Based on the preliminary research that was undertaken on national level (see Annex I), the participants discussed in national groups the results of the research and chose one community challenge that would be interested to address through youth work.



Moments from the presentations of national challenges

Later on, they were asked to choose between the selected challenges - despite their nationality - the challenge for which they could propose solutions and design policies. Three groups were created focusing on 1) Development, Active Citizenship, Leadership in Senegal 2) Hosting of Refugees, Breaking Stereotypes (Greece, Italy), and 3) Empowerment of Rural Youth in India, Nepal, Vietnam.

Table 1 Preliminary Research Summaries per countries about the community challenges

Senegal

In Senegal young people represent over 55% of the whole population. They face a lot of challenges related to training, education, employment, health, and entrepreneurship skills. More importantly, young people do not recognize their abilities and the power they have. Young people need to become more active citizens., since they are the leaders of the future.

India

India is a multi-cultural country with many challenges related to education, training, nutrition, health, civic protection, cultural protection, harmony and peace, secular values and identity of the marginalized community. Policies and institutions to address the different challenges exist but there is no actual communication between the community and the politicians. This makes it hard to implement policies that solve problems effectively and efficiently in a sustainable manner. Especially in rural areas young people are marginalized, uninformed, feeling excluded and less politically active. They need to become empowered, aquire knowledge and skills to be more participative in the society.

Nepal

Important national issues in Nepal are linked to the sexual reproductive health rights, the global developments, the economic development, the youth empowerment and active participation, the Sustainable Development Goals (e.g. elimination of poverty and food security), and the cultural diversity. There is a call for alternative educational programs and methods to solve for the high rates of non-educated people, as well as proper infrastructure and youth facilities. Young people tend to leave abroad to find better opportunities in order to be socially and economically developed.

Vietnam

Interestingly in Vietnam there is a well-structured educational system that supports Youth Work and youth workers' activities. Basic education, development of communication and social skills, historical and political knowledge, and enhanced social responsibility are issues that should be effectively supported by this system. Unfortunately, although there is indeed the structure, there is no effective communication between the system agents and the policy implementation is rather weak.

Greece

The main problems that characterize the current Greek situation are the high youth unemployment, the xenophobia and the islamophobia that fed the emergence of radical and extreme organizations. The country struggles since 2009 due to the economic crisis. The vulnerability of young people is very high, on personal and professional level. Furthermore, the educational system needs to embrace non-formal education methods and alternative approaches for learning beyond the close-minded structured school and university curriculum.

Italy

Similar to the case of Greece, Italy has faced challenges related to the economic crisis. Moreover, challenges are also connected with the arrival of the refugees, the welcoming and caring procedures. Italy, especially Southern Italy, has been facing economical and criminal issues for a long time. The last two years have marked a turning point for the large number of refugees landing the Sicilian coasts. From the humanitarian point of view, welcoming, caring, subsistence and sustenance of the refugees are issues that Italy needs to cope with. Furthermore, from the legal point of view, it is essential to record the newcomers, distinct immigrants from asylum seekers and deal with their requests. Most of the actions are undertaken by voluntary organizations and co-operatives that have to deal with the non-participatory nature and mostly with the powerlessness of refugees in these processes. Lastly, but not leastly there is the "unaccompanied minors" issue.

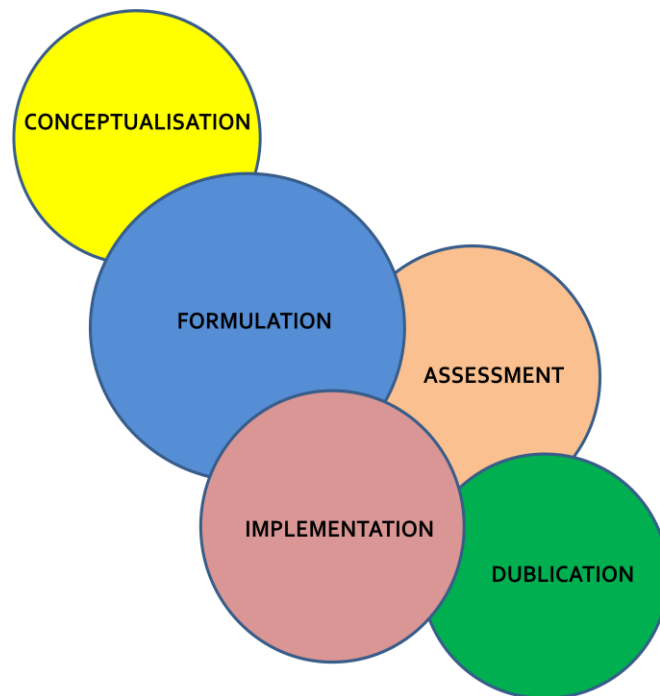
That session aimed at introducing the first step of Policy Making, which is the "Conceptualization". The three groups that were formed were responsible for the design of a Policy Proposal on the chosen community challenges during the next days of the Training.

The Meaning of Policy Making

Based on Harold Lasswell's work, policy making follows these five steps (Figure 1):

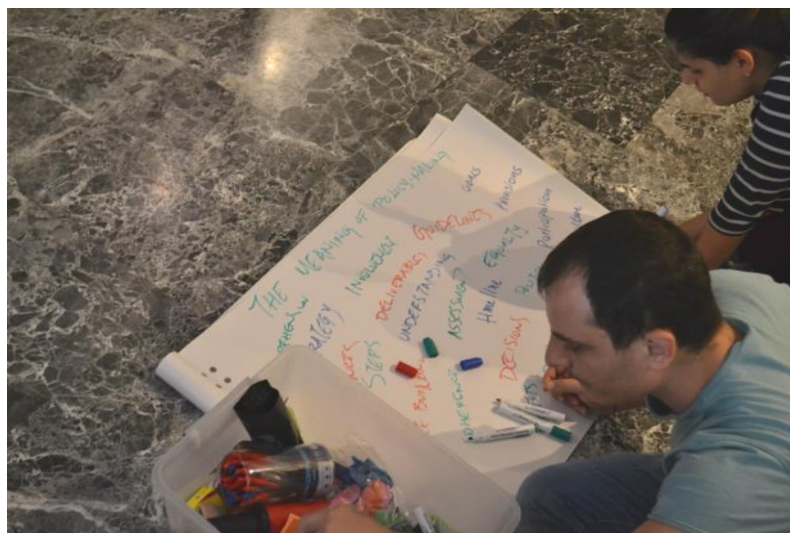
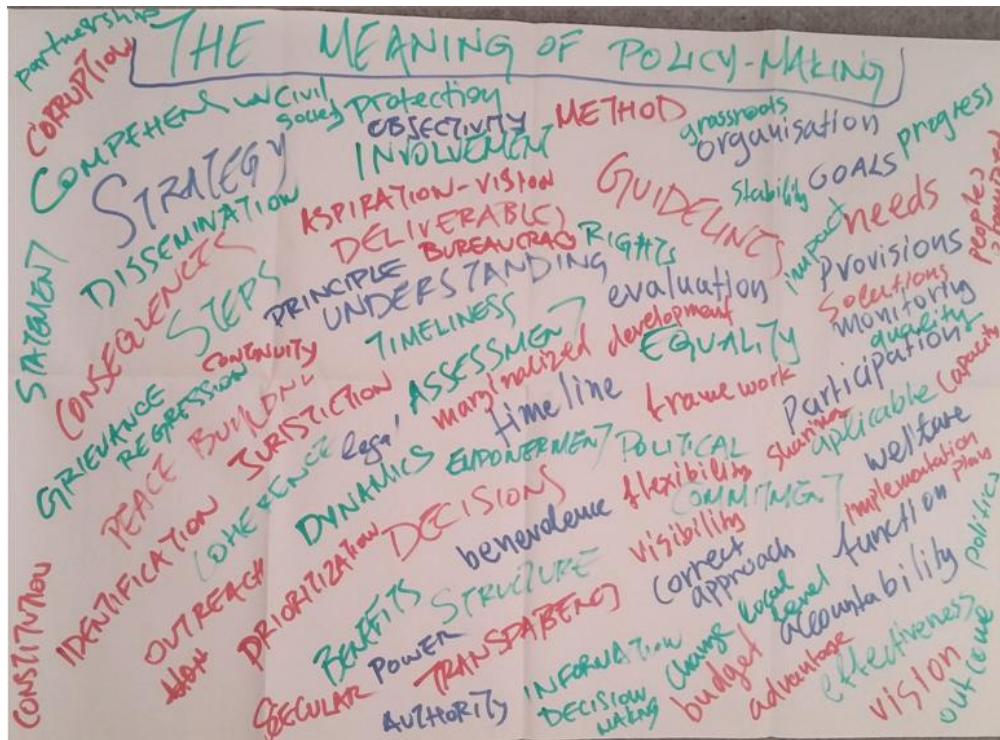
1. **Conceptualization:** It is about the problem identification and the need for further government attention
2. **Formulation:** It is about exploring the different options or alternatives available for addressing the problem
3. **Implementation:** The ideas are put into practice
4. **Assessment:** It includes the assessment of the effectiveness of the implemented policy in terms of its perceived intentions and results. This involves the examination of outputs, outcomes, and impacts.
5. **Duplication:** If the course of action was successful, the policy could be applied again or be used as an inspiration for another similar challenge.

Figure 1 The Five Steps of Policy Making



The next Training session explored the idea behind policy making and how it can be applied in youth work. The objective of this session was to allow participants decide on their own about the steps required for the process of finding and applying policies that deal with their group challenges. At the beginning there was a brainstorming for key words related to Policy Making (see Image 1).

Image 1 Brainstorming on Policy Making



Moments from the Brainstorming

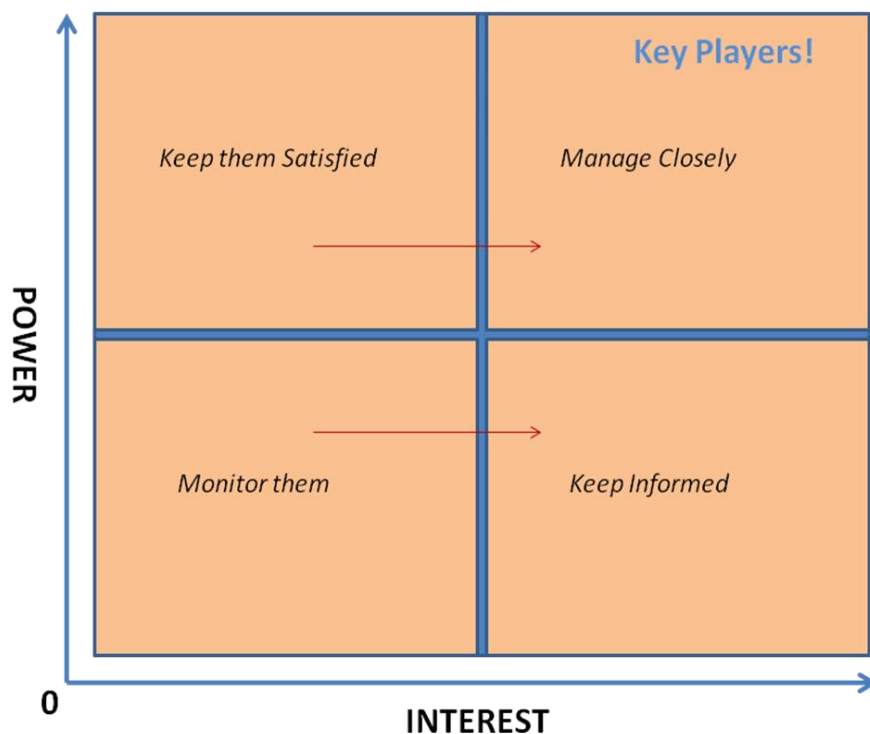
Later on, the participants were asked to identify in their groups the steps that they themselves recognize. That was an interesting exercise with the scope to prove that the predefined by theory five steps of policy making are not fixed and unrelated to each other. Conversely, sometimes there might be overlapping (see Figure 1). The process that each step requires might take more time than the other, according to different issues that these policies try to address. Furthermore, some steps could be avoided or their sequence might be different than the predefined one.

Stakeholder Analysis

At the "Formulation" stage of Policy Making, it is important to investigate who are the relevant stakeholders. Stakeholders can affect and/or be affected by the implementation of a policy. In this sense, a stakeholder is someone who has the power and/or the interest on this particular policy. However, the possible stakeholders should be investigated and considered during the whole process of policy making.

For this reason, it is proposed to undertake a stakeholder analysis. According to the level of interest and power they have, they need to be managed carefully and differently (see Figure 2). The key stakeholders are those with high interest and high power. However, even if they have low power and low interest, they still need to be monitored. Based on the objectives of the policy and the challenge that is being addressed, it might be possible to engage more people and attract their interest. Similarly, other relevant stakeholders might gain power to influence this policy. Since the stakeholder analysis is a dynamic analysis, it is suggested to be re-examined during the whole process of policy making.

Figure 2 Stakeholder Analysis



After presenting the main concept of the stakeholder analysis, the participants - according to their group challenge - mapped the relevant stakeholders. The teams distinguished the local communities, the NGOs, the Ministries of Education, the schools, the government, local authorities, the activists, the volunteers, and the media as important stakeholders. It should be noted that usually the target groups are part of the stakeholders.

Policy Making Obstacles

Following the stakeholder analysis, the participants introduced possible obstacles for a youth worker in policy making (see Image 2). To summarize the responses, the participants believe that great obstacles are:

- the lack of resources (financial, human, economic, technological, knowledge & education);
- the lack of interest towards the challenges that community face due to lack of awareness and misinformation;
- the lack of community sense and social participation;
- the lack of communication and non-addressing the real needs of the community;
- the lack of skills;
- the bureaucracy and ineffective legislation;
- the political extremes and injustice;
- the controversial interests, corruption, and favoritism towards specific groups (discrimination)

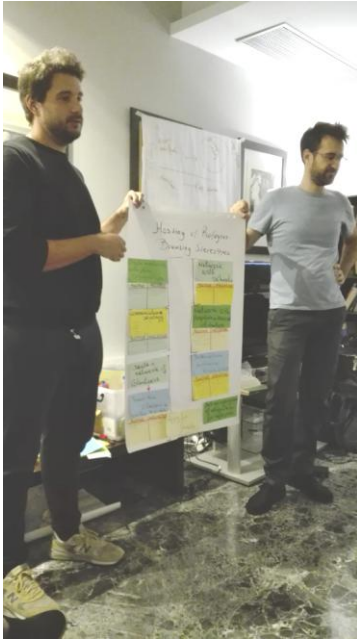
Image 2 Brainstorming on Obstacles in Policy Making – the Youth Worker perspective



Then, the participants discussed more explicitly in their groups about these obstacles according to the needs of their selected challenges.

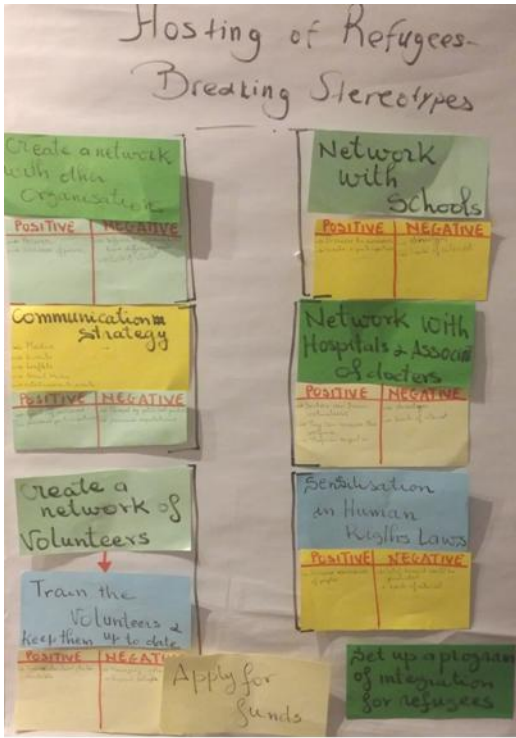
From Paper to Action

Both of the previous activities about the stakeholders and the possible obstacles were part of the “Formulation” step. The activities helped the groups identify the realistic and possible policies that they would like to design and implement in order to address the chosen challenges. The next step was to put everything in a concrete – structured plan, including the positive and negative implications. Below you can see the proposed solutions and policies for each challenge. This activity was part of the “Implementation” step.



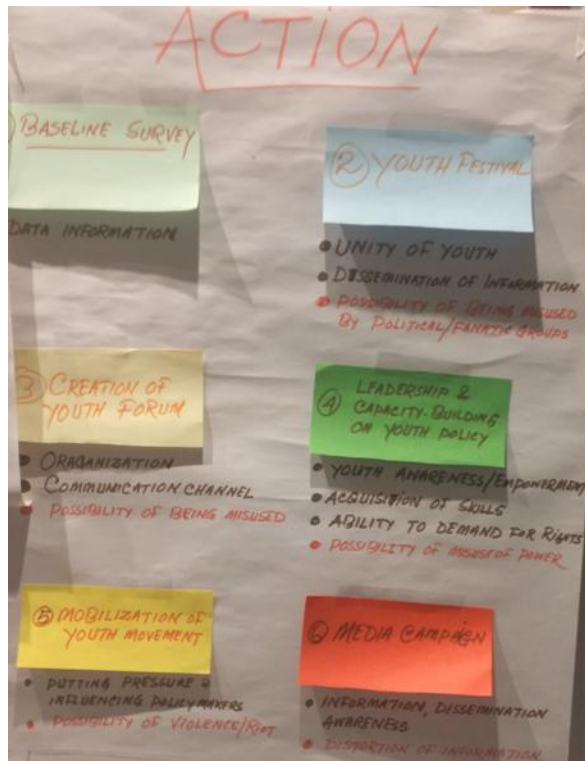
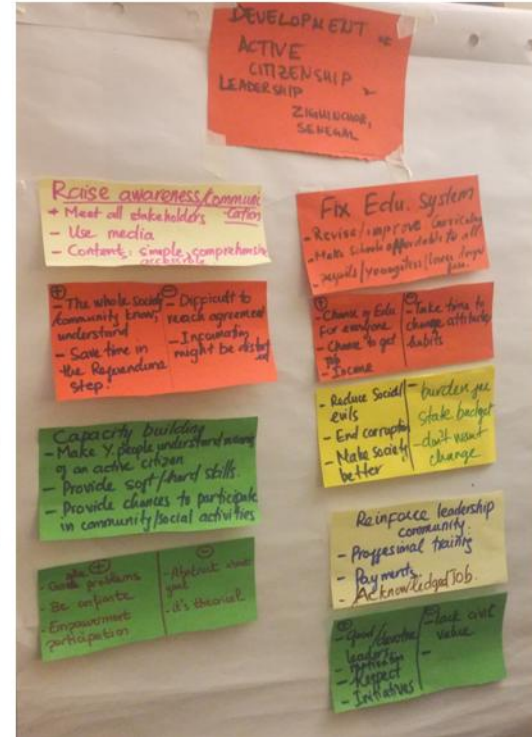
Presentations of the Policy Concepts

- **Hosting of Refugees – Breaking Stereotypes:** It proposes the establishments of networks (schools, hospitals, doctor associations, volunteers, organizations) in order to raise awareness towards human rights and develop program proposals that could be applied for funding.
- **Development, Active Citizenship & Leadership:** Involves raising awareness and communication about reinforcing community leadership. Revision of the current education system will be required, as well as organization of capacity building activities.
- **Empowerment of Rural Youth :** Involves undertaking research and organization of a youth festival in order to attract young people and support the creation of a youth forum. Capacity building activities and leadership skills provided under this forum will enable a youth movement. Media will be used to inform the public and raise awareness.



← Hosting of Refugees - Breaking Stereotypes

Development, Active Citizenship & Leadership →



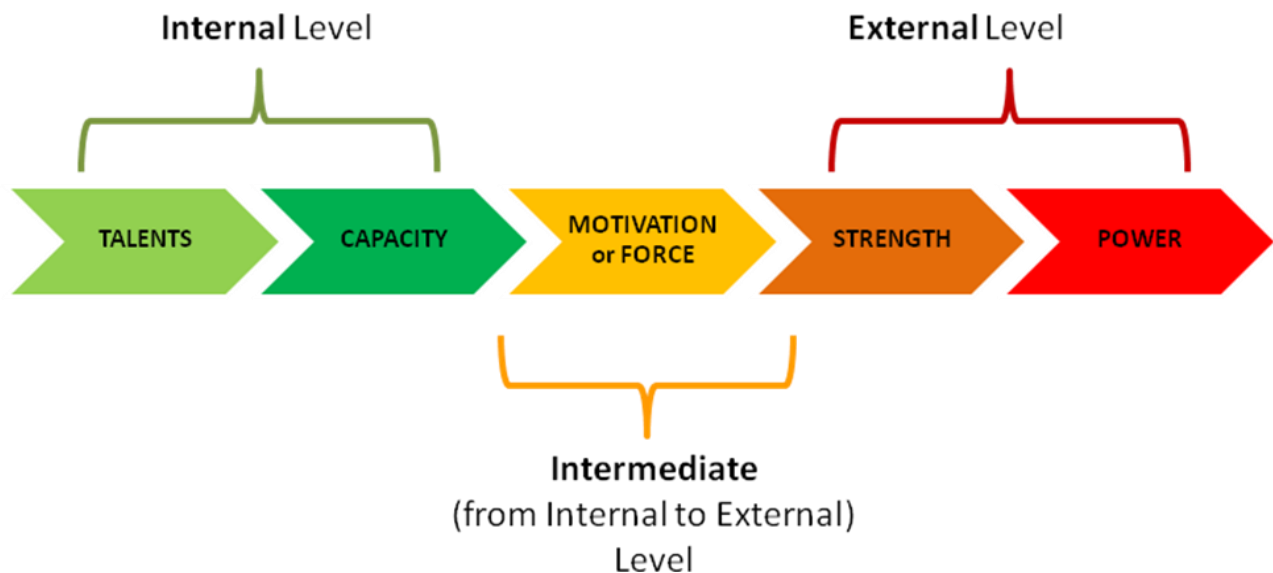
← Empowerment of Rural Youth

From Talents to Powers

A capacity building and skill empowerment workshop was also provided to the participants. The aim of the workshop was to investigate how skills can be further developed and become powerful tools for social change. This process includes three levels of development (see Figure 3).

The process of transforming a skill into power involves three levels. The first level, the internal level, is about exploring and developing the personal skills and talents into something useful and concrete for the community. This can be achieved through education, training and practice. The next level is the intermediate level. This level consists of the steps required to make the personal developed skills and talents available to others, fostering interaction and further development. Sometimes, fear of failure could prevent us from exposing our talents to others. However, if we move beyond our fears and effectively communicate with the rest of the people, it is possible to reach the third level, which is the external level. Being accepted and recognized by the public is power which could be used for social change.

Figure 3 The process of transforming a talent into power



In the beginning, the participants were asked to categorize their skills and qualities according to the level of their development. Interestingly, many skills and qualities were placed on the first level, although seeing them from different perspective suggested to move them on higher level. That made the group to realize that they tend to undermine their strengths and qualities. Hence, if they want to become change makers they need to rethink and reevaluate our current position. Empowerment is key for change. Youth Work is one of the factors that promotes empowerment at least for youth.

Finally, the participants discussed in groups about the skills needed to implement their policies and affect decision making. They talked about management and organizational skills, analytical and critical thinking, negotiating skills and advocacy, ability to communicate and listen, empathy and emotional intelligence, coaching and ability to empower.



Moments from the Workshop

Visibility and Dissemination

As it was observed by the previous workshop, effective communication and dissemination of ideas, practices and results are important aspects for policy making and policy implementation. People need to be informed and aware of the socioeconomic situation and the policies that affect their lives. Furthermore, the success of a policy depends also on the level of advocacy towards the relevant stakeholders as it was discussed in a previous section (see Stakeholder Analysis).

To show the importance of dissemination and the use of social media, the first Social Media Marathon of Mission Responsible project was carried out. In the beginning, the group had to decide on a common post for the Social Media. There was an interesting debate about the content and the common slogan that was supposed to be used.



Moments from the debate

After explaining how to use the Social Media - the positive and negative aspects of some of the mainstream social networks - , it was decided to use Facebook creating the Social Media Marathon post since most of the participants had access to Facebook. The participants shared the post (see Annex III) and informed their colleagues and friends about the project.

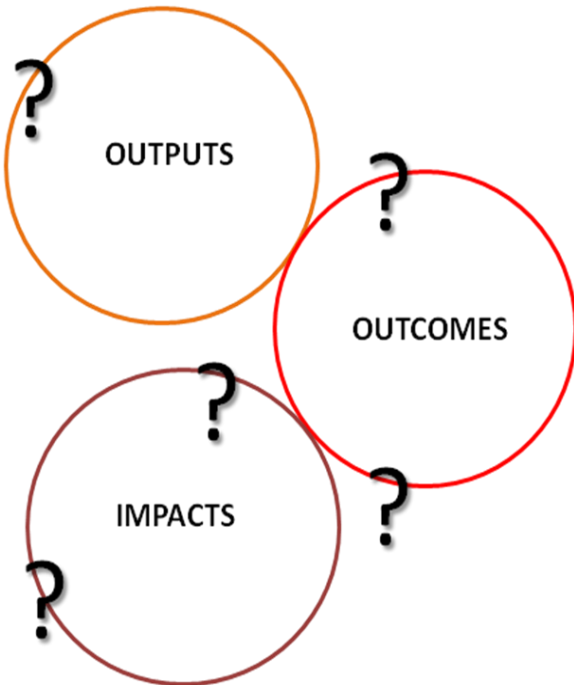
The first Social Media Marathon was a success! The post reached in total 122 likes and 3,477 people in one day. That was the result of 94 post shares. In a week, the Mission Responsible Facebook page had 55 new likes, reaching 300 likes in total.

After the Social Media Marathon, the participants continue working in groups aiming to identify useful visibility tools for their projects. An indicative list of the results of the group work can be found at the next table.

Table 2 Visibility and Dissemination Tools

Media (local, national, international level): TV, Radio interviews - Press Release – Broadcasts - Social Media
Open Events: Festivals - Street events – Exhibitions - Sport Events - Open discussions with the stakeholders
Campaigns: Distribution of information material - Posters, flyers – Demonstrations

Outputs, Outcomes, and Impacts



There is always confusion when trying to distinguish between the outputs, the outcomes and the impacts of a policy, an action or a project. However, understanding the differences is essential for assessing the effectiveness of a policy, an action or a project. Briefly,

- **Outputs** include the immediate and tangible results (short term)
- **Outcomes** are usually changes that happen after a short period of time, such as months (mid term)
- **Impacts** correspond to general changes that happen in the future. For example, there might be changes in the mentality (long term)

Outputs tend to be linked directly with the corresponding policy or project. In contrast, the impacts could be associated with other projects, policies and socioeconomic changes that have happened in the future. Accordingly, it is not easy to observe and measure explicitly the impacts compared to the outputs or outcomes that are usually more distinct.

To help participants familiarize themselves with the terms, the first activity asked them to categorize the effects of their group policies into outputs, outcomes and impacts. Afterwards, it was explained to them how each term is defined. Then, they noted down in groups the outputs, the outcomes and impacts of each policy.

Such exercises are important for the assessment phase of a project or policy in order to examine possible reproduction and future implementation of this project or policy (Duplication).



Open Event

The launching event of Mission Responsible was organized on 16th November at the Europe Direct in Athens. It was an open event to youth professionals, local authorities, and other relevant stakeholders. The participants from the Training had the opportunity to share their policy proposals by presenting them to the guests of the event. The aim of this was to get the first feedback on the proposals. The groups worked on the materials they had produced the previous days and used creative methods to present their ideas.



Moments from the Preparation Stage and the Open Event

Open Space Technology

During the final day of the training, Open Space Technology activity was introduced to the group. The participants were asked to think about a policy that they were always dreaming about to happen and presented to the group briefly. Then different time slots and spots in the room were assigned to different participants in order to discuss further their individual policies with those who were interested. That activity was useful to exchange ideas and practical solutions that were already used in other similar cases and countries.

The activity was also accompanied with the law of two feet and five principles:

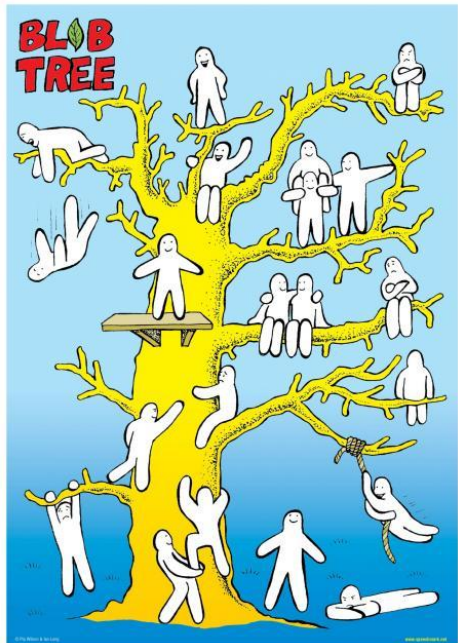
1. Whoever comes is the right people
2. Whenever it starts is the right time
3. Whenever it is, is the right place
4. Whatever happens is the only thing that could have
5. When it's over, it's over

The law of two feet states that if at any time you feel that you do not have something to offer or learn, use your feet and go somewhere else.

Image 3 Open Space Technoogy



Training Evaluation



During the training week, at the end of each day, the participants were doing the evaluation of the day. The evaluation activity was used as self-evaluation technique and as source of information for the trainers and facilitators. Participants in general were happy with the program, although the high load of work undertaken during the day might have caused some participants to become tired.

For the evaluation, the Blob Tree was used. The participants were separated into five Greek families. At the end of each day, the participants met their families and discussed about the progress of the day and their feelings. Then, they expressed their feelings, wishes, concerns and opinions by drawing their characters according to a given Blob Tree or their imagination.

During the final day of the training, Youthpass was presented to the group. Its use was associated with the recognition of key competencies and it was presented as a way for self-evaluation. Participants were asked to think about their personal progress and learning outputs from the training. The key competences included:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

As it can be observed, it seems that the training developed on high scale competences related to the ability to learn, promoted cultural awareness and expression, as well as enhanced social and civic competences.



For the final evaluation of the training, a well-structured questionnaire with open questions was used after the presentation of Youthpass. Overall, the participants found the Training Course very interesting, inspiring, creative, informative, comprehensive and practical.

The learning environment was safe, relaxed and supportive. Additionally, the respectful and open minded group atmosphere made this Training a great experience. The participants were very happy with the group work activities. They were able to exchange ideas, learn more things about others' experiences and became motivated to work for social change.

The facilitation was well-organized, well-prepared, knowledgeable and helpful. The pedagogical quality and the professional communication was appreciated by the group. The guest speaker was illuminative and supported the emergence of confidence in the group.

On practical level, the participants gained knowledge on methodologies for policy making, project development and stakeholder analysis. This practical knowledge is applicable to their national projects, which makes this CBA important and essential for other youth workers. It was suggested to implement the Training again and invite more people.

On personal level, the participants became more confident, more creative and more aware of the situations in other countries. The international exposure and the effective cooperation provided a safe place to exchange ideas and express different opinions. The debates were productive processes, supported by the sense of solidarity and acceptance. Participants are looking forward to implement trainings and youth projects in their communities following this Training as an example of good practices.

For the future development of the Training, it was suggested to allow more time in the sessions and also include more guest speakers. The language barrier was strong but it was easy to overcome due to the supportive and friendly attitude of the group.



Annex I Preliminary Research Questions

How do you define youth work based on your experience?

Is there an official definition for youth work in your country?

Is youth work an officially recognized profession in your country?

What is the "job description" of a youth worker? What do they do?

How can one become a youth worker? Is there special training or education for youth workers in your country/ region/ local community and who provides it?

Who works with youth, except teachers, in your country/ region/ local community?

What do youth workers offer to young people through their work?

Is there a difference between a youth worker and a volunteer working with youngsters in your organization/community/country/region?

Does your organization cooperate with other youth organizations currently?

Please, explain the background and the national, regional and local needs that make youth work important/necessary in your country/ region/ local community?

Is there a strategy for youth in your country?

Annex II Training Course



Mission Responsible – The 5 Stages of Policy Making, Inter Alia, 10-18 November 2016



	10/11 Thursday	11/11 Friday	12/11 Saturday	13/11 Sunday	14/11 Monday	15/11 Tuesday	16/11 Wednesday	17/11 Thursday	18/11 Friday
8.00 – 9.00		Breakfast	Breakfast	Breakfast The Marathon Run	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9.30 – 10.30	Arrivals	Welcome + Intro to the MR	Youth Work by country – Needs Analysis	Stakeholders' Analysis – Who gets a saying? TASK	-Move to Athens -Accommodation -Free time with a "Responsible" task	Cultural Visit to Athens	Measuring the Impact and Methods of Evaluation	Follow Up Plans	Departures
10.30 – 11.00		Break	Coffee break	Coffee break	Identifying Obstacles TASK		Coffee break	Coffee break	
11.00 – 12.30		Team-building + Group agreement	Community Challenges	Lunch + Break			Lunch + Break		
12.30 – 15.00		Lunch + Break	Lunch + Break		Kick-Off: Session 5 Key Terms	15-15.30 Paper work & reimbursement documents 16-17.30 From Talents to Powers TASK		1 st Mission Responsible Social Media Marathon	
15.00 – 16.30			The Meaning of Policy Making	From paper to action TASK			OPEN EVENT for YOUTH WORKERS		
17.00 – 17.30		My new Blob family							
20.00		Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
21.00	Ice-breakin g game		Intercultural Dinner I Nepal, India, Vietnam	Intercultural Dinner II Senegal, Greece, Italy		Movie Night "The Poor Cousin" (optional)			

Annex III Social Media Marathon

f Mission Responsible

Page Messages Notifications Insights Publishing Tools

 **Mission Responsible**
@missionresponsible2016

Home
About
Photos
Events
Likes
Videos
Posts
Manage Tabs
Promote

Liked Following Message More

Mission Responsible
Published by - 15 November at 18:20 · Athens ·

" Youth Engagement Key for Change " #missionresponsible #youth #youthwork #policymaking #erasmusplus #capacitybuilding #interalia



5,554 people reached **Boost post**

Like Comment Share

Mission Responsible, Katerina Anastasopoulou, Anastasia Kouki and 34 others

46 shares

Write a comment..

Press Enter to post.