

**NOYCE PROGRAMME,
REFLECTIONS AND
YOUTH TO YOUTH
INPUT THE NOYCE
MANUAL**

NOYCE

**NON-FORMAL EDUCATION
THROUGH SPORT FOR YOUTH
IN CHINA AND EUROPE**

NOYCE

The Non-formal education through sport for youth in China and Europe is an incredible good way of achieving international understanding and dialogue.

Bringing especially young people together in a community where sport for all is combined with non-formal education give a frame for our objective: To increase intercultural understanding, cultural exchange, and networking among young people from EU countries and China

From our point of view it is essential with a dialogue between people with different nationalities, culture, language, traditions and religion. The dialogue demonstrates international understanding and leads to the path of democracy and modernization.

In our aim to create a peaceful world it is so important that youngsters become open minded and democratic in their attitude to avoid fundamentalism, nepotism and corruption.

We always need to tell everywhere that the answer is education, education and education. But at the same time we have to ask: "What was the question?"

In this project youngsters also experience that education through sport and physical activities – and especially sport for all – is the one of the best means to fulfill our objective which is to achieve a good dialogue between people and increase international understanding. NOYCE has become a success and has contributed to the international education program in Ollerup named INTAC (International Academy). The exchange of youth leaders, the Chinese students and the group of young people touring China has together with other activities and results increased our level of international understanding and dialogue. I can recommend this project, the methodology and results in any way

Ollerup 29th of December 2012
Uffe Strandby
Director



Indhold Kommer

Introduction

By: Bo Busk Madsen Project Manager

Dear reader,

The following pages are a product of what can happen when Youth meets Youth; When young people from Europe and China meets in different settings; When young people from all over the world, more 21 different nations, meets each other in and through different activities using the method of non-formal education through sport and physical activity. This is what NOYCE is all about. Let the youth meet and make their own impressions through experience. It has been an eye-opening experience bringing people together with understanding and tolerance and great friendships as output.

The objective was to

- To use the method of non-formal education through sport and physical activity in a series of activities to boost intercultural understanding, cultural exchange and networking among young people from EU countries and China
- To initiate a sustainable network of and communication platform for youth and sport organisations from China and EU countries
- To increase the capacity of youth leaders and their organisations as well as key youth multipliers, all part of the project, to use education through sport and physical activity as a means to achieve international understanding and dialogue
- To increase awareness among local political decision makers and community leaders in Europe and China on the diversity of sport and physical activity cultures and their potential for positive exchanges and tolerance among the youth

NOYCE have four main results:

Mutual Ambassador programme – where an exchange of youth leaders between China and Europe took place. Capacity building through Network Managers where young people from Europe and Asia (and also Oceania, Africa, North-, South- and Central America) was brought together at the Academy of Physical Education Ollerup, Denmark in a period of four months. Indeed a lifelong lasting network has been created. A Chinese tour where 20 youth and youth leaders from Europe went to two diverse areas of China (the metropol Shanghai and countryside Yunnan province) and finally a Global Dialogue non-formal training course taking place in Hong Kong. This magazine gives an overview of the NOYCE programme, activities, reflections and youth to youth input while strong partner organisations back them up, the ethos of the project is to give young people the space for exchanging ideas and putting them into practise. Like activities in the project, the NOYCE manual part is mirroring the involvement of young people, contributing to/in charge of to many parts is a key value of the project. It will empower them and give them opportunities to

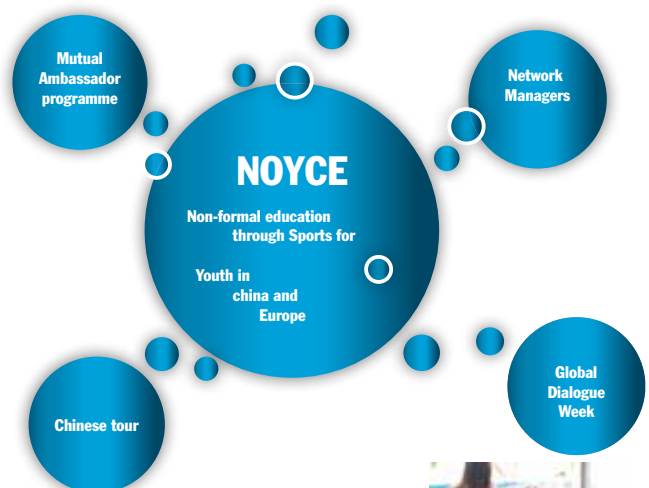
take on new responsibilities and challenges that will further their personal development.

This project is funded by EU Youth in Action programme – Starting with the EU China year of Youth in 2011 and taking action also throughout the EU year for Cultures in Dialogue 2012. The activities do not end here, but is taking forward into future activities. Continuing exchange of instructors, students coming to Ollerup to participate in the International Youth Leader Education and bringing young people together in another Global Dialogue week are some of the already planned activities.

The NOYCE project has been a success. A motivation is the contribution with international meetings through sport to the promotion of international solidarity and friendship among nations. Our aim is to develop fundamental social skills by combining education, participation, fun and play through sport and recognize it as a potential contributor to a world of better understanding.

Enjoy your voyage...

Bo Busk Madsen
Project Manager





NOYCE

NOYCE was at its core a Non-formal education exchange for young Europeans and Asians. The exchange brought to the participants an unforgettable learning experience in a truly multicultural setting.

The main goal of the project was to boost intercultural understanding, culture exchange and networking among young people from EU countries and China. In the following lines, a description of foreseen activities will be presented accompanied by the tangible results.

NOYCE encompassed four main activities aiming different target groups and results:



NOYCE Mutual Ambassador Programme

Planned activity:

Two Chinese Youth Leaders will take part in a two weeks exchange programme in Denmark, where their goal is to conduct workshops, debates and seminars on Chinese physical activity, culture and contemporary realities for Chinese youth.

After the exchange, they will share their knowledge and experiences in their home communities. At the same time, two Danish Youth Leaders will make the reciprocal exchange in China, based on the same goals and principles described above.

The specific action:

China meets Europe

In May 2012, two instructors from China – Xie, Xiao Fei and Li Yang travelled to Europe. It was their first time outside China! The International Academy of Physical Education in Ollerup hosted both. Xiao Fei has his background in Dance and Li Yang has his from the Beijing Opera (with acrobatics, fluidity, and performance as experience).

They conducted various workshops as well as followed classes, gave lectures about China exchanged ideas, stayed and lived a week with 230 people coming from Denmark, Norway, Sweden, Iceland, Estonia, Czech Republic, Slovenia and also Argentina, Brasil, Australia, New Zealand, Mexico, Canada and Japan – all in all had a lot of interactions with youth, students and teachers.

There was a great interest for Chinese Beijing Opera workshops which was very different.

Xiao Fei and Li Yang spend one week at Ollerup and one week touring, while

giving workshops, experience new cultures, bicycling for their first time, visiting the Institute of Sports Science and Clinical Biomechanics, University of Southern Denmark. Having a meeting at the Sport for All organization DGI (Danish Gymnastics and Sports Association) headquarter in Jutland. DGI is an umbrella organization that works with, support and develop sport for all in grass root level. $\frac{1}{4}$ of the Danish population is member of this organization.

In Copenhagen, Xiao Fei and Li Yang focused primarily in experiencing the way Danes move. They visited a dance company, saw a performance

and explored urban spots where sport and physical activity are being practiced in a non-formal environment: streets, squares, special designed parks and other urban areas. The combination of traditional and non-traditional facilities, create the framework for physical activity for an increasing amount of people living in big cities in Denmark. Apart from that, they also had a chance to explore different tourist attractions.

Their journey ended back in Ollerup, where both participated in a former student's reunion that gathered more than 2000 former students from all over Denmark, Sweden and Norway.



Europe meets China

Rikke Mørk Pedersen and Mads Nyhus Kirk, both very experienced instructors in gymnastics and dance, were invited to teach in different Chinese organizations and educational institutions during their two weeks stay in China. This was their first time in China and they experienced the Chinese way of life, mainly living with Chinese families at two different places. They had a very intensive programme during the two weeks, starting with visiting Shanghai Circus World, Shanghai Blind School and GH5. In all three places, they partly observed, partly participated in different training methods and in GH5 in various lessons. Followed by visiting a mix of cultural sights in Shanghai City and conducting workshops for groups of Chinese, especially at Shanghai Circus World. At Fudan University and Shanghai Blind School, Rikke and Mads gave classes and workshops focusing on Danish culture and Sport for all.

Days of contrasts: First visiting Shanghai's Sport Federation, getting a close insight in Chinese Elite Sport – specific Gymnastic and afterwards visiting Zhongshang Park. Here they participated in Tai Chi with hundreds of old people. Experiencing sport in China in different dimensions, from elite sport to sport for all, was a very rewarding experience. All in all, they got in touch with a wide range of people and got a picture of China and Chinese sport and cultural life.

Tangible results: The Mutual Ambassador Programme

Xiao Fei and Li Yang will be multipliers of the knowledge in their own communities upon their return. In particular via a number local workshops and presentations on the cultures and experiences that they have encountered. Rikke and Mads are very active instructors giving classes, conducting courses and instructing teams. Rikke also took part in organizing the Chinese Tour. Reflections upon their experiences in three levels: professional, cultural and personal

Chinese Instructors - Xiao Fei & Li Yang

Professional: "We have seen different ways of teaching and got an insight into

other styles of training – for example Danish Gymnastic, which is very different from how we do it in China."

"The students we taught, impressed us by their enthusiasm and interaction in our workshops – definitely something we could learn from."

"The students had a great passion in our workshop and we really enjoyed teaching them."

Cultural: "On our 2 day trip to Copenhagen we took a dance class at Gaardbo Dance Studio and went sightseeing to the most famous tourist attractions such as "The little Mermaid, Queens Castle and New Harbour area. In Copenhagen the atmosphere of art, culture and history is always present – very different from Shanghai – the International Metropol. "

"We enjoyed the Danish "hygge" we had together with teachers from Ollerup at barbeques, in their homes, on sightseeing trips to Jutland and Odense and in the everyday life at the school."

Personal: "For both of us it was our first time abroad and we were very anxious, but the two weeks passed very quick and we really enjoyed our stay in Denmark."

"We got aware of Danish people's warmth and friendship."

Danish Instructors – Rikke Mørk and Mads Nyhus

Professional: "We were challenged a lot by teaching very different students on very different levels."



"I think we had one of the biggest moments in our lives, when we were challenged to make choreography with a mix of hiphop and Diabolo, for a group of professional circus artists.

Cultural: "Being hosted by local Chinese, gave us a unique experience and insight in the Chinese everyday life"

Personal: "It was a fantastic trip and we got experiences for a lifetime – Thanks."

All instructors involved in this project increased their teaching experience while teaching in a culture different than their original Strengthened cooperation between GH5 and Ollerup





NOYCE Network Managers

Planned activity

Five Chinese youngsters will join the 4 month International Youth Leader Education programme (IYLE) in Ollerup, Denmark. Hereby they become NOYCE Network Managers, expected to contribute to and sustain on the long term the network of young people and sport organizations involved in the project.

The specific action:

Chinese students at the four-month international non-formal NGO Education at Ollerup:

The five Chinese students were granted a scholarship for a four month course at

Gymnastikhøjskolen i Ollerup. Three of them managed to participate, one (Liang Ma) struggled with visa problems for 8 months with no success and one (Ying Hua Chen) had to decline due to family reasons. The three students: Bing Song ("Ice"), girl from Shanghai, Maochuan Li, boy from Nanjing and Hing Lun Lam ("Penny"), boy from Hong Kong. Maochuan, Ice and Penny took part in the International Youth Leader Education altogether with 37 other students from 14 different countries as well as 105 Nordic students comprising Denmark, Iceland, Norway and Sweden. Students live at the school and have a full schedule all week.

A weekly schedule includes InterCultural studies, NGO World/Project Management LUP (Learning, Development and Perspectives) and Leadership, Danish language classes, Gymnastics/Dance and Sport subjects, Creative workshops, Cultural excursions and more. Besides ordinary classes a normal day also comprises meals, duties, morning assembly and evening activities including "Coffee and cake" with singing and social environment.

The educational programme at Ollerup also consists of special weeks and events with special focus areas such as one week study trip to Copenhagen with all



International Students, Practical leadership week with practice in teaching different target groups such as kids, youth, other (This group taught 4-6 grade kids), Sport Competition Week (where 900 students from other Danish folk high schools participated), Ollerup Open (a Gymnastics Competition taking place every year in November, where international and Nordic students helped to organize). Another activity was to teach at a boarding school for students age 16-17 years old. Here the International students had a day with workshops and teaching assignments, trying out their instructor and leader skills in another context.

Apart from the classes, the Chinese students had the chance to explore the Danish life style while visiting Danish students and their families, having a unique insight of every day life in Denmark with its values and traditions.

Tangible results

The Chinese and European students have developed a long term network with students and young people not only from Denmark, Europe and China,

but from all over the world. Continuing as network managers and being active contact persons for future collaboration. All Chinese students involved in the NOYCE Network Managers were asked to reflect upon their experience in three levels: professional, cultural and personal.

Professional: "We have seen new ways of teaching and learning, which is very different from our country. Here the students are getting involved in the education and that increases students motivation for learning. We will introduce this and we will allow the freedom of the students to get involved in their teaching process like we do here in Denmark". "The knowledge and skills we have learnt here will be very useful for us in the future."

"Specific training methods have inspired us and we will use it in our teaching back in China and maybe there will be research possibilities – If the training is suitable for China and if it is more efficient than the traditional way."

"We have got an insight into a different way of training and teaching culture compared to China."

Cultural" I have seen and learned a new culture that is very different from China."

"Found out that the students in Europe know very little about China and lot of the knowledge they have is wrong, but we had a lot of nice conversations with our fellow students and got the chance to give an insight into our country."

Personal" We have made friends and network from all around the world."

"Our stay at Ollerup was a remarkable experience"

The Chinese students completed the International Youth Leader Education Programme, which gave them tools for leadership, project management, teaching experience and intercultural understanding.

A unique international network
A network for future cooperation was established with Nanjing University and GH5 Studio, ensuring a continuous cooperation between Ollerup and the above mentioned organizations.

NOYCE Chinese Tour



Planned Activity

20 Young Europeans from youth and sport NGOs take part in the NOYCE Chinese Tour, exchanging about European and Chinese sport and physical activity realities, making sport, dance and physical activity performances, conducting workshops and establishing contacts and commitments on organizational level for future exchanges and networking. They will exchange with approximately 1000 Chinese in the three-week tour.

The specific action

16 Young Europeans from Youth and Sport NGOs and 4 European leaders from Youth and Sport organizations, took part in the NOYCE Chinese Tour, exchanging European and Chinese sport and physical activity realities. They had a 3 weeks stay in China, mainly in Shanghai and Kunming. The first

week was in Shanghai where they were making different Chinese sports, dance and physical activities such as Tai Chi and Chinese MinzuWu Dance.

The group of young Europeans and Leaders were specialized in Dance so they conducted workshops and performances for Chinese both in Shanghai and Kunming. Here they were in contact with thousands of people – kids, young & adults, school students, university students, professional dancers, teachers and older people - all from different social levels, which gave them the opportunity to meet and talk with many different Chinese.

The group had 5 days in Kunming. The TCG Nordica Culture Center was responsible for their stay and they were lodged at their apartments in a local area in Kunming City. TCG had a cultural center where there was a

mix of art, dance and music. Besides that, they visited Yunnan Art Institute and Sport Institute at Yunnan University, where good contacts for future cooperation were established. One of the highlights was a trip to a small village outside Kunming, where the group visited a Miao village. Apart from that, we have experienced China, their culture and the diversity in the everyday life - introducing to food, work life, training culture and social networking. This combination of experiences, have given us a unique insight of China. The 4 leaders have established promising contacts with different schools, universities and organizations involved in the Chinese Tour, preparing the terrain for further cooperation and exchanges in the near future.



"The biggest impression from my trip is to have experienced the Chinese culture and seen the big difference between Danish and Chinese culture, but also the diversity we saw in the difference between Shanghai and Kunming."

"I see things in a new perspective and I am now aware of all the things that we just take for granted in European culture".

- Cooperation contacts with following organizations/Universities: Yunnan University, TCG Nordica Culture Center, GH5 and Najing University.
- The participants changed their view of China – from a closed country to a country with infinite possibilities.

Tangible results

All youngsters and leaders involved in the NOYCE Chinese Tour were asked to reflect upon their experience in three levels: professional, cultural and personal:

Professional

"It has been exciting to meet and try Chinese physical activity culture – from traditional old dance, modern hip hop to taichi in the morning, in the local park"

"It was fantastic to see how they used the local park as a gathering place and a place for physical activity – we could certainly learn from that in Europe."

"Our interaction with local Chinese in conversations about physical activity in China between both countries."

"I was impressed by the way they used the urban spaces to physical activity – gathering for activities in the morning or dancing in the parks at evening. They have a completely different approach to the public space compared to Danes".

"We have seen a wide range of different ways to do physical activity in China – from the local parks with Taichi, dance and gymnastics to University with physical education and professional dance education."

Cultural

"We have been introduced to the Chinese culture and seen the big contrasts – specially between the city of Shanghai and the countryside in Kunming."

"We now have got a much wider knowledge and insight into Chinese culture – especially because we have visited many small communities, local places and people."

"The Chinese people are much more open minded and welcoming than I expected."

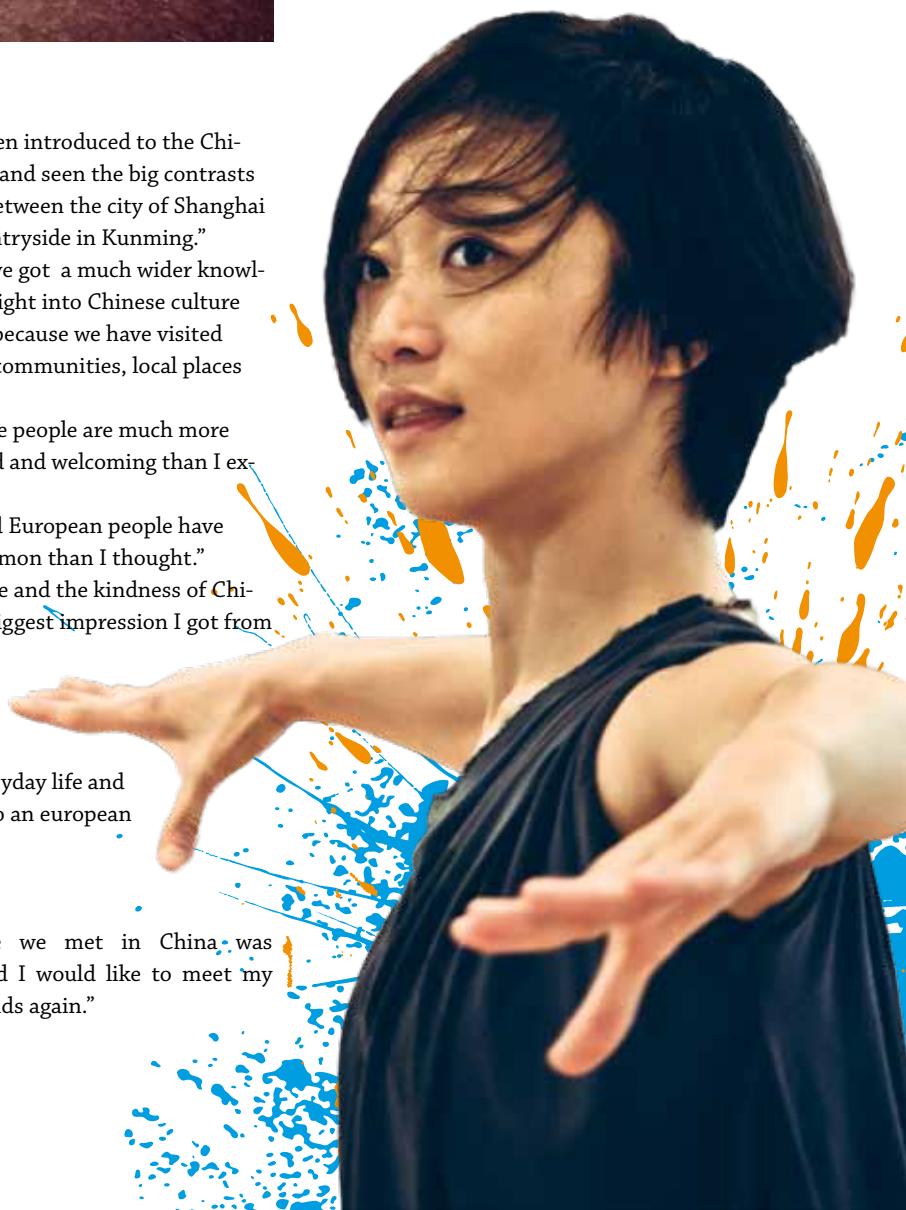
"Chinese and European people have more in common than I thought."

"Their culture and the kindness of Chinese is the biggest impression I got from my trip."

"It was nice to get an insight into Chinese everyday life and compare it to an European everyday."

Personal:

"The people we met in China was fantastic and I would like to meet my Chinese friends again."



NOYCE Global Dialogue

Planned Activity

15 Asian and 15 European young leaders will join the NOYCE Global Dialogue non-formal training course lasting for one week. NOYCE Global Dialogue will empower the participants to understand and respect the great diversity in sport and physical activity cultures in Europe, China and the rest of Asia, to build a strong network of entrepreneurial youth, and to plan and execute three or more common international youth exchange projects beyond the project life time.

The specific action

Global Dialogue was coordinated by ISCA (International Sport and Culture Association) in partnership with Ol-

lerup and GAHK and gathered 30 youth leaders from 14 different countries, representing 17 organisations. Through discussion and sharing sessions, participants learned more about European and Asian cultures, such as their lifestyles, habits, games, and their working attitude.

With the help of facilitators, participants learned how to lead programmes and motivate all participants to enjoy all kinds of activities.

Besides working and learning, they also built up new networks and friendships among European and Asian participants.

Participants were encouraged to visit a local school and to engage in local sports groups.

Tangible results

A working partnership has been established in 2 groups:

1st group: working on a “Surf in Bali” project that brings together young people with disabilities

2nd group: working on a Global Dialogue training course in Philippines

A Global Network of young leaders ready to act in further cooperation between Asia and Europe.





Education through sport – Learning Outside the Classroom

By: Marina Hansen, Caro Bolaños Palmieri, Rebecca Olsen, International students

Picture a classroom with no desks, pens, and paper. Where your main tool is your body and where the only thing in your backpack is your sports clothes and your water bottle. Education through sport gives you knowledge outside the regular classroom. The knowledge you gain can't come from any textbook; it's about learning skills for life in a fun, interactive, and creative way.

In our modern society, one of the main challenges is getting people physically active. Education through sport promotes healthy lifestyles and encourages people to get moving. Besides all the health benefits, education through sport challenges you to

think in new ways. It pushes you out of your comfort zone and motivates you to become more outgoing and interactive. Education through sports creates more dynamic individuals and stronger team atmosphere. Students are taught to work through and overcome challenges as a group. The learning process becomes less about the individual and more about the social environment. Without noticing students are developing a sense of responsibilities and respect for others; they become more aware of personal capabilities and limits. Competition and evaluations lose values while patience and tolerance become more beneficial. At Ollerup all these concepts come to life.

At school students are surrounded by many different cultural backgrounds. During one day you can interact with 20 different nationalities, this gives the opportunity to exchange ideas, beliefs and experiences. This way, contributing to the student's personal growth.

At the International Academy of Physical Education at Ollerup, sport is not about being the fastest or the strongest, but about opening doors to new ways of learning and teaching. It's creating a world of possibilities.



It needs a discussion: How to learn?

In the aim of creating activities and projects for bringing people with different cultural background together, you need to consider what kind of learning process you want to facilitate.

You would need to consider **WHAT** kind of experiences you want the participants to achieve – but to qualify the project you also need to ask **HOW** the participants will achieve these experiences. The project is therefore more than a project with aims of bringing people closer in spite of cultural differences – it is also a statement in method and learning perspectives.

Learning – Patternbased, informal and non-formal

To choose a method of learning and realizing the project – the method has to be true to the aims and perspectives of the project. Looking at the aims for cultural awareness, intercultural competences and competences to plan, organize and act in cultural activities and programmes – the NOYCE project is shaped on the integration on different approaches of learning.

Patternbased learning

Using the concrete situation and absorbing everything involved in the situation by putting extra focus on **RELATIONS – SPATIAL ORIENTATION – EMOTIONS.**

Meaning that activities will be planned to have extra volume towards these 3 perspectives.

Informal learning

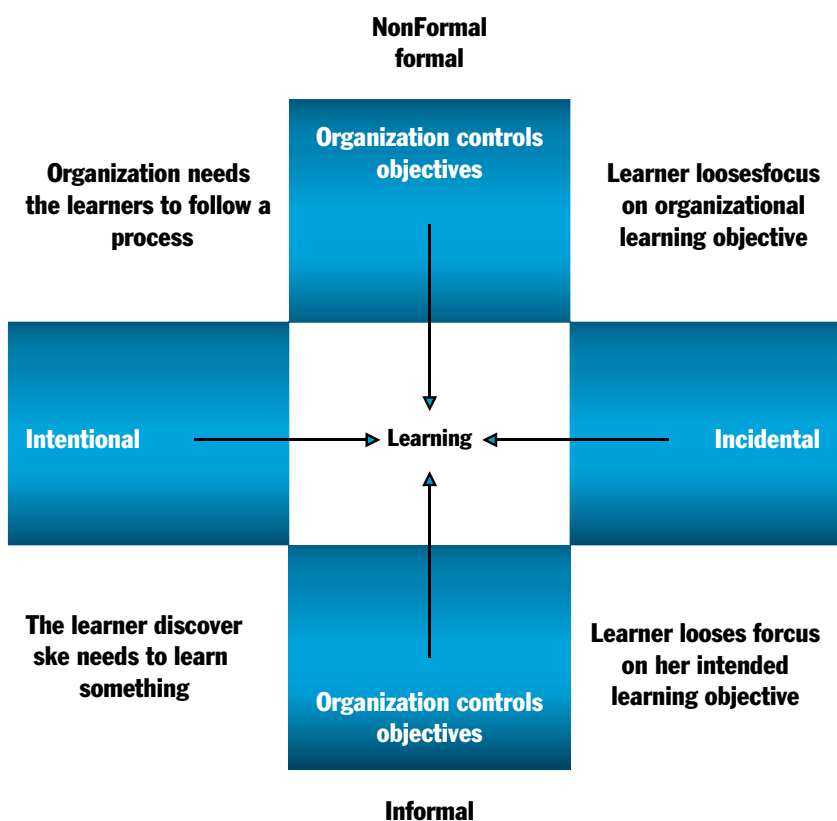
Learning that takes place outside a dedicated learning environment and which arises from the activities and interest of individuals and groups. Non course-based learning activities which might include discussion, talks or representations, information, advice and guidance.

Non-formal learning

A contrast of formal learning: No prescribed learning framework, no organized learning event or package,

not necessarily a designated teacher or instructor involved, no specification of outcome or qualification credit.

Non-formal education: learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective



Personal, cultural and professional knowledge

According to the different approaches of learning the personal, cultural and professional knowledge gained by the project are weaved into each other. It can therefore make sense to separate the reflections of the 3 categories – Which experiences are related to my personal development (communication, social, emotional etc.)? Which experiences are related to my cultural understanding? And which experiences are related to my professional development (as instructor, as dancer/sportsman, as project participant)?

The whole idea of structuring learning processes patternbased is to stimulate the transference to similar situations. It opens up the possibility for *relations, spatiel experiences and emotions* to activate tacit knowledge and learning skills in cultural meetings. Meaning that the participant is not depending on technical or formal knowledge to interact in the cultural meeting.

Planning the learning process, it can be useful to think in following studies to fulfill the projects WHAT and HOW:

1. *Concrete experience* (Scandinavian dancers in interaction with Chinese dancers in workshops, performances, dialogue, private accommodation etc.)
2. *Reflective observation* (during the actual meeting, and back home after ending the project)
3. *Conceptualisation* (What is Chinese culture? What is European culture? How is body culture related to society? How is body culture and dialogue connected? Etc)
4. *Active experimentation* (using new knowledge to change performances and workshops, creating new projects, trying out new body culture in new context etc.

How to choose a project management-model

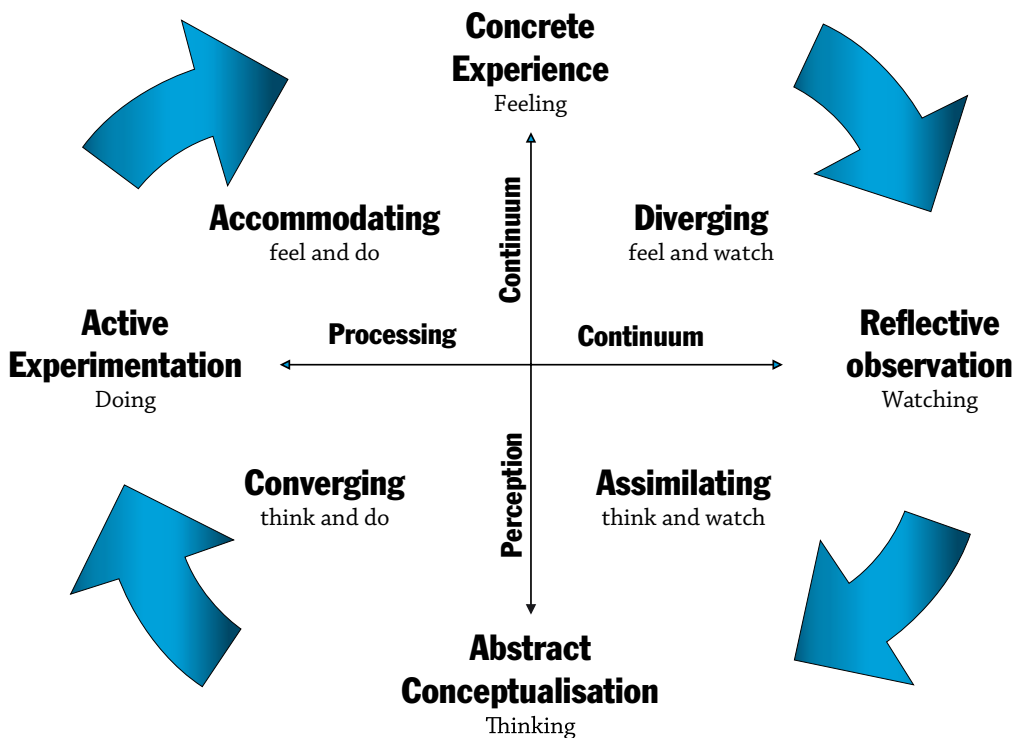
Because of the complexity of learning processes (personal, cultural, professional) on many levels, it can be necessary to be inspired by more than one project management model.

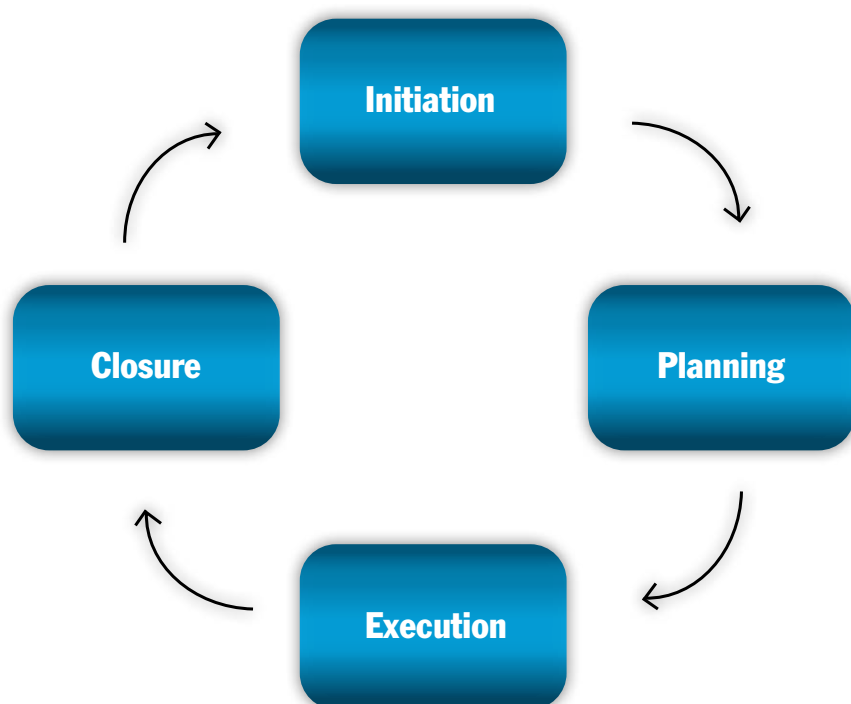
The process of having a multi-cultural project in an educational institution with a background of non-formal education, gives an extraordinary opportunity

to showcase project management tools for young leaders. To have the chance to try these models in a "hands on" environment, ensures the quality of the learning process.

To guarantee that the personal, cultural and professional sphere were involved in all phases of the learning process, students and the young leaders, had the chance to reflect upon the tasks they had to develop. As mentioned before, from Ollerup perspective, NOYCE project had an educational value. Our main goal was to empower the young participants to act in the different directions of NOYCE, using simple management tools.

The project life cycle model was used as starting point for planning all activities. Even though it is a simple model, it gives youth leaders the overview of the process.





During the NOYCE project, especially the Network Managers staying four months at Ollerup, have tried this many times. Putting theory into practice when for example put in charge of morning assemblies, arranging an International Day/Café, a whole 3 days workshops and presentations at a special (boarding) school or when they were working with initiating own projects.

During this process, three well-known project management tools were presented and discussed with focus on the specific tasks of NOYCE. The idea was to give young leaders the possibility to reflect and act in the right direction, managing their tasks in the project:

Problem tree analysis

The Problem Tree method is a planning method based on needs; however it is not a mechanical translation of problems into objectives. While going through the process, taking the different steps, there is continuously room for opportunities, new ideas and contributions from the involved parts.

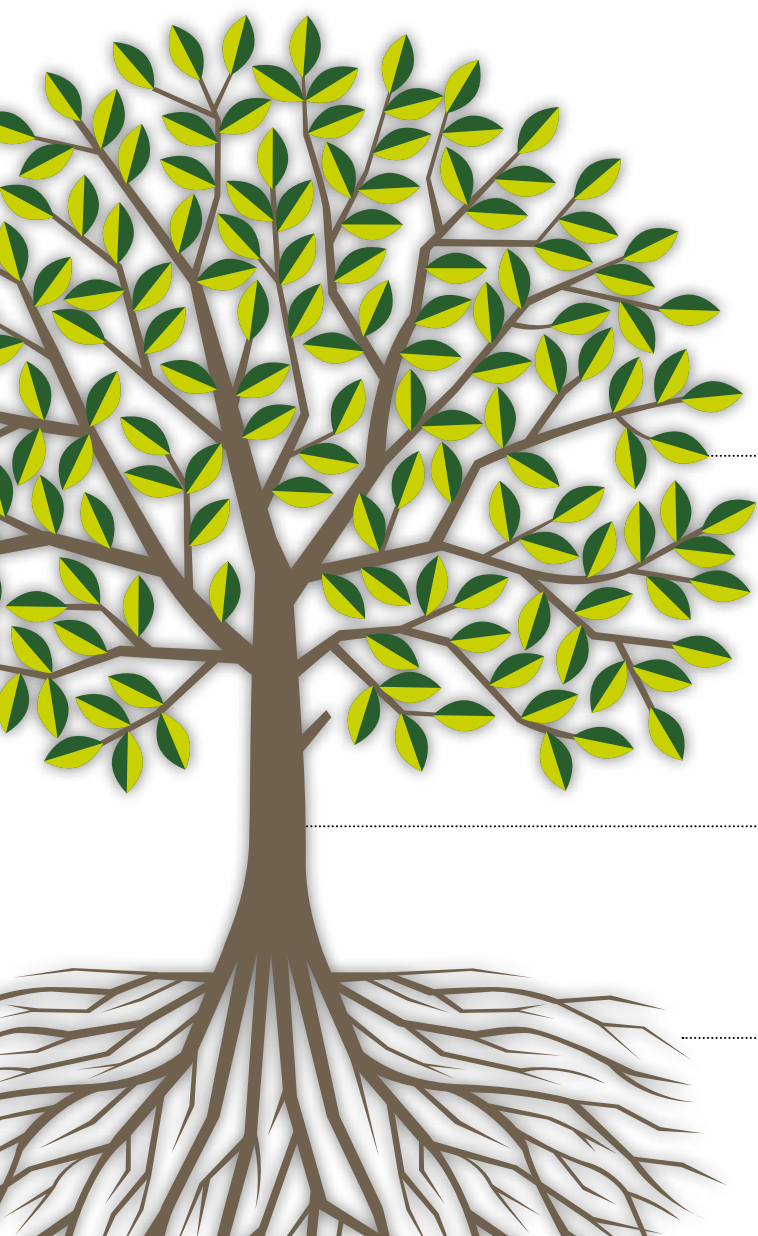
Logical Framework Approach

The Logical Framework is a widely used tool to describe and structure major elements of a project; it gives answers to questions about the why, what and how of a project and also about the who, where and when. This tool is widely used in intercultural projects and necessary to ensure that the overall goal of NOYCE also reflected in the specific outcomes of the project.

LogFrame can take the energy out of the young entrepreneurs with its superstructural approach, but switching between different tools and working with in practice partly through a simple case, partly with their own projects, it gives the experience of how helpful it can be.

Envisioning

Envisioning is an inter-active tool to guide the visionary thinking of stakeholders of an organisation, or of actors with an interest in a certain subject. Envisioning is a way to prevent that reflection on the current problems hampers



.....
Consequences

.....
Problem

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Problem

the discussion about the future. It helps to arrive at a common vision, mission, identity, values and profile, to identify problems that may jeopardise reaching the envisioned, and to prepare policy choices to prevent (or address) these problems. It helps to reassess whether we do the right things (in view of long-term trends and objectives), rather than that it limits the discussion to the operational question whether we do things the right way. Moreover, the activity of envisioning as well as the vision itself helps to

inspire, bind, direct and challenge the stakeholders and actors. The participants have been introduced to this using it in concrete cases like an evening event at Ollerup. Furthermore 4 European students (2 Estonian and 2 Czech students) tried this on parts of the NOYCE project and by this became part of the working process and development through the activities carried out.

During the process of developing different activities related to NOYCE project,

those three models were used to help students and youth leaders to plan, develop, refine, carry out activities during the NOYCE project.

Logical framework matrix

	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
Overall objectives	What are the overall broader objectives to which the action will contribute	What are the key indicators to the overall objectives?	What are the sources of information for these indicators?	
Specific objective	What specific objective is the action intended achieve to contribute to the overall objectives?	Which indicators clearly show that the objective of the action has been achieved?	What are the sources of information that exist or can be collected? what are the methods required to get this information	Which factors and conditions outside the Beneficiary's responsibility are necessary to achieve that objective? (external conditions) Which risks should be taken into consideration
Expected results	The results are the outputs envisaged to achieve the specific objective. What are the expected results?	What are the indicators to measure whether and to what extent the action achieves the expected results?	What are the sources of information for these indicators?	What external conditions must be met to obtain the expected results on schedule?
Activities	What are the key activities to be carried out and in what sequence in order to produce the expected results?(group the activities by result)	Means: What are the means required to (group the activities by result) implement these activities, e. g. personnel, equipment, training, studies, supplies, operational facilities, etc.	What are the sources of information about action progress? Costs What are the action costs? How are they classified? (breakdown in the Budget for the Action)	What pre-conditions are required before the action starts? What conditions outside the Beneficiary's direct control have to be met for the implementation of the planned activities?

NOYCE PARTNERS



"Youth in action" - The European Commission Youth in Action programme.



2011 was designated as the EU-China Year of Youth and 2012 being designated as the EU-China Year of Intercultural Dialogue for strengthened intercultural relations between EU and China.



Academy of Physical Education in Ollerup is partner and project coordinator.



Gong Hao Wu in Shanghai is Chinese partner and frontrunner in the Chinese activities. Gong Hao Wu is working with movement and physical activities especially dance.



International Sport and Culture Association is partner and world wide Sport for All umbrella association. ISCA is very experienced in project coordination and implementation.



The Gymnastic Association of Hong Kong, China is a new and very active partner in NOYCE project. They are organising the Global Dialogue week

FOR FURTHER INFORMATION, VISIT OUR WEBSITE: WWW.NOYCEPROJECT.INFO

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OF THE **YOUTH** IN
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OF THE EUROPEAN
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