

## 1. Field Notes – Extract

### **Inspiration Lab**

**2017-04-23, Sunday**

**13.00–16.00**

The session is a dissemination activity involving members who have been on youth exchanges organized by the organization via Erasmus+. The event involves seven members, three girls and four boys, and one of the organization leaders. The youths are between 17-20 years old. Some of the members have been engaged in the organization ever since the beginning in 2013, while others are quite new. The person who holds the first presentation tells me that s/he have been involved in just 1-1 and ½ month, and another one tells me that it is his/her very first meeting. Both were snowballed by another organization member.

13.00 The session starts with a coffee break while the organization leader and his/her assistant are struggling with struggling with the technical equipment. They are also waiting for one member who have not yet arrived. The members are playing music and are talking comfortably to each other.

13.30-14.00 The late member arrives and the event starts. The organisation leader presents the event and the three training courses in focus. A young participant then enter the stage and begin an enthusiastic presentation about a training course in a South European country. The course focused on facilitation and training, and more specifically how to make people learn by themselves through a specific technique and how to be a ‘facilitator’ of such learning processes. S/he illustrates his/her experience through a workshop, where s/he first asks the audience to turn to their neighbor and discuss cheese. S/he then asks them about their experience, what they thought was difficult and what they have learned. One participant says that the most difficult thing was to keep to the subject and to keep the conversation going. The task aimed to make the participants aware of how to strategically ask a question that make the receiver interested and responsive.

Thereafter the presenter shows a diagram, the x-axis indicate technique – the far left answers and to the far right questions. The y-axis illustrates power and the resource from person to client. S/he then presents five words written on yellow paper in the shape of clouds; ‘Instructing’, ‘Teaching’, ‘Training’, ‘Facilitation’ and ‘Coaching’ and asks the audience to place the clouds on the diagram where they think they fit. The whole group switch over to English during this task since one of them is from a foreign country and have not learned Swedish completely yet. The group discuss and are placing the words on the diagram, when finished, the presenter asks the group to reflect on the task and they start to speak about different learning processes and what characterize them. The presenter then places the words where they should be, according to what s/he have learned and explained why, and the group then discuss the replacement.

Lastly, the presenter shows a picture of a drawn, giant hamburger, with the word ‘Feedback’ written on the top of the page. S/he then asks the group if they know what feedback and a hamburger have in common. One participant describes it as a way to motivate an answer, for example why do you like hamburger? A basic answers could be – it tastes good, and a more developed answer could be that it is good due to the fresh bread and juicy meat and thirdly a comparative answer between different burgers. One participant says ‘it feeds you’ – in English. Another member then suggests the right answer, that it is about how to give feedback, at first you have to tell what you did like about it - the bottom bread, then what could be improved – the meat including salad to illustrate that the critique has to be constructive, and lastly a reminder of what is good – the top bread. The members are then asked to write feedback to the presenter on post-it labels and stick it on the hamburger.

The presentation is ended with a discussion on how to give and receive feedback and a movie with pictures from the training course. The whole presentation is characterized by a relaxed atmosphere where all the members openly discuss their views, tell jokes and laugh together.

14.00-15.00 Two participants, one of the organizations first members, hold the second presentation about a training course in east European country, aiming to strengthen young people's abilities to find and/or create their own jobs, develop their skills and self-esteem, as well as getting to know other cultures. The presentation starts with an organized dance activity, where the members shall imagine doing a 'flash mob'. Despite some problem of finding the right sound track, the participants seemed to enjoy the task.

They then continue with a power point presentation about the training course, showing pictures and telling the others about their experience. They are both very enthusiastic about the course, and even though the event was supposed to take place during 9:30-22.00, they stayed together from early in the morning to late in the nights. During the course they applied for jobs, attended job interviews, practiced on writing CVs and personal letters, got lectures on how to start their own enterprise etc. They also had a 'living library' where the participants get to meet professionals to learn about their work, experience and situation. Among else there were international night outs, a thematic night were the participants got to learn more about each other's home countries. They participants were also able to introduce and present their own topics, where the contribution from the organisation and its members was 'social innovation', indicating that entrepreneurship and work does not always have to involve paid work.

The presentation was finished by a last interactive task, which I participated in. The activity involved writing a portrait of each other, but just one characteristics. After 20 seconds, the drawing was handed over to another person in the group, which continued to draw another characteristic.

15.00-15.30 The organisation leader presents the last training course which took place in central Europe and was focused on the use of social media. Since none of the original participants were able to come, the presentation get very basic involving a power point but no workshops or activities.

15.30-16.00 The organisation leader ends the session and the participants stayed to chit chat with each other while the leader introduced two new members who will soon participate in another training course.

During coffee breaks before and after the session I got time to talk to some of the members, for example the participant who held the first presentation. S/he was very excited about the organization and told me that it was like being a lonely artist which have discovered an arts club. The organization leader told me about the funding of Erasmus+ and that there were few Swedish organisations who applied for funding, even though it provides great opportunities for youths and youth organizations. S/he said they were like a unicorn, to be Swedish in the context of EU youth programmes is very rare. One explanation according to the leader, is that few organizations know how to apply for the funding.

**2017-05-21, Sunday**

**13.00–16.00**

**Inspiration Lab & Preparation Meeting**

The session is a dissemination activity involving members who have been on training courses organized by the organization via Erasmus+. The event involves three members, one girl and two boys, and one of the organization leaders. The youths are between 17-20 years old, and all of them were attending the meeting 2017-04-23.

13.00 The members are talking to each other about the courses, summer job etc., before the event starts.

13.15-13.30 The session starts with a coffee break consisting of grapes, cookies, buns and lemonade. The members and organization leader are talking to each other, mostly about the data stored by enterprises, public agencies and other organization and the pros and cons with the current law of data access. The members expressed awareness of how it affects for example the prize of flight tickets, which they have experienced during their trips, but also as how it can be an instrument to stop crime.

13.30-14.00 Two participants present a training course they attended in a south European country. The course was about how to teach and lead different groups as for example 10 year old kids. The presentation is conducted in English with the use of a power point, and starts with a name-play where you say your name accompanied by a gesture, the next person will then repeat the name and gesture, and thereafter add their name and a new gesture, which the next person will repeat and add their name and a gesture to. The game helps the respondents to recognize and learn each other's names as well as creating a comfortable atmosphere.

They then continue with another game in order to get to know each other, where you write four things about yourself in the corners of a paper. One thing should be a lie and the others have to guess which one by writing an 'X' behind the false statement. The activity is conducted with pop music in the background. The participants seem to enjoy it, and even though they have met before they learned something new about each other.

The presentation goes on with information about the course, the city and the travel. They presenters are telling us that they had to sleep at the airport and had a budget of 360 euros/each to cover the travel costs. They did not have any problem to stick to the budget, but since it was the host organization's first time of organizing a training course there were some difficulties regarding the food. It was barely enough to feed the participants and did not included much vegetables. They shared rooms with other participants from different countries, in total 25 youths attended the course.

They thereafter talked about the workshops and what they have learned. The course begun with a lecture and workshop of different kinds of leadership and how to use different techniques dependent on the target group (the techniques were very time-consuming to present, so those who were interested were told to ask them about it after the session). The participants were then placed into different scenarios, using role play, where they should try to teach different targets groups about an issue. One of the presenters chose the target group of 11 year old children, and his/her aim was to teach them how to take care of animals. S/he decided to show them a movie about a girl who was adopted and mistreated, but in the end it turns out that the girl actually was a dog. His/her point was that you should respect animals just as you should respect another human being, but s/he realized that the method s/he used did not work the way s/he intended. The movie was very sad and gets personal, which made it hard to reconnect to animal rights. However, s/he thought it was very fruitful way to test and learn about different methods.

The course also included studies in mindfulness and meditation, which one of the presenters was very excited about and s/he told us that it contributed to new insights about him/herself and his/her mind.

The presentation ended with a movie made and edited by one of the presenters. They both seemed to have enjoyed their journey, both the course per se as well as to meet new friends. As one told me; one of the best things is that no matter where I go in Europe from now on, I got a couch to sleep on and friend to visit.

14.00-14.30 Coffee break

We sat down and came to discuss the Erasmus+. The organisation's intention have ever since the start been to work locally, but since it was hard to get funding and attention from the local level they turned to the EU and have now grown enormously internationally, which in turn made local stakeholders interested in their work. They experience that the national agencies and municipal administrations do not dare to put money in small, untested ideas, and that they always are faced with scepticism due to their smallness. But as one activist told me; we might be small, but we are effective and therefore manage to accomplish a lot. It seems hard for new organizations to establish on the national arena. Although Sweden tend to brag about our active civic society it seems to be dominated by old, well-known organizations which "eat" new-comers.

Another thing discussed is why young people do not engage in youth organizations, and one activist told me – you know what the first thing other youths ask me? "How much do you earn?", and I earn nothing economically but there are so much more in it for me than money. If you do something you love, you will be really good at it, and even if it does not pay from the start, the more you effort you put in it, the more likely it is that your avocation will become your job or lead you to a job. S/he told me about a person s/he known which had worked voluntary for years with dance courses, which lead the person to an occasional job which sooner offered him/her the opportunity to start his/her own enterprise. S/he is now very successful and earn a lot of money, but the intention was never to become rich but to do something s/he loved. I am told that young people in Sweden might be too spoiled, they do not need to worry about a summer job cause their parents will pay for them anyways, most of them have an own car and are able to travel every year. They do not see the value of voluntary work as they do in other countries where they have to work in order to get these things.

### **14.30-16.00, Preparation meeting**

The meeting is a preparation meeting for a youth exchange in east Europe with 36 youths from seven countries. It is held via Skype with youths from different parts of Sweden, from the north to the south. Two girls and two boys between 16-20 years old attend the meeting. One of them lead the meeting. At first it was some struggle with the techniques, and the conversation was disrupted two times during the meeting.

The meeting starts with a presentation of the organization, its history and goal, as well as the five leading words of the organisation. Thereafter follows some practical information, where and how they shall live, how to get there etc. As well as some explanation of words, good to know before travelling:

- ❖ NGO – non-governmental organization
- ❖ NA – national agency, funder of the exchange
- ❖ MUCF – the Swedish national agency of youth and civil society
- ❖ Coordinator – leader of the youth exchange

- ❖ Partner/partner countries – partners of the exchange, including Sweden
- ❖ Youth pass – a certificate of the course to use in for example job appliances

Thereafter they talk about how to be a good participant including checking and responding to emails, be prepared, be active and stick to the schedule, be in time, take care of each other, give feedback, take photos and make videos, write a report or diary of the day and be professional and kind to people you meet. The features are developed in a template by the partnership which the organisation is engaged in, though copy righted and not possible to hand out to the researchers. The leader also pin points that they are not there to party or to sightseeing, they will neither be in school. They will have fun but also learn a lot and you are expected to attend the sessions as well as enjoying the country and the human company. S/he also states the importance to be a good representative of the organization – to help and support each other and to actively take part in the activities.

S/he then informs about the mandatory dissemination, which in this case will be solved by making and distributing a movie with interviews with the participants, since it will not be possible to arrange a physical event due to the geographical distance. The conversation are then disrupted and the last parts are discussed on Facebook.

What hits me is the professionalism of the young activist holding the meeting, with just small support from the organization leader which now and then hands him/her post-it notes with important things to mention. But s/he conducts the meeting independently and with self-confidence, and it is obvious that s/he knows every single part of the organization and the up-coming activity, and that s/he will be able to guide them through the journey.

## **Youth Camp**

**2017-07-03, Monday**

**11:00 – 15:30**

The formal objective of this camp is to improve young newcomers' results in school by teaching them different study techniques. But it also has an informal aim to make the participants explore their capability and make them more confident, that they actually dare to talk in front of a group and that they can handle whatever comes their way. The camp is in cooperation with a municipality and takes place day-time Monday-Friday 3/7-7/7.

Eleven youths participate in the session, all asylum seeking boys around 15-16 years old. They have been recruited via the existing networks, for example did one of the organisation leaders previously worked to support them. They have all lived in Sweden for a maximum of two years and talk in general good Swedish. Many of them know each other from before for example by living in the same neighborhood or playing in the same soccer ball team.

The leader talks in Swedish, but with a foreign accent just like the youths. At first it appeared like s/he tried to make-fun up them, but later on it was evident that s/he used it as a way to make them feel comfortable by using their way of talking, to make them able to relate to him/her and in the prolonging make them more interested in what s/he tried to teach them. The youths seemed to be very comfortable with the leader, they dare to talk, tell jokes and be themselves.

11:00 Name play; the first person tells their name and makes a movement, the second person repeats the name and movement of the first person and adds their name and a movement. This goes on and on until it reaches the first person again and a whole chain of names and movements are created.

11:20 The leader introduces camp, its focus and how it will be structured. The themes of the week is study technique, planning and health – three keys to success in school. S/he also tells about a group on Facebook where the participants will find relevant information about the camp.

11:30 Get to know each other play; the participants are divided into pairs who shall interview each other, asking questions about name, age, interest etc. The interview lasts for two minutes, then interviewer and respondent switch roles. Thereafter everyone present their partner in front of the group.

12:00 Cooperation activity; the leader places a long rope on the floor and then asks the participants to stand with at least one foot (or hand) on it. Thereafter s/he tells them to line up, firstly length and secondly by date of birth without speaking to each other and without losing contact with the rope. The activity works quite well, though the second one appeared a bit harder since the participants had to communicate by own made sign language. The participants seem to enjoy the activity, although some of them have difficulties to get the instructions.

In the end the youths get to reflect on the aim of the activity, some things that they propose is to get to know each other, train the balance, communication and lastly cooperation. The leader makes a point by saying that “by working together we can improve our learning” and asks the students if they use to study by themselves or if the use to study with friends. Most of them appeared to study alone.

12:05 The participants get to look at one image with a lot of different motives for 45 seconds and try to remember as much as possible. The participants are given notebooks and pencils, but won't get to use them until the picture is gone. Thereafter they get to write down in the notebook what they saw, in Swedish, their official language or by drawing. They should then tell the group what they have wrote down and if they used any certain technique to remember it. None used specific technique and most of them remembered about ten motives out of 22.

12:15 The leader talks about different ways to remember things, as for example mind maps, s/he then shows the image again, but just half of the time, and asks them to use a mind map to remember what they see. The participants then again got to present what the remembered, and most of them remembered about 20 motives. Thereafter s/he presents an up-coming home task – to read a text available both in Swedish and in the official language of the participants, which s/he will publish on the Facebook group. The participants shall read the text and make a mind map and use it to present the content next session.

12:30 Break with fruits, a lot of talk in the official language of the participants.

13:00 Lunch at a middle-eastern restaurant close by. The leader tells me about his/her and the organization's experience of culture clashes, both between their partners in the EU, but also between the bureaucracy in Sweden and the work of the organization where s/he experiences an unwillingness to try new things, to be creative and to let the structure be flexible to whatever comes up. S/he feels that many of the financiers and partners want a fixed plan for the work which suppresses the innovation. S/he also tells about their role models, which are all outside Sweden and are operating on a European basis. This makes them diverge from other Swedish youth initiatives which usually are working and focusing nationally and hence are just reproducing a Sweden specific practice. The leader talks once again about the commonalities and differences between young people in Sweden and other parts of Europe, where a general trend is a decreasing engagement which seems to be even greater in the more wealthy countries due to all already exiting possibilities.

S/he also talks about youth exchanges and the feedback s/he gets from the participants, which are always positive. But it is hard to find and encourage young people to take the chance, many are scared and sometimes want to drop off just before departure. However, they have always managed to make them go somehow. S/he says that one of the greatest things is to see how much they have grown after the exchange and it is not just knowledge from the education that they attain, but it is something more.

14:00 Warm-up activity – the participants shall touch a certain color with a specific body part. Since the room was not so colorful, some tried to touch each other's clothes, which brought up a lot of jokes and laughter.

14:05 Discussion about good places to study – the library, a park etc., the importance to make one thing at a time, not using your phone or listening to music at the same time when you are studying, to take a break – a real break where you do nothing at all to let the brain rest. They also discussed the difference between skimming and reading a text in depth and when you can use these techniques.

14:20 Exercise – post it notes and pencils are handed out and the participants are asked to look at a movie about study technique and at the same time make a mind map about the content. They should then write a summary about it with the support of the mind map till the next day.

14:55 Play in order to make the participants refresh their minds and concentration; the participants are standing in a circle and are asked to look at each other, thereafter to close their eyes and think about two of the persons they just saw. They shall pretend that one of them is a pooping cow and the other one a shield which they shall use to protect themselves with. When the music stops they need to have the shield in front of the cow, otherwise they lose. Since everyone have chosen a different cow and shield the activity got quite turbulent with a lot of laughter and quick moves. It appears to be really appreciated by the youths.

15:00 – The leader shows the Facebook group and talks about the organization and what you can take part in as a member. S/he also asks them to pay the member fee of 50 SEK, which the organization can exchange into 300 SEK through the national youth organization support. The money will be used to organize more activities.

## **Youth Camp**

**2017-07-04, Tuesday**

**13:00 – 15:30**

Day two of the youth camp. The session starts a bit later than what is stated in the announcement to give the participant time to conduct their independent task from yesterday.

Nine participants attend the session, one new participant.

One member of the organization participates to support the organization leader during the session. S/he recently arrived from a youth exchange with focus on communication in a south European country and is very excited about his/her experience. S/he told me that it was one of the best thing s/he have done, but that it is hard to explain to others the great worth of it.

13:10 Warm-up activity – "Ha-Ka-Cha"; the participants are standing in a circle, one person begins by saying "HA" while pointing at some person, that person raises his hands and says "KA". Thereafter the two persons behind him shall as fast as possible "cut" the person in the middle with their hands saying

“CHA”, the person who is the last to cut loses. The cut person continues by pointing at another person while he shouts “HA”, and so it goes on until it is only three persons left and the activity ends.

13:20 The leader talks about the importance to read the posts at the Facebook group to be sure to not miss any information. S/he also asks them to like the posts so that s/he will know that they have read and understood the information. Thereafter s/he reminds the participants to fill in the member template and to hand in the tasks in time so s/he gets time to read and give feedback to them.

The leader then presents the next task, a group work with three members in each group. Each group shall find information about a specific Swedish city, create a mind map about it and thereafter present the information to one other group. That group would in turn make a mind map of the presentation and then presents it to the third group, each group will in the end have a mind map of each city. The activity aims to improve the participants' ability to make presentations and to take in information from presentations by others by using mind maps.

They are allowed to use their phones in order to find information about their city.

It is a relaxed climate and the participants are chatting and joking with each other and with the leader. They seem more comfortable in comparison to yesterday's session.

13:30 Work in groups, the concentration is high and the participants are taking the task very seriously.

I walk between the groups and ask them questions about what they think about the activity and the camp so far. Most of them seem to enjoy it, even though they have some difficulties with the language. Those who I talk to express a willingness to continue in the organization to meet new people and to improve their skills.

15:30 Presentation of city 1, another group takes notes.

15:40 Presentation of city 2, another group takes notes.

15:45 Presentation of city 3, another group takes notes.

The participants listen carefully to each other and show a great respect.

15:55 End of session, information about the next session which will be about planning.

During this session I note that the understanding of the content of the camp (and about the research) is not that good as I previously thought. Some have been recruited by friends and might not have been provided the original information. Regarding the research I get to explain myself and the study once again.

## **Inspiration Lab and Preparation Meeting**

**2017-08-13, Sunday**

**11:00 – 14.00**

Four men, three women, including the two founders of the organization participate in the session as well as their child. The session is a dissemination event of a youth exchange settled in south Europe. The theme of the exchange was communication, and more specifically how you can reach a person by trying to use his/her perspective.

The session is like an interactive event. It is a really relaxed and friendly atmosphere. The participants are joking and chattering with each other. It feels more like a group of friends meeting each other, rather than a formal event.

11.00 The session begins with a presentation by two members, both around 18-20 years old, who attended the youth exchange. They first describe the travel and the geographic setting. The accommodation was a student district in the outskirts of the country, with shared kitchen and bathroom. They liken the exchange with a summer camp with a lot of activities from the early morning till the late night. The social climate was perceived as very familiar and the participants express that they have got a lot of new friends. What is remarking is that they barely appeared to have talked about their everyday life such as school, or leisure time interests even though it is probably one of the most common topics when you meet a new person. The phenomenon is illustrated in the below quotation:

“When I came home I told my dad that I have found so many new friends and he started to ask me a lot of question about who they are related to school and family and such. I was like, I don’t really know... You know, you don’t talk that much about what they are doing in their everyday life, but you get to know each other on a completely different level by doing things together instead of just talking.”

One example is a collaboration activity where the participants were mixed together and should transport the group by using delimited amount of “foots” and “spots”. The activity demands that the participants cooperate both physically and psychically.

One of the presenters also describes how the activities effectively connected the participants to each other:

“I learned all the names from just one activity”

This lead on to a discussion about the difference between a “training course” and a “youth exchange”, ending in the conclusion that a training course is focused on professional development, and a youth exchange on personal development. But also that when you attend a training course you attend as an individual, but when you attend a youth exchange you attend as a part of a group.

They also talk about what they have learned from the workshops as well as the content of them. During the exchange they got to learn about different communication strategies as for example passive, aggressive, defensive communication. They also got to fill in a questionnaire in order to try to describe and pin point themselves, using different wordings and perspectives to construct a certain picture of their persona. The aim of the activity was to make the participants reflect on who they are as a person and how they communicate it to others.

One participant asks how the workshops connected to the overall aim of the exchange. The question is raised in English and the group therefore switch language at this point. I note how comfortable they are in doing so, without any hesitation the members naturally switch over.

The answer of the question is that all sessions were about using other peoples' perspective in order to reach them. For example, the participants got to do roleplays with the outset of a specific story, were they should try to imagine themselves in specific positions of for example a migrant, student etc. and act it out. The idea is that when you talk with other people, you shall be aware of who you are talking to in order to reach them.

11:30 A game called "zip-zap-swosch". The participants are standing in a circle, one person begin by saying either "zip", "zap" or "swosch", to pass over to one other. "Zip" to the left, "zap" to the right, and "swoch" to whoever you want. The activity brings out a lot laughter, and even though it seems simple, it appears to be very difficult in practice.

After the activity the presentation continues with the cultural event, a reoccurring theme in all youth exchanges. Among else, the participants got to try cheese with maggots, a delicacy which appeared to be illegal to ship over board, but which some members somehow managed to bring with them (they did not know that they were not allowed to). The Swedish team made up a mini version of a Swedish midsummer party.

In the end the presenters show the Facebook group where pictures and videos from the exchange are distributed. Two videos are displayed, one "goodbye" video accompanied with violins, and one other which summarized the event. The first one was very sad and among else showed a table where the participants used hang out, but now was empty. The other one was more motivating, and you could clearly see how they enjoyed the event. When they did something, they put it on the wall, and in the end the whole event hall was full of posters. The movie was recorded and displayed at the local news channel in the country where the event took place.

At final the presenters are asked some questions about the event:

What was the worst?

"The "blue day" which often happens in the middle of a youth exchange when you feel overwhelmed by all impressions."

"We arrived late, the other participants had already begin to get to know each other."

"Participants who show up late to the activities."

"The breaks were sometime too long."

How did you feel two days after the exchange?

"Why couldn't it last some more days?"

During this session I raised the questions of how they successfully managed to get the group together, compared to our team building experience from Athens (wp9). They suggested that it might be due to

the length of the camp, but also that they got to live together. The members also raised the importance to let the youths organize some parts on their own, as well as having one or a pair of adults to support them, and not to forget a lounge or similar where the youths get to hang out and meet each other.

### **12:00 - 13:00 Preparation Meeting**

The meeting is held in English and targets the up-coming training course organized by the organisation. Two boys and one girl will attend the course as well as the organization leaders. The participants have all been approached by the organization leaders and are members which currently have or will have coaching roles within the organization. The theme of the training course is coaching.

One of the leaders shall be the host who is responsible for the accommodation, food etc. and the other one will be a trainer at the course. The participants will live in cabins in connection to a conference center. It will be five people from different countries, but the same gender living in each cabin. The majority of the event will take place at a conference hall, but the evening sessions will take place at the house of the organization leaders since the center is closing before the course does. 28 participants from eight different countries will participate.

Besides the formalities, which are not as much as when the organization travels abroad, they discuss the importance of attitude and how to behave at the course. For example to not complain in front of the others, but bring up the issue with the leaders to not make up a bad atmosphere. They also talk about the use of networking and to really utilize the opportunity to meet and get to know new people, as well as what it means to be a member of the organisation. The latter brings up a discussion about the t-shirt and logo of the organization – a black background with white text. A member with roots from a country outside Europe associates the black color with sorrow, just as the black color represents in the flag of that person's home country. The organization leader clarifies that the color is just because young people think it is cool and easy to wear and combine with whatever they want. But if the color does not have any specific meaning rather than for practical reasons, the logo has, where the five edged star represents the corner stones of the organisation.

At last, the participants are asked to sign a contract that they will attend and fulfil the course. That is a new feature to make the participants attend all the different stages of the course – from preparation meeting to the particular course, and in the end the dissemination. Sadly, some people do not show up at the dissemination event (inspiration lab) and the organization leaders have to repay the funding with their own money. Hence, the contract states that if you do not attend all the different stages you get to repay the course yourself.

### **Study Visit from a North European country**

**2017-08-15, Tuesday**

**10.00–16.30**

We meet up at a municipal center in a small, rural municipality. But the train is late and the group do not show up until after ten, the time we had agreed. I wait in the reception and at last the group arrive. The group consists of one of the organisation leaders and a number of representatives of youth organisations from a north European country. The visitors are on a study visit arranged by the umbrella organisation to which they belong. The study visit is financed by Erasmus+. Six women and five men participate, one organisation leader and representatives who work within different areas targeting vulnerable youths attend the session. The aim is to exchange practice on the subject.

We start by having coffee, since the room we should use is still occupied. The organisation leader has previously told the participants that I shall come, and it is shown that the participants are somehow vigilant to me.

10:40 Me and the organisation leader prepare the meeting. We start the technical devices and hand out folders about the municipality on the table. We are in a conference room in a municipality center. In the room is a big table with seats for about 20 participants and in the front a presentation screen. The leader tells me that the other leader could not participate since s/he is busy planning the course which will take place the next week. They need chairs since the dinners will be at their house.

10:45-11:00 The participants begin to drop in, it is a formal but good mood among them and they talk to each other in their official language. The leader welcomes the participants and starts with a presentation about the municipality. The presentation should actually have been held by the tourist center, but it had been a misunderstanding in the communication. The leader tells among else that the municipality is an old mining village, but is today more famous for its nature tourism. The municipality is very small in terms of population and is currently fighting with exodus among young people and an aging population. The unemployment rates are moreover high, and far-right parties are flourishing. It has received a high amount of refugees during the last years' refugee crisis. It has resulted in some population increment, but it has also caused a great pressure on the municipal social services. The phenomena generated a discussion among the participants who recognized it from their home country. The leader finally tells about his/her job with integration.

The presentation is in the meantime translated to the participants' official language, even though most of them appear to have good language skills.

11:00-11:15 I hold a short presentation about the project, its aim and my role. The participants are interested and want more information. I am asked to send my presentation which I do later on.

11:15-12:00 Break. We visit the municipality's courthouse where they have a temporary flea market, before we go on to visit a church. I get the possibility to talk with one of the participants. I am told that the organisations are a part of a project which aims to improve youth work in their country and in the EU. The organisations do for instance work with group therapy and activities for children and youths who for some reasons are in a vulnerable position. Most of the participants appear to be professional youth workers and have been involved for a longer time in their respective organisation.

12:00-13:00 Lunch at a restaurant nearby. I get the possibility to talk with one of the leaders of the project. S/he tells me, like the leaders of the studied organisation has before, about the challenge to get youth organisations to collaborate. They have previously organized several events in order to improve co-operation and learning between organisations, but the engagement is low. They have a big budget, but have difficulties to spend the money. The organisations do not see the value of collaboration, and there is a fear that it might end up in out-competing each other.

The mood during the lunch is good, but the language spoken is mainly the official language of the participants. The restaurant is quite big, but we are alone besides some pensioners.

13:00-13:30 We go to the municipal center and I talk to the leader of the organisation. We start to talk about work and voluntary work versus private life and rest. The leader tells me that s/he part of the day works in his/her ordinary profession, but that it is not always possible. In this case it means that s/he will switch role to his/her profession in order to present the work s/he is doing for new comers.

13:30-15:00 Changes in the schedule. A presentation from another project was planned to be held, but since the public transport was late it gets postponed. Therefore, the leader holds a presentation about some projects s/he is working with in the role of his/her profession. But it will also be shown that the organisation is a part of these projects. Two men, one younger and one older who work in the sub-projects join the session at this time. They work at the project and I notice that one of them is engaged in the organisation since we have met each other before.

The organisation is formally a partner to develop methods and workshops, but the border to where the organisation starts and ends appear to be unclear in practice. The leader utilizes his/her professional role in the voluntary work, concurrently as the voluntary work improve his/her professional efforts. The same can be applied to the other organisation members – compare for example [Respondent 3] who

describes that s/he despite high level of absence succeed with his/her studies because s/he manage to utilize his/her experiences and skills in school (see interview with respondent 3). One of the leaders have worked with supporting young new comers which made the organisation in a short period of time able to organize a camp for the target group and quickly recruit participants. The leader is highly appreciated and have a good relation to the participants, which can be understood to encourage the participants to participate and actively engage in the activity in a way which would have been much harder for an outsider. It probably has pros- and cons, but appear to be a key for the engagement.

15-15:30 A woman who works as a social worker in the municipality in order to decrease school drop-outs is entering the room. The woman know the organisation leader from work, and have by this way received an invitation to the meeting. She feels very unsecure to speak English and the presentation is therefore hold in Swedish with continually translation into English by the organisation leader, and thereafter to the official language of the participants. The project include among else work to develop instruments to make youths go to school, as well as to make students who have dropped out to go back again. The woman tells that the work involves parental support as well as work with the teachers in order to find and test new methods which work for the youngster. The group found it strange that there is a group hired to specifically work with this, especially since the municipality is so small. After the presentation the group applaud by knocking in the table.

15:30-15:45 Break

15:45-16:20 Workshop. The participants get to test different exercises from the gender equality sub-project. The exercises aim to make the participants to start to reflect about gender and how it affects our lives. The group are divided into pairs during the first exercise, since they are an unequal number I get to join the activity. Pencils and papers are handed out. One shall now close his/her eyes, whilst the other is exposed to a picture for several minutes. Thereafter they switch roles, the one who have had his/her eyes shall now look, whilst the other shall close his/her eyes. The one who keep his/her eyes open is now exposed to a new picture for several minutes. When it is done, the picture is closed down and the couple shall now draw together what they have saw without talking to each other. The picture that I had looked at was a man, whilst my partner saw a woman. The aim of this perspective is to make the participant aware about the fact that gender affects our way of understanding the world.

The participant shall in the next exercises draw an own timeline from birth to today with important moments marked out. The exercise are conducted individually with a pencil and a paper. When the exercise is done the organisation leader asks them to think about if something in the timeline would have looked different if they were born into the opposite gender. An intense discussion starts within the group with thoughts from it would not cause such a great difference, to that the career would have turn in another direction if the person was born as a man. One person claim that the difference would not be that significant for persons in their country, but might be more visible if they were born in a country outside the EU.

16:20-16:30 The session ends. The organisation leader gives information about the travel back to the hotel and the dinner.

### **Study Visit from a North European Country**

**2017-08-17, Thursday**

**09.00–12:30**

The session takes place at an upper secondary school. The school collaborates with the organisation.

09.00 The group are late once again, but I am welcomed by a woman who works at the school and I get to sit down in the staffs' coffee room meanwhile.

09:20-9:30 The group arrive and I meet up the organisation leaders. We are led to a conference room with a table set with coffee.

09:30-09:40 The room is filled with participants. The mood is good and a bit more relaxed than before, yet a bit formal.

09:40-10:20 The woman presents herself and welcomes the participants. Thereafter she holds a power point presentation about the school in English.

The participants are engaged and attentive, some are taking notes. The presentation is continuously translated into the official language of the participants by the two organisation leaders.

The woman tells that the school puts a lot of effort in the relation between teachers and students in order to create safety and in turn a good basis for learning. Many students with low socio-economic status are coming to the school, which demands the school to work with other methods to make them reach the learning objectives and graduate. Instead of focusing on the grades the school strives to make the students reach as far as possible.

It is also told about different projects within for ex. recycling, mentorship between students and voluntary work.

Quote from the presentation:

”We hope that the students shall write their final thesis within the framework of these projects that the school organizes, that it will bring value to them.”

It is under this theme that the organisation contributes as a partner – for example will students from the media programme produce a movie about the upcoming training course that will be held during the next week, and a number of students will participate in the course. Moreover, the organisation and the school collaborates within the framework of youth exchanges, where the school hitherto have sent one student.

10:20-10:40 Question time and discussion.

One participant asks whether the school gets any feedback of their work from the universities, but they have not. Neither do students always manage to get a diploma. This starts a discussion among the participants about the importance of a diploma, not just to be accepted to universities, but to get a job at all.

Questions are also raised about the Swedish school system, if the students have to pay and how the appliance works. The woman tells that the students apply to the school because it is in the outskirts of the city, but also because it is not hard to get accepted. Some students are disappointed if they get accepted to the school at first because it might be their second or third option. But they use to change their mind soon. Others choose the school actively just because of the school’s unique teaching method.

Another participant wonders how the school work in order to change the students’ approach that the teaching process is more important than the grades? The woman explains that it is something really difficult because many students are really into the grade approach. A significant part is however collaboration and to show the student that they can reach longer just by changing their perception about what is important. She is convinced that strains of this method exist in other schools too, but it does not get as much attention. Parents have told the school that they have always seen their child struggling with the grades and that it has resulted in a locked mindset. The student has felt misfit and demotivated, but when the grade pressure is reduced, the student’s stress is decreased and they can perform better.

10:40-10:50 Tour of the school. The group get to, among else, visit a class who is doing a collaboration activity where one student with blind folded eyes shall bake a cake with guidance from other students.

Afterwards I follow the organisation leaders to a classroom where they shall hold a presentation about their method. The aim of the presentation is to offer the student to work with it within the framework of their independent exam work. The north European organisation does not attend this activity, since it is separated from the study visit schedule.

11:00-11:30 Presentation by the organisation leaders. The leaders ask for two volunteers in order to illustrate how the method works, but they finally have to pick them out since no one signs up voluntary. Two students get up, a girl and a boy to exemplify the activity. The method is described according to

the following: The girl has a dream and the boy shall fulfil that dream by social entrepreneurship, to his help he has a coach. The difference between social entrepreneurship and ordinary entrepreneurship is claimed to be that the latter is focused on raising as much money as possible. The other is focused on the development of your own competencies and to do something unselfish for someone else. The boy and the girl do not get to meet each other until the dream is fulfilled. The girl is then asked if she wants to fulfill someone else's dream.

Quote from the presentation:

"It is fun to get your dream fulfilled, but it is even cooler to do it for someone else."

The engagement from the students during the presentation is moderate, but it is not noisy or chaotic. It is apparent how important the social contact is – it is hard to build up engagement among persons you do not have a relation with. The leaders also express an awareness concerning this, which is brought up during talk after the presentation.

### **Study Visit from a North European Country**

**2017-08-18, Friday**

**Visit at a Foundation for Foster homes**

**13:00-15:30**

We meet up at the top floor of an office building. The group are late once again and it takes a while before all is gathered. Two officials, a man and a woman, one of them the manager of the agency and the other a social worker, are welcoming us. The agency works with family houses, to recruit and support them. The organisation does not have any collaboration with the organisation like the upper secondary school has. However, it will later be shown that the organisation leaders are familiar with the organisation from before by private contacts. This constitutes all activities during the week where the involved actors are either private contacts, work related partners or collaboration partners to the organisation. The actors do not seldom belong to more than one category (compare 2017-08-15).

13:15-13:50 We meet up in a conference room with coffee set on the table. The male official welcomes the group and starts a presentation about the foundation. The presentation is continually translated into the official language of the participants. He tells among else that Sweden has a long tradition of foster homes where private persons are receiving and taking care of youths. It immediately starts a discussion about the difference between Sweden and the home country of the participants, where it is more common with public solutions – so called shelters.

The mood is attentive and a number of participants are taking notes.

The agency collaborates with the social service and is based on procurements with the municipalities, from where they get economic compensation for the foster homes. The latter results in great confusion in the group and it is difficult to explain how the procurements work out in practice.

13:50-15:00 A female official takes over to tell about how the foster home placements works, as a guide she has document with common questions and the answers to them. She starts by presenting what the process to become a foster home looks like. At first the applying family is appointed to an information meeting. During the meeting they get to fill in a paper from the National Social Service Agency where they get to answer questions, but also get information about what the commitment means. Thereafter the organisation visits the foster home in order to check how the family lives, which is a part of a bigger inquiry to prevent children abuse. The official pin points the importance that foster home is not driven by an economic interest, but by the wish to help. The inquiry takes between a couple of weeks to several months to finalize and involves besides the home visit among else references from for example the school and register copies from the police and the Swedish Enforcement Agency. Some foster homes have previous experiences of abuse and/or drug addiction, something which the woman claims to be both a strength and a weakness.

She continues to inform about who can be placed in a foster home, whereas the woman tells that everyone from infants, children, youths, unaccompanied children but even adults can be placed in the

family. Sometimes even couples. All in Sweden can apply to be placed in a foster home, but it is not certain that the application will be accepted.

Adults who are placed are often drug addicts or abused women. This starts a discussion in the group, since you in the home country of the participants only are allowed to live in shelters up to the age of 18-21 depending on the agency. One participant asks for the requirements to become a foster home? The official answers that it differs, but it always required some sort of experience, for example own experiences or that you are educated within and/or work with these kinds of clients or issues. Another asks how the agency gets in contact with children and youth, whereas the woman explains that the child/youngster often contacts a social worker by themselves, who thereafter contacts the social service.

The presentation goes on with a presentation of what kinds of problems that the clients may have – everything from not getting enough food or no food at all at home, lack of home work support and structure at home to psychological diagnoses and drug abuse. She also tells that the organisation gives guidance in these issues and that part of the work involves meetings with for example the psychiatry and the social service.

Most of the employees of the agency are educated at university, but they also get extra education by the organisation.

The woman furthermore tells about how it works when someone needs a foster home; the agency gets a request from the social service which they thereafter match with a foster home. The client is placed, with subsequent evaluations and treatment plans. The official also tells that there is a great concurrence between private and non-governmental agencies in providing foster homes. She tells that the clients sometimes refuse the provided foster home as well, for example is it not always appreciated to be placed in rural areas.

The official further brings up the problems that exist with the current law and the processes of foster family placements. For example that it previously have been revealed that children have been exposed and been abused. Therefore, the law is in constant development in order to secure that it will not happen. Another problem is that the children often get to change case officer. One other that some children get to change home often, something which use to worsening their situation.

A discussion is started about two-ness and heterosexuality, something which seems to be important in foster home placement and adoptions in Sweden as well as in the home country of the participants.

In the end the official tells about a conflict to on the one hand try to find a cheap solution, and on the other create a good milieu for the children. She tells about politicians who had sometimes tried to push the case officers to place the children in a foster home, even though they have assessed that it is an unsuitable solution.

The official finally thanks for the attention and the group applaud by knocking on the table. The north European organisation leaders are thanking for the information and gives the officials symbolic presents.

15:00-15:30 It takes a while for the group to gather after the presentation, and we walk to a local to end and reflect on the day. On the way to the local I ask one of the organisation leaders how they have organized the study visit, it appears that all involved actors have been existing contacts, either job related or related to voluntary work or private relations (study colleagues etc.), besides one who the leader only have had small contact with before. Some contacts are also directly involved with the organisation, for example an official they had visit. The contact with the upper secondary school was for example established via a common contact who the leader met at a conference. The organisation has previously sent out request to all schools in the municipality as well, without any response.

We also discuss the difficulties to get funding, whereas the leader claims that it is often easier for youths to get economic support, but that it is more difficult for adults who want to organize activities for children and young people.

The leader tells that the civic sector needs to be updated with new organisation forms. S/he expresses that the current organisation structure is too bureaucratic and inflexible, and the private counterpart too focused on profit. S/he tells that the foundation structure is a potential form, but is disrupted before s/he gets to develop it (for more information – see interview with Respondent 2).

15:30-16:00 We meet up in a classroom like room to end and reflect. One of the leaders of the north European organisation starts in the official language of the participants. The participants are asked to fill in their reflections in brought broadsheets, which they do with music in the background – something that one participant facetiously likens with “soft porn”. It is a good mood and the participants are chattering with each other as they finish.

16:00-16:15 When the participants have finished the broadsheet they all get to tell what they think in general about the week. The participants seem satisfied over all. But they would have wished a better introduction to the Swedish system from the beginning in order to understand better. Now they got more or less thrown into different projects and they had a hard time to get them.

A pair of comments that are raised:

”The last days were more interesting since I better understood how everything are connected”

”It should have been a lower speed in the beginning, a better introduction. The pieces got together during the presentation today this morning.”

”The language was difficult”

16:15-16:30 Final and thanks to the organisation leaders.

The activities during the week of the study visit from a north European organisation have been organized in a similar way and were based on presentations by different actors – non-governmental as well as public, whereas the participants got to ask questions. The structure have been very formal and the participants have to a limited extent tried different methods themselves. The participants seem to be paid and in different ways working with children and youths within the framework of voluntary organisations, which are connected to the umbrella organisation that organized the event. The actors are familiar with the organisation leaders since before and it is apparent that their network and positions is an important part for the organisation’s work. Another remarkable characteristic is fast changes of the schedule and postponed times, which sometimes have made the event hard to follow.

**Training Course**  
**2017-08-21, Monday**  
**9:30-18:30**

The course takes place in a conference room at a conference center. It is organized by the umbrella organisation to which the organisation belongs. It is led by five organisation leaders (two women, three men) from the organisation and two other organisations from other parts of Europe. The course is financed by Erasmus+. All participants at the course is connected to an organisation which in turn is connected to the umbrella organisation – some of these organisations have the name of the umbrella organisation in their name too. The organisations are working with different kinds of youth issues such as vulnerable youths, but also exchanges and similar. The aim of the course is to educate youth workers and leaders in coaching to support other youths in entering the labor market.

In total 22 youth leaders (11males, 11 females) from different parts of Europe are participating in the course. The minimum age to attend the course is 18 years, but one participant has got dispensation and is only 17 years old. The participants are living in cabins at the camping at the conference center in gender divided groups, but with participants from different nations. Many of the participants have been at similar courses before, whilst it is the first time for others. One more participant should have attended the course, but missed the transport. One of the organisation leaders tells me later on that these kind of

losses are problematic, since they got lower compensation concurrently as the fixed costs such as food and accommodation do not diminish.

Computers are used to a limited extent during the course. Instead they are using so called flip charts. I am later told that it is standard because the internet access varies a lot across the countries, as well as because a lot of activities take place outdoors which make computers not a suitable facility.

09:30-10:05 I meet the organisation leaders at the reception and help them to pick up things and organize the room. Chairs are set up in a circle in the room and at every chair is a black textile bag with the different watchwords of the organisation printed.

09:30-09:35 The participants are welcomed by a male youth trainer. It is a good and expectant mood. One participant has had birthday and they are therefore singing “happy birthday to you”, which is followed by laughter and applause.

09:35-09:45 Presentation by the leader group consisting of three men and two women from different European countries. One of the leaders is working full time with training courses. During the presentation it appears that the men will moderate the activities and workshops, whilst the women are responsible for the administration even though they have a diploma in coaching as well.

09:45-09:55 Presentation by me and the project.

09:55-10:05 Information about the schedule of the day.

10:05-10:20 Team building session – the activity is led by one of the male leaders. The participants are standing in a circle and the leader starts by saying his name and doing a movement to it. The next participant shall now repeat the name and the movement and say his/her own name together with a new movement, and so the activity goes on. The activity results in a lot of laughter. The participants seem very comfortable in the activity, even though it is difficult to remember all names and movements. The speed is heightened after a while. What is noticeable during the activity is that the male participants tend to choose body-pump moves – lunges and similar, whilst the female participants choose moves related to dance.

10:20-10:30 – Team building session – this play is called “The pew-pew game” and is led by a male leader. The participants are still standing in a circle, but the leader is now standing in the middle holding a fictive pistol. He shoots one participant who then ducks. The participants who are standing beside him/her shall then “shoot each other” by making a fictive pistol with their hands and say each other’s names. The one who is slowest will then be the one standing in the middle of the circle, and the one who was standing there before gets to go into the circle again. The participants shall mix up and find another place in the circle when someone says “shuffle”. The play generates a lot of laughter and the participants are not afraid to take space.

10:30-10:50 Team building session – the next play is called “Mosquitos” and is led by one of the female leaders. The participants shall now imitate mosquitos and when the leader tells them to, they shall form groups where the leader decides the number of participants and discuss a specific topic during three minutes (for example dream job, which countries they have visited, what they would have done if tomorrow was their last day on earth etc.). The groups get very gender homogenous the first time – women with women and men with men, but they are then mixed up without anyone having to mention it. The groups do not seem to have any difficulties to make the conversation going on. It is also apparent that the participants get more comfortable and willing to speak with each other as the play goes on.

10:50-11:30 The participants are asked to sit down again and a male leader takes the lead. He hands out notes to the participants where two questions are written, one ordinary and one strange. The participants thereafter get to go away and discuss the questions with each other. The participants are leaving the room and are spreading out all around the house.

11:30-11:35 The participants come back and they have a short ending session, and thereafter break.

I speak to one of the participants from another European country during the break. In similar to what previously have been observed s/he is not just voluntary engaged, but is also professionally involved in coaching young people. It also comes out that s/he has personal experiences of being young and vulnerable herself, where she had to take care of her sick dad and therefore missed a lot of school and social life during adolescences.

12:05-12:10 Team building session. The participants are standing in a circle again and shall now try to get eye contact with some other participant. If they succeed they shall switch places with each other. The participants actively moving across the room.

12:10–12.15 The group are gathering together again and the leaders are now telling them to go outside to do a new collaboration exercise.

12:15 We go outside and the participants get to do collaboration activities under the lead of a male organisation leader. They are asked to divide themselves into groups after body type (length and weight) with approximately equal number of participants in each. They shall then form a circle and let one of the members be passed around in it. Another exercise is about pretending to be a leaf, where the other participants shall lift up one of the members and slowly, swinging him/her to the ground. The groups are mixed without any gender pattern.

I ask one of the organisation leaders they have any formal demands on the gender distribution at the courses. S/he tells me that they are striving for an equal gender balance, but it is unclear if there are any formal demands.

12:35-12:40 The participants are asked to find one person who they have not worked with before during the day and sit down and look at each other for two minutes. The participants soon find someone to work with, and are talking to each other before the activity starts. The groups are mixed without any gender pattern.

12:40-12:50 The couple shall now lead each other, one with blind folded eyes. The participants are at first walking very carefully and close, but they soon dare their wings and try to run and jump.

12:50-13:00 The participants shall now try to lead the one who have his/her eyes blind folded to where s/he wants to go.

13:00-13:20 The group are gathering in a circle in the grass and are asked to reflect on how the "blind-folding" activity relates to coaching. Some comments that are raised is that different persons want to be led in different ways, some by holding hands, other by a hand on their back. This also applies to coaching, where different persons have different needs of being coached in a certain way. Another participant claims that it is also about trying to understand the other's perspective – to try to get where s/he wants to go. An additional reflection that comes up is that different persons have different goals, it is about helping them raise the goal and not to define them.

13:20-13:30 The group are gathering together in the conference room where the forenoon is ended.

13:30-16:00 Lunch at a restaurant nearby.

16:00-16:15 The participants start to drop in and the session can start five minutes later. The sessions starts with a small gathering and a so called "energizer" aiming to make the participants more attentive and alert. It is led by a male leader and is called "the wind blows". The participants are sitting in a circle whilst another person stands in the middle. The person who stands in the middle says "the wind blows to those [insert optional statement]..." Those who are hit by the statement and the person who are standing in the middle shall now try to switch places, but since it is always one chair short one person gets left out. This person then gets to stand in the middle and the play starts over. The activity results in a lot of laughter.

16:15-16:30 The group are once again gathering together in the ring of chairs and a male leader takes the lead. He starts by a short presentation of the course – that the participants are there because they are voluntary engaged in some youth organisation to learn more about coaching. That the project aims to strengthen youth leaders coaching skills which they in turn shall implement in their own organisation. The mood is very attentive and formal during the presentation. After the presentation the leader places out notes with the course's different objectives at the middle of the floor. He then asks the participants to go and get one note and read it out loud, as well as tell their interpretation of it. Two of six notes are read by women.

16:30-16:45 Presentation of the schedule of the week by a male leader. Formalities are mixed with jokes. The aim is to in the end of the week conduct a workshop where the participants get to organize a coaching session which they get to test on upper secondary school students. They shall work in pairs where one will observe the session and thereafter give feedback. The leader pin points that the schedule is quite restricted by the Erasmus+ guidelines and there is not much left for flexibility.

16:45-17:00 After the presentation the leader holds up four different flip charts. It is written "Challenges" on one, "Contributions" on the other and "Expectations" on the third. The participants are asked to write post-it notes about what challenges they think they will encounter during the week, what they can contribute with and what expectations they have.

The fourth contains a schedule for "Morning Energizer" – to organize the first energizer of the day, "Morning time keeper" – to make sure that all participants wake up in the morning and leave the cabins, "Daily reporter" – to sum up the day and publish it in the Facebook group, and "Photo maniac" – to take picture and publish it in the Facebook group of the course. The participants are asked to sign up as the responsible persons for these activities during the week.

A rule is also set stating that if someone is hearing a participants talking another language than English, they shall say "Bora Bora" and those who are talking have to switch language independent of subject. This is to make everyone able to participate.

17:00-17:10 The participants are starting to move around the room to do the task. The posters are filled with post-it notes.

17:10-17:25 The group are thereafter asked to form three groups to sum up the posters for each other. No gender pattern or national distribution can be observed, but the groups are mixed. The groups are taking turns to present what the participants expect, can contribute with and what they think are challenges. The participants are starting to get tired and the mood is quite tedious. Many of participants think that it is challenge to hand over the control to someone else (to be coached). Another challenge relates to the social community, to stay positive.

17:25-17:30 The leader takes the lead and talks about what they can expect but also the importance to behave, to not littering down or destroy the cabins, to be in time etc. He also pin points that all participants are free to come up with and organize their own activities. Thereafter a new rule is set; the participants shall switch places if someone says "tornado".

17:30-17:50 A female organisation leader takes the lead and talks about the administration. How the participants shall get the refunding for the travel, what they need to do to make the organisation able to get refunding – fill in a questionnaire in the end of the course and make some sort of dissemination activity when they get home.

17:50-18:00 Energizer called "the dragon and the princess". The group are divided into two and are forming two circles, one inner and one outer circle. Those who are standing in the outer circle are "dragons" and those who are standing in the inner circle are "princesses". One participant do not have a princess and shall try to call someone else's princess to him/her. His/her dragon shall then try to catch him/her before the princess gets to his/her new dragon. Both women and man are dragons as well as princesses. The activity results in a lot of laughter and the group get more alert. The participants get to switch places after a while, those who have been "dragons" shall now be princess and vice versa.

18:00-18:15 The group are gathering together once again and a male leader takes the lead. He starts talking about Erasmus+ and the three “key actions”; mobility of youth workers, youth exchange and EVS (European voluntary service) and what they mean. This is followed by a discussion about the difference between “youth exchange” and “mobility of youth workers” where training courses are included in the latter. The conclusion is that “youth exchange” is about personal development, whilst “training courses” are about developing professional skills. He tells that the aim is to encourage mobility, collaboration and support for policy reforms and those who can attend the programme are people of organisations from the European member states, as well as Norway, Turkey and other nations such as Russia. He further tells that there is one responsible, national authority for the programme in every country. The presentation is finalized with the challenge to promote Erasmus+, to communicate the advantages to attend the programme. The participants are therefore given an assignment to in groups of four, including participants of different gender and nationalities, prepare some sort of presentation in order to promote Erasmus+. The activity is called “Make Erasmus+ sexy again” and I am told by one of the leaders that these kind of exercises are mandatory in all courses and exchanges within the programme.

18:15-18:30 The group are splitted, some are staying in the conference room. The work is conducted with pop music in the background. I follow a group who have decided to like Erasmus+ with a pizza of eight slices. The participants are writing key words such as “authentic experiences”, “new friends” and “developing skills” on the slices.

18:30-19:00 The group are gathering once again and it is time to present. One of the groups perform a theater that tells how it is to participate in Erasmus+ and how it affects you in a positive way. Another group conduct a more formal presentation where every participant gets to shortly present why you should attend the programme, what made them attend as well as ideas about how they could promote the programme by for example movies. A third group have made a theater from an employer’s perspective, where one of the participants is the employer and two others are job seekers. The job seekers are standing in a row waiting for an interview with the employer to get to present themselves and their competencies. But it is hard to impress and actually prove what they can, besides the last one who has a “youth pass” and can tell what s/he have learned during Erasmus+. The Erasmus+ participant is employed in the end of the play.

The concept “EU citizenship” is present both implicitly and explicitly in all presentations. Values such as being a part of a whole is present. Cultural differences are described as something positive and enrichening, something to explore and is a part of the European community and of yourself. To feel “at home” even outside the boarders of your home country and on equal terms meet people from other nations. One group are talking about authentic experiences, outside the European community you are just a tourist that gets to see a limited part of the country. But in the EU and via Erasmus+ you become a part of it and get a real experience. They also talk about a shared labor market, shared networks and knowledges. That you often get a job through contacts are not seen as a problem but neither something positive, but as something to act on. Networks are also pin pointed as an objective of the course itself. The European citizenship is in this way both a foundation as well as a vision. Another central part is to do something meaningful for the world, to change something.

19:00 The leader takes the lead again and shows a feedback sheet where the participant shall reflect upon the day in groups of three in the end of every day. This is done independently outside the conference.

## 2. Interviews

### 3.1 Respondent 1

*Yes but I thought we could start right away then, when did the organisation start?*

The organisation, in the beginning we were called [name of organisation], everything comes from 2013 when we started this project (incoherent about 01:25) that was 2013 and it started a little bit like a, like a project or like a method that we wanted to evolve, we had worked with youths at a lot of different places, I had worked with them in, through the Employment Service for example they have been job-seekers, we have worked with them in school, we have worked with them like this, so through that we want to come up with a good method to simply, partly build up their self esteem, self confident but also to get this commitment maybe and “go get it”-spirit, to do things, then we created it and it was through that that we created that simply led to “okay how should we run this”, how should we like create it, then the easiest way was to start an organisation (incoherent about 02:10) organisation because then you could simply apply for funding through Öppna Arvsfonden<sup>1</sup> and similar places so that opened a lot of doors then, more than business ideas or something, salesmen or something, so that’s where the Association was started, then nothing was really done with the association except we were working more with the method so we bet more on it and got a pilot group that’s in a municipality, six girls and got started with them

*Now lets see, the purpose was for youths to go get it and build self esteem?*

Yes self-esteem, self-confidents and “go get it”- spirit simply

*And then you created this organisation, and where did you get the funding from, Allmänna arvsfonden or?*

No we didn’t have any funding at all, from anywhere

*No no, okay okay okay but you started 2013 anyway to be able to get funding?*

Precisely, precisely, precisely simply to easier be able to get funding or to simply get support from different instances and similar stuff and places, so that’s when the organisation started

*And how many are you today that work in*

In the organisation

Yes

That work I could say it’s two

Okay

It’s me and my partner that are those that work like and we run this on our free time we don’t work with it and it hasn’t been a year when it’s been remunerated it’s only been volunteering

*Yes precisely*

And then we have [Respondent 3] too who’s seventeen who’s in, in, what’s it called, board member, the board

Okay

Precisely and who are also the most active

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<sup>1</sup> A public foundation for projects organized by civic organisations

*Okay so s/he's also doing some volunteering then?*

Precisely, precisely

*And s/he was the one I meet downstairs?*

Precisely, s/he is one of the active youths that we have

*And what does s/he do for the organisation?*

S/he is a lot of the target group thus the contact, s/he is a lot of a reference point and can get the reference group, have discussed and we have been sitting and talking, we always involve the target group, youths in, in almost everything that we do, then if you can make an accounting then it's, then we will have to do it ourselves but everything else we always work from and try and examine as well as can be done and then make a balance of the surveys on for example well future youth receivers want, we try to have a balance of that maybe the youths see a, a what they would need and what they would want but we can balance that too with what employers as receivers for example would need and want

*That's right*

To sort of be able to, because that's sort of what we implement in the actual material when we work with the coaching sort of that there is a world that will be a receiver that can meet it and such because that is also sort of what we saw, there's a lot missing and that you work with very little right now, especially in the school environment

*And what is that?*

Well we, we have seen when we worked with the work, work seekers and I too work a lot with recruitment then the sort of difficulty of recruiting youths that is right now started to show, you notice on statistics a lot that sort of that as a recruitment firm then maybe you need to have 10 youths about ten years ago but today you need to have 6-70 youths to be able to fill as many places and then you start to see just this with, with patterns that have started creeping up yes really small easy stuff like not being on time or maybe not being able to get to a workplace and such and it was this that we saw maybe work more targeted toward this, not just finding a solution on now we have an activity where we can have fun but actually also an activity that can be of use and give something of more value that they can have with them in the future

*Lets see, you have to have some catchwords that [Respondent 2] talked about last time*

Yes we have that o try and bring it all together so, so after we had started this we began to work in 2016 you can say in the beginning of the organisation, we saw that okay we need to have a strong organisation we can't just come with excuses but every time we got the question "who are you?" we never had anything then, we had nothing to show, we had nothing so we simply betted on building us up with all that it's called in the business world with finding an image simply and there came (incoherent about 07:30) in, our key value is that you should strive to be brilliant in whatever it is that you are doing weather it's cleaning your room or work at a workplace or writing a test you should always try to strive in yourself to do it just as well as you are able simply but just to strive to be brilliant and in and with that we believe and have seen when we work with youths when they have strived and feel that they have reached this goal they get a higher, that is a, a better self-esteem in themselves and a better feeling that they have performed something good for they have always been able to have a reference point in that "yes but when I did this and my teacher said that it was really good it actually wasn't" and when they then have done an actual good job when you have really pushed then, then they were more content with themselves like "this stands, this is awesome by me" both surprises and feels like and then the next step in this is that you should try and stretch as said comfort zone talk there this coaching to just dare to test yourself, go go outside of lines you have not been, dare to meet people you hadn't meet before and dare have discussions and dare to think about other solutions, just taking those steps it's those steps that make yes where the magic happens as you usually say when you try this and it's also there that you can find

new solutions that you otherwise wouldn't which also (incoherent about 09:10) how fun this is, I have never dared this and now that I have done it then wow wow wow as you have said then and expanded your comfort zone then I won't be as, then it won't be any problems at all and then it will and then we have the next which is to think outside of the box but also connect to yourself as a person it's okay to be different everybody is different if we were to look at it that way which they have figured out themselves in discussions so it's actually, there is actually no one that's the same no matter if you wear the same clothes or something else and it's okay to be different and also to think that these other paths, we usually challenge them, as said, when the teachers say we should use Times New Roman and 1.5 dots, try and do something else just for fun just to see if it works better for you to write a test or something, try in a different way, can you ask your teacher if you can do it orally or maybe visually or something like that to show abilities we usually exchange some ideas there, because we work a lot with (incoherent about 10:20) versus the formal learning and we use more, use a lot more of the different learning- and teaching processes which are those too then naturally through the different they discover that shit you could do different things you use different ways to get the same result yes you can so it goes to show and there too so we have, we notice just this to have information about knowledge that they have but can't get out because there's only one way to get it out so they have suddenly, then they feel shit I finally got it out, to do it this way, yes you see (incoherent about 11:00) and then we have the last and most important and that is to be yourself because no matter if you should be brave or if you should be different or if you should do something brilliant you should never lose yourself in the process you should never lose yourself with these words or be put in such an environment, you should never be someone other than you and you should accept yourself and maybe really look a little more on who you are, find your talent, find what you are good at, what, what is (incoherent about 11:30) good at, what do you want to work, what do you want to know and more just get that connected with all the other, as said, you are you, we have just found that everybody aren't different so you here are unique but to then build that self well of inner self esteem, self-confidence that is just that

*How, how is the organisation run, you talk about a board, I understand you like that, so how many are on the board?*

Three

*Three, so it's [Respondent 2] and*

Me, [Respondent 2] and [Respondent 3] yes precisely

*And you have none working committee or such it's more?*

We have work meetings but we have all meetings and such as you have like, we have annual meetings, we have member meetings, we have information meetings yes or like when people have been away we try to pull together everybody that we have then, we have no big membership number

*How many members do you have?*

As it is now we have 20 registered and it's spread

*In all of Sweden?*

No we are most centered around the region, we have a few support members but I'm not counting them here

*No okay that's, do you have an age limit to join the*

No

*No it's members of all ages, what's the average age that we use there?*

You, the average age now is about, can it be now 19 maybe, 19-20 yes

*Precisely and how often do you have board meetings?*

Boards meetings we usually have at least it's, it depends a little on, when it gets intense when we have a lot to do as we have had now then maybe we have it twice a month otherwise we have had it at least once a month like

*Board meetings*

Precisely where we sit, you, me and [Respondent 2] sits

We've had work meetings like once a week

*Yes*

Because of the fact that it's been intense then it's been what you count as a board and work but at least once a month and once a week for work

Yes it's a development phase so it becomes so much more than maybe the normal (incoherent about 14:45) it's about maybe once a year or three times a year

*But formally you have it at least once a month and then in between more informal if I understand it correctly*

Yes precisely

*And how often do you work with the organisation, it might be difficult to say, it's volunteer work*

I can say we work everyday

*Yes everyday*

Everyday, everyday there's a meeting with the organisation, if something is thought about the organisation something's done, it can be the weekend that really doesn't matter but it's hard

*And how can the daily work look?*

Day, wow wow wow, the daily work yes it's, that's, we do everything, everything that can be thought up to do, we're working on strategic bar knowledge where we work with England, Italy and Spain with doing information web based and ICT-courses and just that have to do a little with Islamophobia, it has to do with counteracting Islamophobia you could say and minorities like them a little bit more it depends completely on what you call minorities, minorities in Sweden is not the same as maybe other countries but the goal is to reach minority groups so they can have like opportunities for education and we are a partner just because Sweden is a very good example of that, how the Employment Service work with their parts and SFI<sup>2</sup> and everything that we actually have that we offer and like to give the chance and opportunity and how we just translate our (incoherent about 16:25) to so many languages and different things and everything from these welcome act and everything that has to do with integration, then as mentioned we work with the project youth base develop that, we work with writing applications to Erasmus +, both training courses, youth exchanges and now we have been doing our own partnership, we have worked with writing an application to Arbetsfonden<sup>3</sup> and written an application to Postkoden<sup>4</sup> and what's it called As

**Adolf**

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<sup>2</sup> Swedish for immigrants

<sup>3</sup> Foundation for financial support

<sup>4</sup> Foundation for financial support

Adolf Lindgren<sup>5</sup>

*Yes that's right*

Precisely and now we are also looking at, we have a meeting with the municipality to see if we could maybe do something more with the municipality to work with the target group, with the target group with youths that aren't studying that are sort of in between nothing or that which we would want it a collaboration with schools and such things were you have and students and youths that are maybe starting to lose their motivation so before they sort of take for granted you should sort of start to distribute that you come to us a few days a week and then a few days in school so we can work with motivational tasks in different ways, but more like the informal learning's temple so to speak

*So there's a lot of networking if I understand you correctly*

We try to network but it's basically impossible because we have sent as said requests to all teachers, all principals, all schools, everybody, and there's no answer without meeting someone like we did when we went on an EVS-course in Stockholm, then we had such luck that we met a guy that worked at the municipality with youths where we could sit and have a coffee and talk sort of and we got a connection with that person so we could meet and talk here and talk about it, s/he thought it was awesome that we had just Erasmus+ and Europe international educations and development and s/he knew one that was of to a upper secondary school and meet someone so we were there last Thursday at the upper secondary school so now we will start collaborate with them so that, it's about having contacts. It's, it's, I would like to say it's only by contacts that you move forward actually, at least here, it definitely is, so the day to day work is insane we do everything, we build the webpage ourselves, that's we do everything ourselves, method, material, everything

*Lets see you had a strategic partnership and now you have a, a, some kind of at least connection here in the municipality and the upper secondary school is that something*

We have a equality project together with one other municipality where we work with newly arrived (immigrant) men in a what should you call it civi, civics but with equality, we will try and see how it goes, we (incoherent about 19:20)discussions in, so we are building a method material there, for that, it's our part as an association to build the actual material and then act as volunteers together with them then we have the strategic partnership and then we have all of our training courses and exchanges through Erasmus+, international this year and then we also have, we will do a summer camp in one municipality, we did one last year

*Lets see if I understand correctly, youth camp you build that on the method*

Yes precisely, precisely

*And now you build, if I understand [Respondent 2] right, on these catchwords?*

Yes on the catchwords we do that and then we have collaboration, we have started to collaborate with an educational association where we will start holding workshops here in (incoherent about 20:15) study technique and such so we are doing now, we do the workshops and get to borrow the space they get a little (incoherent about 20:25) simply so this collaboration we got thanks to that we had been here as speakers and volunteered so we knew the person who owns, who has this and leads this so it's just luck that we met that person and discussed things so now, no now we will go, I think that is all that we are doing right now except building and building everything

*Precisely and what will it be about today?*

Today it will be about three people, we have been on a youth exchange, [Respondent 3] was down and then we have been two at training courses, one that was about social medias how you can use them and

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<sup>5</sup> Foundation for financial support

such and then one about facilitation and training so that's what we will show a little about partly it's a process that we do, it's a follow-up meeting so that you can tell sort of, everyone that has been away should tell what they have done, there is always at least one experience that will be told, what will it be, present etcetera and then just to see, we will try now to get members who are members to come like and sit in, watch and support maybe get some more commitment and then it's also for, also to open up new who are interested to come like then you can come, you get a presentation on how a youth exchange work how does a training course work which is only a few who know because we are the only ones in the region who do these things and there aren't that many who do it in Sweden either

*So it will be an open there, anyone can come*

Yes we send out, we did one of those Facebook raids where we post the event and where you just sign up, you have to sign up to, to the event because the educational association needs information, so we have one of those sign up sheets where you write that you will come, but it's completely open to come like, for anyone that's interested

*Okay I haven't sign up just because of that haha*

No we have a paper where you can sign up your things then yes

*But you advertise on Facebook and the webpage then*

Yes that's simply what we did now, invite on the Facebook page, not on the webpage, we have a few different models on them, the webpage is more for information and then we post things that we have done and then Facebook we use more the actual page for actual, and instagram for example is used more actively to in different ways reach out so to spea, we are trying a half year plan that we have in marketing in different ways to see if we can improve and how we can use the different types of media to gain interest, the youths move in different places, we will also start with snapchat to have a snapchat-story and such for the youths are on youth exchanges they should be able to add their own like stories and such

*But you don't have Twitter it's*

We have Twitter

*You have Twitter*

Yes we aren't so active on Twitter, mostly it's about the time, that is we don't have the time to be on all places at once like and in the same time write everything, so now I have tried to find so at least on Facebook and Instagram there's a strategy, because there you can at least plan and add it in, on Twitter you have to be more active right away in the discussions like and be more, so it's a bit easier with the other ones because you can make a few posts a month and just that you need to remember and simply post them

*But you usually don't invite organisations, you direct yourselves straight to or?*

That is we haven't started, this is like the first time we have this meeting that is now at the local of the educational association like and when we have, that is the hardest thing that has been it is just to collaborate with organisations, because organisations are usually terrified that their members will go somewhere else

*Okay*

And while we are more whatever like, if you want to be at three different places, then you can be at three different places like

*I'm thinking it's an amazing opportunity to invite the municipality or the region or but it might be hard to get an official to come on a Sunday*

Really difficult, we have, we have every time we've done something with these international things and everything I'm sure we have invited media and it's really hard to get a response, really hard, we've invited organisations, as said, and talked about collaborations but if we borrow your space that you have then we can be seen together and do something good together, we have an international project for example where we wanted to check and see which it was, it was in one district for example where and have some sort of activity but it's hard, it's really difficult that is, it, it, it's a lot, it's everywhere I can say as they usually do "Noo, I don't know, who are you?" and no so here, you probably have to get a really big network to be in at least in this region, that you have to know, someone have to know someone that makes it possible to meet that makes it possible to get contact and then maybe you can like this, but they are still terrified to lose members the way they see it

*That's a little sad because I'm thinking that you could join together and do something*

Yes it's a very dumb system that is built in that way that the municipality have it built that way that we get funding based on how many members you have so the more members you have the more funding you get which makes you hunt members because you really want everybody so it becomes a competition amongst them simply

*Okay but have you applied for collaboration with (incoherent about 26:15) and such or is it political organisations*

We are politically independent as said and chose to be that way because we didn't want to get any problems that we know that others have had since we want to be there for everyone and we don't want, what should you call it, excuses for why you would not want to come as we know that others have who are really good and active but maybe they have a Christian background or (incoherent about 26:45) and so you can't go there just because of that so we chose to take away all of that to be able to reach as many as possible since we work with this project in the school when we go there, we don't want to have anything that can in anyway become influencers or a parent or something can say "no no no"

*Okay so then you also try to collaborate with other organisations who are politically and religiously independent*

We try to do it that way but then we try to think about it the other way if there's an activity that we want to do then we don't get to do it so it looks like we have a collaboration with someone who, do you understand, so we try to be as neutral as possible, we rather see that you come to us and are on this event, everyone is welcome more than that we chose to be on someone else's event that's only for one type of group, so it's a little difficult but we feel that we want to do it so well that we don't walk in to that trap simply where someone weren't allowed to come to us because it looks like we belong with them or yes for example and then we have tried to have one as long as, what's it called, (incoherent about 27:55) as possible, then it's the way it happened with the educational association we started with the study promotion because that's what came natural for us to start with but it's just that that collaboration didn't work, it didn't, and therefore we had to change

*Yes no I'm actually content*

Alright perfect, perfect

*Perfect*

END OF THE RECORDING.

### 3.2 Respondent 2

*So then it's started, I thought we could start with a small background question just, this is an unstructured interview so it will be more of a conversation than a regular interview so I thought we'd start with how would you describe the foundation of your organisation, why were you funded?*

Yes that's because we, it started with the fact that this method had come so that's what we had as a foundation and was more oriented on that we were gonna work with that, with the method as we then discovered very soon was that it was very hard to find someone, some collaboration, funding and so on with only having a method and not having something behind it but being two civilians so that made us pause the method and realized "okay we build the organisation where we can work with the method" so that was a start to why we even started the organisation was because we had the method and then when we actually started the organisation and we sent a lot of applications to a lot of different things then it was still that we were very unknown and not, well didn't have a name that anyone knew of so that's why we've worked a lot with Erasmus+ and that's why, that was both good and bad because that's what made it possible for us to build the organisation with that we started with international work so because of well a little bit what you got founding so we have a little bit like evolved the organisation from that

*Has it been easier to get funding from, EU than to get, than to get it nationally or locally?*

I would say that it's easier, or you have, it was easier in Sweden because there's less competition within Erasmus+ in Sweden because there aren't as many who works with it, so it was easier to get funding even though you weren't a known organisation which is completely impossible with other fundings as we have noticed then, then maybe it's harder still for others, that is it's, it's hard to know if it's just luck or I don't know, but it was, once you get in, and I guess it's like that with all funding, once you've gotten in somewhere you understand the system and then it might be easier later to apply again

*Did you have any entryway to Erasmus before you started the actual organisation, have you, haven't you experienced that, have you been participation before or how, how did you find it and came to the conclusion that you could start there?*

Yes I've always been interested in Erasmus, before it was Young active in Europe, have read about it and such, I participated in an international project leader education in one municipality, but then I hadn't real gotten the thing with it so, so then when I well when we had come up with the method then it was that we wanted to get collaborations so I went on my very first Erasmus+ education 2014 that was about social entrepreneurial where we, where I also met the first partner that we still work with and then I went on my second a li, a few months later which was also a training course in entrepreneurial in another European country and it was there that I met a very important keyperson who started the European network and through those two like, I only went on those two but on those two I got the collaboration that has helped to build the organisation

*Yes who did you met at the training course?*

In, at the training course I met a person who is leader for the East European organisation that we collaborate with in all projects and who we have applied for the strategic partnership with

*And how does it look to be Swedish in Erasmus + have I understood it correctly that it's a little, there isn't a lot of organisations from Sweden there?*

No it's very unique to be a Swedish partner partly because there aren't that many and we, and we are very that is active in a different way because most of the ones who are active in Sweden are maybe a municipality or maybe something that has EVS and they might have some international exchange or it's like most often something that's connected to the municipality, there are very few organisations in Sweden where it's purely a youth organisation that runs it all, because it's quite a lot of work and such so that's probably why the ones we've met in Europe still think it's cool and like that's why we have it very easy to get collaborations because partly people want to collaborate with us as an organisation but also with Sweden

*And how big is the European work part of the entire business?*

Yes up until today it's been almost the entire, that is because that's what we've gotten funding for then we've had a small part locally, we've had a few camps and a few workshops but it's right now and it's thanks to the Erasmus money that we've been able to get the room because we haven't taken out any

pay, because that's that, we've been doing Erasmus since 2015 and had six projects and then there's a budget post called organisational costs and there you can choose how you want to portion it out, all of the other organisations choose to spend it on salaries, a big part of it, we have chosen not to do that but save the money and it's that money that's made it possible for us to invest in the room so that we can rent it for a year and it will make it possible for us to do more locally now that we have a room, so up until now we've only kind of like actually Erasmus that's been these big projects with strategic partnerships and training courses and youth exchanges but from now on we can do so much more

*Is there something that's in the pipeline right now or is it still? You've gotten a collaboration with an upper secondary school, and there's something more that you've got that isn't connected to, to EU?*

Yes we have a lot going on, just now the last week we had a meeting today with a woman where we might then, or we will, collaborate with an organisation for young people with hearing impairments s/he thought our activities felt really interesting for that target group because there isn't much done for that target group and we've actually considered it before, we tried for example to get a youth exchange with another country with sign language as a theme, that you would send hearing impaired so then we had thought that we would start the collaboration but no that collaboration wasn't approved so then we put it a bit on the shelf but now we feel when s/he contacted us "yes now we will do something with it again"

*And then you were sought out, so they had heard about you from somewhere*

Yes the fun thing is now that we've moved to this room, this room is in a collective so it's a collective that kind of rents this out and all the members kind of help and they have a newspaper and they are doing a story on us and as it turned out this person it's his/her dad so s/he lives here, so then s/he'd seen our sign on the door and then s/he'd asked him/her and s/he said that s/he was doing a story on us and that we are working with youth exchanges, well youth activities and so s/he went to our webpage and checked, read some more and that's when s/he thought yes, this, so then s/he contacted me yesterday, so we had a meeting today, quick pace, so now s/he's gonna talk to the association and we are gonna try to get a collaboration here and we will ask what the youths want to do and t, show our product catalogue and see if there's something that they feel that yes this is something that we want to participate in too, so it's a collaboration that I think can be awesome, then we also have our other target group that we also want to work with and that is the countryside and there we've always wanted to work in this county because we know that there's nothing happening there everything is very concentrated to cent, central city and one district and those kinds of areas and then we feel that we don't need to be there, that is there's already people there and there might live people there that already know the target group a lot better but the eastern part of the region where [Respondent 1] comes from, me I've worked in one of the municipalities so I'm familiar with the problems there so last Friday I met the school nurse and the school counsellor who also became very interested of the prospect of us coming there and have the activities there, I told them about us, so they gave me the number to the principal whom I've tried to call today if I only get a hold of him/her it would, because in those municipalities there's money to be applied for rural projects so that's always something that we've always wanted to start but like now there might happen something with it and then we also have an exciting collaboration, I will meet, on Thursday I will meet a company because they approached us when we were at a collaboration day last Tuesday and s/he just asked if I wanted to change job and then, and I knew because they had a job out that I had been eyeing a little but then I said, because I had been thinking about it "no I've decided only to change job if I can work with my organisation because the organisation is what I want to work with but not for anyone else" but then they said, because they're a study union s/he said like "yes but you can do it with your organisation" like because that doesn't affect them because they are interested in getting the circle hours but then it doesn't matter if it's the organisation that does the actual activities, so I'm meeting with them on Thursday, and that would be work in another district with asylum seekers, mostly women and do activities which I would think was really exciting and fun if the organisation did

*So the organisation because I understood it as you from the beginning targeted youths above all but it's gotten a greater width now, amongst other things this equality project that's running right now, I understand it as the target group being men*

Mm asylum seeking men

*Yes asylum seeking men, and this in the other district targets grown women, so the target group has expanded if I understand correctly or*

Yes that is our target group, our primary target group is 13-18 years old because we want to work with them at a young age but since Erasmus + has a target group of the ages 13-30 that's their youth, so and that we have worked a lot with asylum seekers now and integration it becomes that we feel there's a need in that target group because those who are younger in that target group for example asylum seekers they go to school, they have the daily activities while the asylum seeking adults have nothing that is they go the whole days without doing anything and then we feel that yes we can do something like now [Respondent 1] is still yes then s/he can have that group instead and work with them so

*But then it's up 'til 30 you have then or can you be even older and still be allowed to participate?*

Yes these are even older so that's

*And if I understood you correctly it was, you've talked about presentation you had a studyp, study visit from a north European member state here and you talked about amongst other things then about this equality project and that it's part of a collaboration with the municipality, did I understand you correctly?*

Yes that collaboration with the municipality there, there I'm in my profession here in the municipality, and then we have an organisation member who's employed by the municipality for the project but we collaborate with the organisation to evolve the method material and hold workshops, that's why [Respondent 1] s/he goes in as a representative of the organisation and volunteers and holds the group and is a part of evolving the method material

*Okay, and now lets see, you're here today as a professional?*

Yes for them

*Yes for them*

Now that I'm talking to you

*I see, haha, I see yes, how, how important is it to be able to do these, these things it sounds like you have some sort of combination between your work and still the volunteering that it marries quite easily?*

Yes now it's been quite grateful with the integration because we've started working with the organisation too and with the target group then and that's what I had to do because otherwise I would not have had so much time and opportunity to do if I would have for example if I were to work with something completely different then I wouldn't be able to do anything with the organisation now I can like work together so that both the municipality can gain from it but also the organisation, when you can do such col, collaborations but it's not always possible but, when it's possible it's good

*You also talked about networking and that's something that I've understood has follow you that it has, that it is a very big key that, that all the time meet, meet the right people, I'm thinking amongst other things on when we were at the upper secondary school, it was during the study visit in, in a north European member state how you kind of came in contact with the school?*

Yes it was also, sometimes it's really coincidences, me and [Respondent 1] was at a supervisor training course in EVS and there we met a person who works at one municipality and s/he was very interested in EVS and wants to be able to send youths on EVS and then we just talked about the organisation to him/her and what we want to do and such and s/he though we seemed really interesting and such and then it was just that s/he goes out to different schools and such and ta, because s/he really works with those who neither works or studies those who drop out and such, so then s/he was out at the school maybe in that matter but were talking and came in on the organisation because they were probably

talking too, yes because it was about this integration thing that they wanted to be able to work more internationally and so and then s/he told wa, about us because then we had also sent out e-mails to all the schools and hadn't received a reply from anyone and told about us and what we can offer the students that they can go on youth exchanges and so on through us but then it was so good, because it's this thing with personal relations to someone who can talk for you be, because then s/he had done just that and then if it was the supervisor or principal or who ever, went back to their e-mail, just because s/he recognised it that, that we had e-mailed and so they sent an e-mail that they had talked to him/her and such because that way the key was this person because they hadn't answered our e-mail like and they probably they wouldn't have either but when you get someone that they trust maybe and who vouch for us then it's really important to take that opportunity and that we have really noticed this past week on those occasions when we've spoken to different people that if we just get to tell about us then people are often very interested but it's to get that like

*Initial contact*

Yes

*And it's harder to just send out some information letter and*

Yes I don't know when that worked actually, still we do it, because it's like now that we have the opening party on Thursday so [Respondent 1] has sent out to everyone who are on the committee in Culture and recreation committee that they should come here, I don't think anyone's coming but we've tried

*Yes I but precisely*

Then we can at least say "but we've invited you"

*But a big part happens through yes personal meetings then, you go on courses and*

Yes the most important thing that we've seen is just, because this Tuesday there was this collaboration conference that they had here in the region where a lot of people from well all of Sweden came to, from different parts there was a lot who were interested, that is a lot of municipalities who came forward and wanted us to come there and do things but then and then I was on Friday I was, when I was work, for work I was Friday I was also a conference about Justice Prevention but then it's like when you actually meet someone well then you can talk about the organisation as well like I did with the once in the district so, so then it's to take those chances, because, because it makes you go to even more of those things because you never know who you're gonna meet

*And today [Respondent 1] works with the organisation*

Mm volunteering

*Volunteering, yes precisely, but the goal is that s/he will be able to, that you eventually will be able to stop working and support both of you on it then?*

Yes

*How, how have you, how do you recruit people to for example the Erasmus programs when you have the youth exchanges and how, because we talk first about this formal and you know that that can be hard to get a meeting, how do you work there to find, find participants and recruit new ones, how do you work?*

Yes it's really hard because today amongst youths there's so much to commit to and there's so much online and so on so it's been hard and it's a big difference between Sweden and other countries in EU because a lot of them has it really easy, then we share the same image as a few like us like Norway, Estonia that is that they have a hard time too, what we do is that we foremost go through our own networks that is buddies, friends, earlier participants and so on and in some strange way we've always managed to succeed but it's always been at the last second when you think this is never gonna work but

then there's some "no but I have someone here who can" and then that happens but we sadly haven't reached the point that you want to reach where you actually have to apply for it so we can make a selection and you should that is really be motivated, now we've gotten the ones who say they want to go which isn't always the best but in the same time everybody has like, they have, they've wanted so, so all, so it's given them a good experience then you could have, you would have wanted to have, you should have had, had higher demands on them because it's more of a selection so, so that you don't know if you'll be coming along yes you'll then like it becomes what's it called extra points like if you say that you're gonna be committed at least for a while in the organisation then we could get more people in like thanks to these things, now it hasn't been that way so they've gotten their trip and then they kind of like to go on a new trip but they don't want to do so much in between

*No, no, no, okay*

But it's been a lot of me finding people through my network in the municipality and people there, [Respondent 3] has sort of his/her network in his/her, his/her old organisation s/he was in (incoherent about 24:05) so it's been a little so then I've yes it was one time I had to write to my cousins and ask but they couldn't so I found another way anyway, but it's been yes well family and friends little so

(Long pause) then I forgot to say we've also with the collaboration, with the collaboration with the upper secondary school there we got one participant with one thing and then we've collaborated now with another upper secondary school and there we got a whole group for the exchange in, lets see, so that it's, it's good collaboration with to get participants

*And how did you find the collaboration with the other upper secondary school?*

Yes it's also through my regular job, that there I've met or, or in part it's that I, we have a project me and the upper secondary school with well the upper secondary school students that study the introduction program and then the wo/man who's the project supervisor, [Respondent 4], I recruited him/her straight away to the organisation so now s/he's very committed and s/he helped with the recruiting on the upper secondary school because s/he has contacts there but then I also met this teacher, because s/he was in this control group for this project so I spoke with him/her as well so s/he also helped with that recruitment so it's little like that

*Okay but then it's at least, then the recruitment was in the youth exchange if I understand correctly, yes*

Mm

*Is this, do you think it's unique for Sweden to work like this or do you perceive that other organisations work similarly?*

No I think it's quite similar, though it's, I know for example in an East European country our partner there s/he works actively towards the schools to find what s/he calls "Brilliant Youngsters" that is those who are as forward, inventive and like they, they s/he ties them to him/her so that they can work as volunteers for the children because they work a lot more with children with those who maybe live in orphanages or live, are at social centres and such so in that way s/he collaborates with schools so s/he gets, can be there, because there, because apparently in this country it's a bit more that they finish the upper secondary school with a certain percentage volunteer work and then they also want to join because they need to have that is have it, which I think is a really interesting thing, that's why it's easier for them in a way to get volunteers than we have because like it's already in the system both from the formal side then I know when I think of all of Scandinavia and that is have like us, how they have to work differs maybe from, like I know also America there, there they get any number of participants because there aren't so many spots, and, and go abroad like they don't need to recruit, that is they get in a hundred applications for one exchange so there it's the opposite

*There are different conditions that are put in to play there*

Yes

*What, what are you thinking, because it's a very interesting idea this with volunteer work in the curriculum beca, what do you think about that?*

I want to work for it, I've already sketched a little on a Key Action Three- application where you work with this kind of, that is affect the politics that is and just promote because amongst others the East European organisation did that, not the one who works with children the other one, they had a Key Action Three-project around just this to get the formal education to, to students doing volunteer work

*And what does a Key Action Three-project look like, what, what does it mean?*

There, there it's that you can work l, that is locally with, on, affecting the new politics that is with youths through some theme it's the only, because the other then it's concrete exchanges and collaborations with countries Key Action Three can be more that you do something that, that benefits the whole sector so but that you can do it more locally because I think it would be awesome if the region would be first to have one of those, yes thing because they have talked now, I listened to, it's a project, I don't remember from where but they have tested the establishment I think it was or in general in the labour market programs to have volunteer that is to be a volunteering sector as a work market measure, yes something like that and that you could do with school youths as well, yes some of the points is to actually be out in reality and do something

*And what is the value of that in your opinion except that they get out in the volunteer organisations? What will the value be for them?*

Yes it will be a win-win, of course for the volunteer organisations that they get volunteers so that they can grow stronger and you get a youth perspective as an organisation because it's a lot of organisations that has become very outdated these days and who don't get any new members so that's and also that you as a youth also get an understanding for how volunteer organisations work but then it's also because that is their future that it's commonly good to come out into the real world to see how a workplace works what, what it takes, which abilities and so on but also develop their abilities and competences, especially if it's then maybe like special projects that you can be a part of and build up and take initiative in and like just work in the volunteering sector where you do something maybe for someone else get those abilities like and see the world in a different way than just in your own little bubble that you're in, in school but you apply what you've learnt right away just to be, because then you can think "but this they are doing at my internship or they could be at a company because that gives an even bigger connection to work and so on" but I think it could be good to be in the volunteering sector just because the volunteering sector is important for Sweden that, that the whole Swedish society is built on the fact that there're volunteering football coaches and there are those who work with art and so on, that is why the youths can do so much more so it's important to that they see it and can engage and maybe be a catalyst for a greater commitment amongst youths to actually do things but to organize might not be in an association because I don't quite believe in that form but still organisation like

*Can you tell me more about that that you don't believe in the form of associations because we've talked about that before?*

I don't believe in it for this generation that is know because it's too stiff and today's youths aren't like that that is they can't that is and then, oo it's a really tuff question because in the same time it's a school in democracy so to speak and being in an association and to have these yearly meetings with where you choose and it's democratically built and everything and it's like the whole built to the actual political parties and like the democracy as a whole but I don't know maybe it's about to become a bigger change too because it isn't the way they can, can commit they commit to one question, a certain time and then it won't work that you first has to start an association and pick a board and have a yearly meeting and a protocol and so on you just want to do so it has to be built in such a way that it's possible then when you've already started like us then an association still isn't the best because we don't care about whether we have members or not, that's not it, but it's like all funding systems are built on which becomes very unevenly distributed because then there's those associations that are this old, yes old in the game like, like automatically has a lot of members but might not do so much business but still get a lot of money

who can have like hired staff while we do very much but we don't have so many members because we don't go and say to our youths that might come to one thing "yes but become a member" because that's like, yes it becomes wrong like, it's just that we want to do things like and there I've looked and the best form would be a foundation the way they have in USA where it's more that you have an activities controlled foundation where you don't need members where there can be a board but but it's the activities that matter, while I read that the foundation form in Sweden is very troublesome and most of the time these money foundations that you think about compared to the new ones like social businesses or the youth associations for example (incoherent about 35:50) who are quite big now they are a foundation because they do exactly what we want because they have a theme they have an area they want to work with and then they want to work with that like and they can still apply for funding because they're a volunteering foundation but they don't have to care how many members they have

*No precisely and the goal isn't in any way to recruit, to get a written member but to participate then?*

Yes they have, yes their thing, it's a little bit like ours actually maybe they don't work as much directly with youths as we do but they work with courses, opinion courses and like bigger projects in collaboration with others and that's how you have to work a little bit more now, that's why they've succeeded because they have, do a little more the way the target group demands today and, and the problem with the members too is that it becomes a competition between organisations which is completely unnecessary when we will, we work with, toward the same goal but it becomes a competition when you take their members but that wouldn't be, wouldn't the funding society be built this way then you would get, get more collaboration in the civil society

*Yes because I've understood it like that too when I've followed you that, that collaboration with other Swedish organisations that work with similar things hasn't been obvious?*

No, no it's really hard

*But is it because this member phenomenon?*

Yes it's a part then it's very special here in this region , I can't see that it would be the same way where I come from but because everybody wants an awfully lot to be with themselves and do their thing so that's, they have it really difficult to make collaborations and then when you try to collaborate then, I don't know, or maybe we're just doing it wrong, that is there's something that just well it doesn't turn out the way we see collaborations where we come with our strengths they come with their strengths and we do something together which is even better than if we were to do it by ourselves like but

*There isn't a collaboration culture in this region if I understand you correctly*

No that is I was at this collaboration day last Tuesday and then they talked about how well the region was at collaboration, but it's more on this level that is maybe more between agencies with the municipality and so on but I don't know if I hear any good collaboration example that is amongst the civic organisations so I don't know

*Does the civic society need to change in that way do you think in, in Sweden?*

Yes, that is soon something has to change because you have to realise that it because of something when big organisations that's been around for a really long time like the scouts and the Red Cross and so on start to lose members that is it's not the commitment that's lessened because instead you see a lot of initiatives popping up but it's just that, that's like initiative like you are as you want "yes but this thing then lets start 'we don't stand out' because this is our question and we want to work with it " or now lets create, yes but after MeToo I'm sure there will be a lot, it's when something's happening, something's boiling then people can come and commit to it during that time that is how it will be then maybe there's a few organisations like for example (incoherent about 39:55) who has an area that's very current all the time that can form an opinions image, educate and so on, a little like the organisation that is with entrepreneurial and initiative power with the young there will maybe always be some kind of need for it so it can sort of always be there but it's important that we have it easy to exist then so to speak that

our form has it easy to exist but also that we can help youths start their own initiatives because that's what will be

*Was gonna move on and ask a little about how, how do you work with media and how important, how important is media for your work?*

Yes media is really important because as [Respondent 1] usually say "if we're not seen we don't exist" it's a little bit like to reach the masses we have to be in the media and we have tried, we haven't quite found the way, we know that you have to have a personal relation that is have private no not private but have a name for it gives, you get no answer if you send to a common, like the local newspaper.se or someone but you have a person like for example in one municipality there I have a contact at the local newspaper so then I contact him/her "that now we will do this" in my regular job and then came, do they think "yes we'll go there and write something about that" so that I've been able to use as well when we did that during the youth exchange because that was his/her area like, it's this geographical area so then they wrote a story on it but on the other hand we don't have a contact at the local newspaper for example so when we've sent to them no one's ever shown up, no one's ever shown themselves interested on the other hand we do have a contact at Svergies Radio<sup>6</sup> in this region so they have done at least two stories on us I think it is and then SVT<sup>7</sup> and TV4<sup>8</sup> we've never gotten a response from either, another local newspaper we have no contact, so it's a little like we try from our end, we always send out to everyone when we do something like now we've sent out that we're having a Kick Off-party so we're trying with that but we know that you need a contact then we work very actively with social medias because there we are the ones in charge so there it's easier and there we have breakthrough for example now when we're in this context that is (incoherent about 43:10) best movie so we've still got, that is we're in first place and it's probably a lot because we've sort of spread it out in social medias very well and that we get likes that is we get around 20 likes a week, that is on the Facebook page just trough us being seen a little on people's walls every now and then, [Respondent 1] posts, s/he's the one who's responsible for it, s/he posts sort of like boosting a bit like adds that pop up on people's walls every now and then, we usually always get like new likes

*Okay so you buy, do you buy add space or how do you do it or?*

Yes we buy, on Facebook you can sort of have a campaign and then you can reach out to a certain number of people and then it costs a certain amount but it's not that much money it's a very cheap way to advertise to still be able to reach people and show them that we do stuff and that's why we've very strategically has always made movies, short movies about our activities for it to be easy to get out through social media and be able to boost it a little trough it being spread a little more than to the ones we reach for free

**([Respondent 1] is speaking)** It's incredibly specific Facebook, that is you can't have thirteen guy likes this, has this and then send, you can be so specific on exactly who you want it to reach so that it, that's why it's so damn good and we do it all the time but in different ways and with different stuff, sometimes we've done something I've sent it to grandma and grandpa, mum and dad, the youths, the ones who are going on trips that is different movies, different rides that I make on different ages to spread it out and then but then we get automatically because if you like something on Facebook then it's shown on your friends walls and that's what's happening with this internationalisation that it pops up all the time Poland, Estonia and then has, and then with the name it's spread, we have the whole world, we have USA, South America, Asia we have likes from

You know we have a grateful name to promote us all the time so that it [followers] keeps flooding in because even though, you know, people are like this, they [press] like if they think it sounds cool, yeah, and it is more to... just that you get that "like" on the page because it is not often they unlike it you know, they [are like] "okay it might not have been something I am interested in" but they still like have

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<sup>6</sup> The national public radio service

<sup>7</sup> The national public television

<sup>8</sup> A commercial broadcasting channel

it in their feed it's, , that's that then we think, through us working a lot with the social medias, we get our page up, now we have four thousand likes but if we were to raise them to maybe ten thousand then maybe it would also interest traditional medias, that when the organisation does something it's worth to write about because they have ten thousand followers so they gamble a little with each other so you get a stronger voice to

*So followers are almost as important as members?*

**([Respondent 1])** Yes

Yes it's a lot more important

**([Respondent 1])** We because that's what it is (incoherent about 46:30) in a way when it's us because we don't actually have any use of being seen in the local newspaper in a way for, for me it's and for us it's hard to see that it would actually bring something more than someone on the town saying "yes but you I recognise something like that" but the thing with the local newspaper is that it gives access to the parents who might sit at home that might have youths who aren't doing anything that can sort of ta...

Yes the local newspaper doesn't reach the target group, but on the other hand it reaches the secondary target group and above all it looks good for prospective financiers that they read

**([Respondent 1])** Local financiers, and it's to be seen locally

That's what we're

**([Other person])** This is where you come in, you have a lot of contacts right?

*Haha precisely. And lastly, to try and finish of a little what, what, what, what is the hardest, that you as an organisation in, in a Swedish context?*

Yes

*Or what challenges are there?*

Yes that's what we're talking about it is funding, collaboration, reaching the target group in some cases but we haven't really gotten to try everything that we want because of the funding because of the difficulty to collaborate and if we were to have all that, if we were to have that security "okay now we're working with the organisation both two hundred percent, we have collaborations with different parties then we could together like focus on reaching the target group and have different strategies to do so, then maybe it wouldn't, that is it would be the biggest challenge then but it wouldn't be as big of a challenge as now then maybe you would be able to solve it but it's, it's still what's needed first for now, it's just like with the method which is a method with which we actually reach the target group yes we can't upscale it because we don't have the time because we can't sit like and do so many coaching talks when we do it in our spare time and you should like prepare and you should do after work and so on so it's , because then, yes it depends like on do you want to do what we want and still do a lot and do it very good then you need to work with it

*What can be improved politically and is there anything there that can be done or should be done and push the association life, facilitate for associations and these kinds of initiatives?*

In some way like change I don't even know how but in some way change this thing with members and that it's based on members that there has to be some kind of quality assessment that you do it with the actual activity in that is like those, it can be a new just like collaboration of people who've come up with an awesome thing and the one who doesn't have a single member like so it must be, what you do or want to do, what you think like but then yes make it easier to do collaborations with the municipality, that is there's this with IOP and it's something that we will look into but it still feels too complicated for us as a new association

*What is that IOP?*

Leading with official partnership and it's when the municipality that is can see that "there's a need here and this association can like go in and work with" instead of the municipality should start a new business and do it, because it is what it is, that it should always be that the municipality starts it, you might not do it in the best way, sometimes it's the voluntary sector that does it better, and I was on, where was it, yes it was on that collaboration day then a person said it so well it's that if you take, you have a lot of people and then we will do something and you could hire then and have people, what they lack is this passion, that is the commitment from the toes you don't get that from someone who's only hired eight to five work just that, so that's what you get but what you're also getting that you don't think about is that you get the persons whole network that when you as a volunteer comes in for example like I will say on Thursday to the employer if they can hire me but that I get to be a representative of the organisation partly I will have my commitment in a different way if I get to be a representative of the organisation than if I were to be hired at the company but I get, I take my whole network with me, I can bring [Respondent 1] as a volunteer and maybe have a guy group that is do you understand, you get so much more, you get all of the volunteers than if you just hire someone so sometimes the municipality could gain by joining in an IOP instead and have some association that's already working with the target group with this need, maybe doing it really well but they're doing it by voluntary powers you might need this reinforcement then, okay you get so you can actually work with this fulltime during a certain period of time and then you can evaluate but then maybe actually do more or it will do more than if you were to do it yourself as a municipality, so it would have been clearly a lot easier to do, that is have it more in thought like as municipality and then this part with the funding then, then it would also be good if you valued that is volunteered work that you, that there was a better calculation system on this return of investment to be what we put in, okay we put in this money but what does it give in values, how can we recount it so that we see that that which the volunteer organisation does is actually worth a lot so that you become more that is someone to count as so, it's not just something that's just, because if we were to remove all volunteered work in Sweden then we would not have this society

*But someone, there's some kind of (incoherent about 53:50) technical question really on how to count on social investments?*

That is you could produce something simpler so the associations could bring forward that argument as a part of what they're doing now so ha, but then we have based on this calculation model that is commonly accepted so that there we will contribute with this because it would be good for all parties like and be able to see the whole value and not just the actual money value

*So some kind of system where you measure qualitative parameters maybe like health and*

Mm because then I think that you as a decision-maker or as a politician might think one more time before you say no to a yes we will give this association like, because you might just see, you only see this artificial grass field that cost this or that amount but if you were also to see the other value then maybe you could change or whatever it's about

*Is there anything that can be done at a European level? Is there something that is, that is hard there or complicated there that would need to be changed?*

That is now we've only been in, in Erasmus + and it's still a fairly easy structure, they've gotten really far there, that is compared to Sweden because there you can actually be just a group of youths or a group of people you don't even need to have an organisational number so you can apply for Erasmus funding then you just get this (incoherent about 55:45) number that you need for the actual application but you can do that and only be a loose composition of people, really cool so with that I think they've gotten really far and then sure the applications are quite demanding so but, but they've tried and make it easier and if you have a good national office like we have then you get help and such on the other hand I know that if you want to continue working in, with EU-funding like for example ESF that is European Social Fund and such then it's a lot, a lot of paper and a lot of documentation so only big organisations can do so that, when it comes to more long term, that is K2 that is strategic partnerships that's more like long

term that you can do as a voluntary association within Europe but it would be fun if you could get funding to run like something a little bit long term so

*But that's also more available to apply for as*

Yes, yes like a mini version of ESF that is that it shouldn't be so

*Somewhere between Erasmus and ESF, yes*

Yes something like that

*Thank you very much*

Thank you

END OF THE RECORDING.

### 3.3 Respondent 3

*But you can tell, start by telling about yourself and how long you've been o, involved in the organisation*

Okay my name is [Respondent 3], I'm seventeen years old, I'm how do you say, I would like to say that I'm very, I have a very big need to do things, I have a lot of trouble to just sit still and to be inactive so that's a big part of my almost need for volunteering that I've had since I was about twelve, but I have still involved in the organisation yes I think it's, should you say the start was when I finish ninth grade and that's two years ago, then, yes but, two, two and a half, I've been secretary for two years so about two and a half years now, at the end of summer it's officially three

*How did you come in con, contact with the organisation?*

I knew [Respondent 2], we are that I kind of, what to say, one of the few committed youths in the municipality, but I was not committed in the municipality which [Respondent 2] was and then I started to get to know [Respondent 2] through s/he was, s/he was at my school now and again, and tried to start the recreation centre, I tried to help him/her a little to get the recreation centre started and then one day I was at the train, I had just come home from another c, course in the, from my old organisation, I get off the train, I walk into [Respondent 2] and then this, this was probably about three years ago, then s/he said "do you want to be in my organisation, we deal with international trips" basically and then I said "of course I want that" and so it wasn't much more to it and so that summer [Respondent 2] got in touch because like I said me and [Respondent 2] had added each other on Facebook and we talked a little and it was one time at a workshop that s/he tried to get me a little bit on his/her project but I wasn't so in to it then and then s/he asked if I wanted to participate in a youth exchange here in Sweden and I got the chance to go to a south European country, I had had one of those, how should you say packed summers of my life then and already been to a congress and I had been to a course in that country already that was about peer support and climbing so then I said "no" because I didn't see that I had the time, then the upper secondary school started here and in walks [Respondent 2] just up here, just before church where I walk in to [Respondent 2] and then s/he says "hi I want to go, do you want to come to this south European country, I need an answer tonight" and then I said "of course I want to come to that country", s/he didn't say much more than that and so I filled in my application and the same night and then I went to my first youth exchange with [Respondent 1] and another group and at just this point of my life I had quit my last organisation, committed to a couple student compounds but weren't doing so much with it, went on youth exchanges had time of my life finished that part with [Respondent 2] and [Respondent 1], and then we had a little more contact like this but I wasn't very into involving myself at all then because I had just finished three, three and a half years of commitment and presidency here in the municipality and then I guess it was just one day that I woke up and felt that something was missing in my day to day like, something I wasn't doing anymore and then I simply realised that it was the volunteering and courses and networking and people and I started to tire of this upper secondary school partying so then I reached out to [Respondent 2] and [Respondent 1] and so it's on that path and now this is my second year as secretary

*How much time do you spend on, on the organisation?*

Yes a very good question, it we count with maybe one meeting a week then we can add five hours there, because we have long meetings and then if we should add in active recruitment, networking, telling about the organisation, write little summaries, reports, assist [Respondent 2] and [Respondent 1], plan, contact with like, how should you say, more than meetings that is contact with other members such as [Respondent 2] and [Respondent 1] have stuff they're in and assist in, contact now with hotels and such so that's about two, three, four hours on that too

*And that's all volunteering?*

All volunteering but that differs, that depends on how stressed the periods are, and then if you count the time that I lead groups and fix all the members and sit in on meeting with that then it's even more and then if you count the time that I actually go in projects for the organisation that's not always for my gain either but for the organisation to move forward then you can have twelve hours a day, a week

*And how can a typical week look with the organisation?*

A typical week, then we should be able to take this one because we didn't have a meeting this week but like I said it's Inspirational lab on Sunday, The Inspirational Lab on Sunday h, I will find a couple participants for [a project in] a south European country, I've been in constant contact with my participants who are going to an east European country, been a little go between, checked airplane tickets, checked a little bus tickets, brainstormed ideas with [Respondent 1] about problem solving, called, called a hotel to check living arrangement for the organisation that have still, this was very on productive because I've been very busy at school but somewhere there

*What, what makes you want to commit, what is your drive?*

I think it would be the social benefits, myself fulfilment, the knowledge it gives and this, what should you say, the almost familiar relation that's in the organisation and also a little bit in role model purpose, that is I want to show other youths that it's possible and that there's time and that like school and your workout isn't the only thing you need to focus on or the only thing you have time for and most of all because it's so fun it's my absolute hobby

*What, what do your friends and family think about you being involved in the organisation?*

Yes it's both that is

(Something falls)

*Shit. Typical, yes*

It's cool. Yes my family thinks, okay if I put it this way, I have an incredible support from my mum and my dad in my commitment and it has since I was twelve both in should I say support in planning, financially, and purely emotionally but then of course they think it's hard that they don't see me so much because of all that's happening, that is I have a lot of meetings, I have weekend plans, I go abroad a lot, I'm several thousands of miles away and they have like no clue of what I'm doing in one way, it takes a lot of trust on their part which they give me and I'm really grateful but, but of course they think it's tuff and especially when I don't live at home anymore and it then take quite a lot of weeks, that is mostly when I travel, the meetings are a different thing because they are often had during the weekdays but then of course it still takes time, it does and it takes a lot of energy from me too which does that I might not have enough to spend a whole weekend with my mum or dad or be everyday with my friends because I sort of put a lot of time on a lot of other things that make it, but it's clear that that it takes energy but it feels worth it, so it's clear that it feels a little hard for them it is

*What do your friends think then?*

My friends they, they think it's fun in a way, maybe a bit odd, I suppose it was more normal when I was in local as, local association but that is they think it's fun and a little cool I have to say and I get a lot of positive feedback and a lot think that it's a good thing, some think it's stran, sort of geeky of course as it always is and the only think that they can think is that it's a bit annoying when you have something planed for a long time and then some organisational thing comes in between, I choose it before them but there's also a kind of understanding and sometimes maybe a strong non-understanding about it too but

*How does it work with school then?*

If I'm being honest I've missed about a third of junior year but my grades have never been so high as they are now and according to me it's a lot thanks to the educations and the courses and the exchanges

*That are provided by the organisation then?*

Mm

*What does the teachers think about you being gone so much, it it*

They love it because they think I bring back knowledge that I've learnt, and some are questioning and scared that I will lag behind too much but basically all the teachers are like "s/he doesn't need to be concerned about my subject but the other teacher's subjects" and if all the teachers thinks so, then you know, of course it's been tuff with school for my own part and to keep up but like I said my teachers have had quite a strong trust, I have delivered quite good on my own, I guess it's about deadlines that has been a little flexible but it can be that way even without volunteering too and they I guess that, I've reserved praise from my teachers but also about my high absence but still good results so to speak and as said by my last mentor and my mentor agreed that I do what civics teach, that is I do it in the field with my volunteering and my commitment with youths and societal and projects and

*Yes but it's quite uncommon to be as committed as you are, isn't it?*

Yes I think I would have to say that, sure that you do a lot of theatre and such and you take away entire schooldays that is but it isn't so many times that takes away entire weeks from school

*Why do you think there isn't more who are committed?*

I think it's a fear and a stress over your own comfortable bubble, that your everyday routine will break I think it's a lot about not daring to take the chance and being so focused on school being everything that can prepare you for life that you, the most common excuse that I hear is "no I have school" both, but school isn't everything but I think that it's simply an imprinted system that school is the only thing that can get you forward in life which makes a lot of people not want to go

*Should, should more commit themselves?*

My dream would be to see a whole country that's volunteering for it's like the way to get things moving forward in today's society so it's not just about that politicians should do it, pull the whole society forward anymore, it's not just about that big corporations should take responsibility but it's about civil responsibility that you have and honestly I wasn't alive then but I studied up in the 70:ties and volunteering it looked very well and it had a very good image and both public health and endemic disease and it was also the time where you had the most commitment and then it's not just about it being very high in politics but also study groups (incoherent about 15:15) was incredibly active and sort of lowered the Spola kröken<sup>9</sup> campaign, lowered like a big alcohol abuse through the whole public, a lot of blooming sports clubs got committed youths, a lot of problem children were solved because of that, that is I think that the more people that are committed, as long as it's about something the better our society will be, and then it can be about everything from international level to a "rake day" in your

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<sup>9</sup> A campaign in collaboration with national public agencies and the civic society which aimed to lower the alcohol consumption and change the alcohol culture in Sweden.

neighbourhood, it doesn't need to be big just your, but I think it has started to lose a lot about being in your sports club, sure you go to the games but it's not that you host camps anymore like and it's, I think it's a shame because like there are so many times where you have compared with just a community or arias that's only started an volunteering association that is not a neighbourhood community but, but a rake, cleaning day, but you do it once a month and all has become so much better and it's only the initiative from a few civilian people in the neighbourhood and then you don't have a janitor who works his ass off or a neighbourhood community or a condominium that needs to raise the rent because they need to hire more people to keep clean, that is it becomes more logic that you get a better world with commitment

*In what way do you think the organisation contribute to that, what is it, what is it that they do that is good, or what is it that you do that is good?*

I think we give a unique chance to youths who dare to take it and I think that the thing that we do best is that we become more and more of a role model for new thinking in different youth associations that are a lot bigger than us, have more local activities, have more members but aren't working in the same way as us but are working in this 70:ties way that obviously doesn't work today, you see massive associations that have huge problems with losing members and while we are a new organisations that's only growing and growing because we are fresh, we are new thinking but we are still experienced and we are very targeted on our goals and has a completely different way of thinking, we don't think "we have always done this, this has worked before, why isn't it working now?", we think "how do we get it to work now?" so that's what I would say is the most important thing that we do and we are a role model internationally about how youth projects should work and also as a source of inspiration for a lot of others who wants to start something small that even if you're a really small group and have very little capacity you can still, you can still do very big things

*Do you have any specific example of something that you have done or disposed or that you feel like this this contributed to, to*

Society

*Yes precisely*

A project that I was a member of locally that was in collaboration with the municipality it was when me and a few translators and a few co-workers which was led by our president and even the one who hired us in the municipality taught entrepreneurship to refugee children so they could reach their dream and go to an amusement park, even if you shouldn't talk about integration in everything I think it's a very big part in society and especially in a small community as this municipality is, and see all the children with different national backgrounds together and see them crush all stereotypes, barely understanding each other but pull together so hard and understand each other enough to make a difference, without parents, without adults just them together with a little bit of hard work and the right guidance provides and get one of their, a lot said best days of their lives and get a diploma as your, two boys that I still have some contact with, their father was so proud that he cried when they (incoherent about 19:40) the diploma and see exited and powerful it was and get all the youths and like see how happy they were when they managed to reach their goal and how willing they were to work for it in the end it, it was then that I felt that this, now I really made a difference this was awesome, they will keep this with them, they will understand that their nationalities, religion or language barrier doesn't matter again like

*Do you see yourself as an active citizen?*

Yes

*Yes in what way, what does it mean for you?*

Active citizen for me is, funny that you should bring it up because it's actually something that I'm debating, reflecting, philosophize a, around it very ofte, I usually don't say active citizen, I usually say an active part of the community, we are by volunteering, school compounds like what to say, social that

I hang out with people, that's what gets me to and like, things I have done through the organisation and before that, that's what gets me and like be able so sleep at night and feel that I do an active part in the society because I want like I want to improve, I want to do it, I want to be part of an improvement like integration is something that I have worked a lot with and like I've really been given a chance to be a part and integration is something of the biggest challenges that Sweden has in front of itself, and just having been out in the field, working with children on my own initiative, that is refugee children like even if I was only there with the University and not the organisation but later when I got to be there then just, like I'm so proud of myself now that I took the train voluntary every Tuesday and was there just because and like hang out with the refugee children at an asylum accommodation, I wouldn't even see them next week but still, like such a thing, an own initiative is something that I think makes me able to call myself an active citizen and it's something that I wish more would say about themselves, because being an active part of the society, it's not so hard, I think it's an active priority of other's and society's best, best than your own good and it's not really practically more ideologically too and that has, I reflect on my own opinions and how I think you should be a citizen and being a citizen is a part for me being active so that's why I would say that I am active

*Are you active in something, you're active in the civilian, are you active in party politics as well or have you been?*

The thing is that party politics is something that I'm thinking about getting involved in for a long time and is still thinking about but there has been so many other ways for me to be involved politically when we are voluntary associations and then it's been questions that has been closer to my heart, even if I have a lot of opinions about the municipality, county, government, the parliament system, a lot of questions that I'm involved in that is I'm trying to keep track on the parties programs and party debates, who says who, what and who, but I haven't found a party that I feel fully prepared to but my time and stand behind instead I've through volunteer programs worked with increase cultural awareness a lot of feminism a lot of fighting drugs, a lot of fighting for everybody's equality and everybody's equal rights and like and exist, LGBTQ questions, strong statements in pride and stuff like that I've been able to involve myself politically but I haven't as said, it's something I would like to get behind and join a political party and I think that I'm gonna stick to that plan the two following years as well, then I think that also, if I were to involve myself party politically I would do it for real and then I would like to have a more leading role in the party and to do that I want to have evolved some more and like I said it's my absolute hobby right now with the more social organisations, not like non profit in (incoherent about 24:15) and then it's been that I haven't felt like I've wanted to have, take time from that and put it party politically

*EU is part of your work*

Absolutely

*Have I understood, can you tell me about that?*

Do you mean my opinions about my work in EU or Erasmus+

*How does it work and also your opinions as well, how, in what way is your organisation involved wi, in EU*

That's the question, just quickly about my organisation has gotten me to do is basically for each time that I'm away I feel more like an EU citizen than a Swedish one and I think that it's a title that is mentally very good, preferably I think that you should have the title world citizen but and feel like an EU citizen and create a connection between youths across EU it's and like still, and still diminish the "we and them"-feeling and really feel your way around Europe and be quite actively involved in EU as you automatically becomes through the fact that we have EU, The European Commission that is organising the Erasmus+ program that is where we seek founding makes you more involved in EU because you have the knowledge, that is know that EU, the Erasmus+ program will shut down "okay what discussions are behind this, now Turkey does this, how does that effect their situation in Erasmus+? Now Greece's financial situation has changed to this how does that affect them okay why do they have

a lower travelling budget than us? Okay it depends on this.” You get involved in the financials and that way you learn a lot about EU which I think is very important because the way I understand it, Sweden is a country that’s quite EU-critical and that’s not wrong to be that, I’m still as has been for a long time critical of EU but the thought and the idea with EU is something I feel has a high value and then it’s not just through Erasmus+ and then more importantly just, just the actual thing that such a big what should you say core that EU has taken initiative to focus on the youths in all of EU for them to create social networks for them to strengthen the employability amongst youths for me that’s something that’s truly, it’s a real wow-feeling for me and it’s happened really fast and EU’s development right now and EU’s commitment like I said I’m critical about a lot of points which you should be but in many ways it’s EU that has made it possible for me to get the social networks that I have and actually strengthened the employability of youths and taught a new way to think and learn things that they should have all the cred for

*Do you have any example of how, how an event EU has affected your work, has Brexit affected?*

Absolutely, fun that you bring up Brexit because I was just about to say it, Brexit has affected our work with EU we have a strategic partnership with the UK and Brexit has absolutely affected, because technically they are about to exit the Erasmus program but since the Erasmus program ends 2020 then Erasmus has pumped out their last money to the UK and that means that they have a completely different mentality towards that money because basically all the money that our project doesn’t spend goes back to the EU, says no that are then sent back to the EU and the goal with the Erasmus+ money is that they should be used wisely and they are to be used, they aren’t to be wasted but they shouldn’t go back either but it’s basically like with all budgets that you post they are there for a reason and that has changed the mind-set of the organisations in England toward their Erasmus money and that also has, yes for us a strategic partnership has been a little unsure “what happens?” the budget has changed back and forth a little wavering, more concrete and the I suppose future partnerships aren’t checked the same way because with other countries that you know are still in the EU then you know that after Erasmus+ a new program will probably be formed, we get to keep our partnership you validate networking in a different way but with England or the UK in this case it becomes a completely different mentality to the organisations in England because you don’t know and they probably aren’t part of that program that will come after Erasmus+ which once again makes it feel like you lose a lot of youths and that it then on the other hand, yes but that you lose youths and you lose networks which is very sad because England is a huge [part] of EU especially educational wise, especially EVS-volunteer work, there are a lot of English EVS-volunteers that I know in my, in o, in our network that are out in Europe and really likes a lot and work, really likes to teach English but it disappears because in that way we have it, but I wouldn’t call it an EU decision either because it was England’s decision

*Yes, yes, but what is happening in EU*

It affects EU like but also other EU decisions that affects because all that has to do with mentality with countries affects that is the more laws you have, either against economy restrictions or the opposite economy release affects like how the collaboration works in some country, countries because of corruption, none corruption, preventions and above all it’s when you have EU decisions that affects, like also countries within EU that affects it’s when we work with and send refugees abroad, those asylum seekers not refugees but asylum seekers and then see which countries they can enter with a Syrian passport and which countries we need to seek this permission for or so that is that which affects a lot too and since the organisation has targeted a lot towards integration these EU decisions affects this as well of course it does and it does, that is EU decisions makes you very emotionally engaged too that is you become quite disappointed w, yes but when the refugee way into Europe became legal like, those things affect a lot

*Do you feel that you have a better understanding of EU thanks to the organisation then others do*

Without a doubt I feel that I know more about how EU works, why they work that way, I have knowledge of labour market and educational systems in other countries in Europe, I have knowledge of the cultures, I know the differences, I feel that the organisation has given me a way to gain higher understanding the

deciding organ that affects my country a lot, that is also if, yes but in my opinion go and vote in a municipality-and county election but not vote in the EU election is the dumbest thing you can do because fifty percent of the decisions in the municipality and a county will still be affected by EUs decisions, even to get understanding about how mandates and the proportions works in proportion to the actual EU board that is depending on the population and a lot of that I have gained through the organisation and not just my education so absolutely

*And is that a problem that it is that way?*

How do you mean?

*Is it problematic that you have gained, that, that you have gained this great understanding from a volunteer organisation and not from something that is a societal institution that maybe everybody should take part in?*

Absolutely it is but in a way it's also about that, if one, o I'm sorry, if a societal institution should give some kind of information then seeing it on a piece of paper angles it one way, seeing one thing on the news angles it from a different way, going down to the actual country and meet people and hear every different version that is something completely different, we can take Rumania as an example with the decision from the government that had 200 000 people demonstrate in Bucharest then they would basically make it legal to be corrupt, in pr, that is the proposal was the proposal if you want a concrete example was that you, had a post, if you've been a chairman in a certain government and you had been steeling under a certain amount or embezzled money you couldn't get sentenced to jail because it exceeded a very high amount, it was one thing to hear about it on the news, it was one thing to hear about it from my different friends that lived there, it was a completely different thing to go down there and discuss it with people and hear a lot of different perspectives and stories about it even , you can read as much fact as you want and you should but the best is if you can read the facts and the experience it too so that you don't go blind

*So it's not a role that, that a societal institution could take over, but it's about encourage youths to*

It's about youths, about youths and taking the chance and seeing EU, the only societal institution that is a very good decision is this commute card, the train card you get when you turn 18 which is a fantastic thing but then to get youths to go that is just their own decision to take but to get a higher understanding about EU I think it's a good way and to get a higher understanding about your own culture, the cultural differences and a lot of the government power actually and why some politicians react differently, I think that a lot of the times you forget that how much all of the politicians are involved in EU and how much it controls them and EU forgets how much the own country controls them, the politicians as well

*From one thing to another, you work a lot as I understand it with networking and making contacts, how does it*

Must I say

*Yes how does that work go?*

Social experience and a very professional attitude

*Do you talk a lot with people on your spare time or do you formally set time aside like work hours to call different people*

I get what you mean, that is for me networking that sadly has or not sadly, both good and bad, happens all the time on my spare time since I'm passionate about the organisation and my commitment so it's a popular topic to talk about and when you meet people that have similar organisations or above all when I have a project then it just happens that when you find someone likeminded you just get, you transfer this to each other and exchange experiences which makes you both better at what you do and also creates a network that can be of use so it's really difficult for me to say that I assign work hours for net,

networking it happens automatically in my everyday life and my attitude toward things, but I can assign hours when I check on my networks if it's, that is say one night "yes but now I have this project or now I heard about this project and now I want to know more", then I can assign those two hours to elaborate and get in contact with a lot of contacts in the same time and check how things are and sometimes just one of these social hours like this, not just pro, then not just professional but on an emotional way keep in touch through and have an update and compare stress levels

*Yes who's voice do you think we hear in the organisation? Is it the members' and the youths' voices that get represented or is it, is it the refugees' voices or*

That is would like to say that the voices that gets heard in the organisation ar, are the voices we wish to have in the organisation, since we don't have such a high number of members since it's almost only the board that does everything then I think the voices are our voices that adjust to, to what we think the youths want to hear to become active. And refugees, generally that is, that is youth refugee for me it's the same thing in a way to, that is youth as youth

*Yes one does not exclude the other*

What? No precisely

*One does not exclude the other so to*

But I think that our voice is heard bu the board adjusted to those receivers that we want it to reach out to

*How do you get information on what they want to hear? Or how to get a hold of them?*

Yes networking

*Networking yes*

Yes when you compare different needs in different countries, other organisations like "yes but how do you do to and talk to your members, give your members, what do your members, what does your members usually want?" and then we try our way forward a lot, like "this doesn't work, this doesn't work, this works, can we improve what works? Can we improve what didn't work? Can we try this? Do they want this? How do we best adjust?" but our highest wish is still to hear the youths' own voice and see their commitment to and do things they want

*Are you democratic?*

Very

*Mm tell, in what way?*

That is when you have a board of three then majority decisions might not apply so hard but, in the end it is in the br, all discussions the board has had then it's, they, the point that is two to one is like the winning point but I don't think I've never, this will sound too good to be true, but I feel that there has never been any kind of team forming against one person to take kind of advantage of the majority but it has been democratic in the sense that whatever, whatever the person says then we tear it apart and see if it's possible and if it's a good idea which is slower of course but it's part of the democracy also that things should change, be torn up, be worked through and become as good as possible and in all formal contexts now we're talking yearly meetings, etcetera board meetings and such, then it's a democratic voting that stands

*Has it happened that you have received critics from someone that's been partaking in something like a youth exchange or been to one of your, your camps?*

Not really, there was one time we had a training course and there was a few too many that, we had a very big group, there was a lot of people that were new to non-formal learning, non-formal learning, and then there was a little bit like this “this was a bit childish” and so in the beginning but the more that came the more it disappeared because that was when people started to get the point and that’s, has almost all organisations from the beginning those that has never experienced it, they think that they are playing but they realised how much they were learning, so that’s the kind of criticism that we’ve received and then maybe we’ve received, maybe not criticism but opinions that we are taking on too much all thou we over and over prove that we aren’t because we always manage in some magical way

*Where does the criticism come from? Is it from participants or from others?*

No it hasn’t been from participants or youth (incoherent about 40:25) yes but MUCF<sup>10</sup> has on several occasions e-mailed us about our capacity and it’s a form of criticism according to me at least then how the rest of the board interprets it, I can’t stand for that but my own opinion is that it’s criticism from MUCF who thinks that we have too few members to do as much as we do but once again over and over we prove them wrong and that we ta, when we receive criticism we see it as feedback and if it’s criticism or feedback that is worth to assimilate then we do that and improve based on that, so criticism or feedback is invaluable to us, most of all feedback and it’s something that we ask for, from MUCF, from our participants, from everyone around that we work with, from each other but like real sharp, negative corruption criticism is nothing that I’ve experienced during my years here at least, and I suppose that’s nice

*Yes but if I understand you correctly then you experience some scepticism from amongst others MUCF that you are a small organisation and how will you be able to do the work?*

Absolutely yes. I stand for that we have received that.

*Does that affect you?*

What?

*Does that affect you in ways of being able to get money or other things?*

It does but on the other hand that is we still get our money and most projects were approved since we time and time again proved them wrong but most of all a certain, how should you say, criticism we’ve received has come from schools and other associations and organisations in the region because we’ve been so small and they sort of hasn’t ever cared to open the door for a collaboration so I wouldn’t say it’s criticism I would say that’s arrogance because of our size

*And that’s why you sought out EU to start with if I understand you correctly?*

Yes it was, there wasn’t anybody who wanted to collaborate locally and it’s still no one who’s considered, now the municipality has begun to loosen up a bit, we’ve gotten an amazing collaboration with a school and but other organisations are still that is it’s horrible because it’s often just “yes of course we can collaborate, just sign all your members over to us”

*Oo okay yes*

Yes “collaboration” in quote characters and we have loved to say “no thanks that’s not how we work” like so, that is a mistrust because of size we’ve always experienced but it has instead of feeling sorry for ourselves it’s been more pushing us toward “now damned they are gonna see” for both good and bad, then if you have to much mistrust then of course it gets hard in the end, especially when you put in a lot of hours, blood, sweat and tears like we do

*Yes if you don’t feel like you have something to add then I feel that I’ve asked all of my questions*

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<sup>10</sup> The Swedish Agency for Youth and Civil Society

No it's more that I want to encourage all people to organise themselves and or what am I saying involve yourselves not organise yourselves, that I would like to encourage all people to involve themselves because I think that's the key to a healthy life and it doesn't like I said be a big deal but something small I think like working out, meditation, reading a book and some sort of hobby or commitment like something that can give the ultimate standard of living

*How, how do you get youths do that then, how do you get them to agree to these youth organisations or (incoherent about 44:00)*

Yes basically the only way is a long and complicated process that is to attract them, to whatever it's been it's about attracting youths and not serve them things on a platter even if it's, sadly that's what a lot of youths want today and I've discovered when they get it, like when they have a taco night, when you ask them to set up chairs and they get to cut the vegetables and you stand there and throw a little food at each other in the kitchen and they get how fun it is it's then that you get this commitment but you have to attract them and you can basically not drag someone there which is sad and most of all it's about crossing the comfort zone because to stand and talk about how much it actually gives you to be involved obviously doesn't help it's just to attract and scoop up

*And what do you attract with, taco nights?*

Yes sadly, that is in my experience of recruiting and attractions then, then attracting youths is something of the hardest thing to do it's very individual and it's been a lot of times that a taco night and pizza night "yeey works perfect, I want to do it every night". Then just "yes we have a meeting next week", "no my younger brother has broken his leg" there are a lot of bad excuses so you lose everything, it's that youths have to understand that it can't be fun all the time sometimes there's a little sacrifice even if you do it for free and most of all life isn't just about cash

*Is that what it's about for a lot of youths today?*

Yes sadly those who isn't about cash is about a loose and comfortable lifestyle which is also sad but you should absolutely not have a lo, loose or passive and you should have as a goal to be successful but success isn't money so that's what I think (incoherent about 46:05) in today and feel

*Yes thank you then I turn of.*

END OF THE RECORDING.

### 3.4 Respondent 4

*[Laughs] Yeah, no, but of course, it's totally okay. Eh, but I thought we could begin with you talking a bit about yourself and how, how did you find the organisation?*

Mmh, eh... you were thinking like: location and age and basics like that then?

*Mhm.*

I'm 22 years old. Ehm... my background to finding the organisation I suppose is that I've got a new job in the municipality and the municipality collaborates with another municipality in this project and this municipality is where one of the organisation leaders works.

*Yes, right.*

Mhm. So it's, since I got this new job I had to go on a job interview and there was this representative from the municipality and one from the other municipality and that's when I met the organisation leader.

*Okay, so it was in relation to the organisation leader's [inaudible ca 01:20] eh, profession.*

Yes, precisely and what happen-, what has happened was that s/he and this, like, the counterpart in the municipality has earn-, applied for, eh, funding together from... eh, region-, what the heck is it called...?

Oh well, anyway they have applied for funding [inaudible 01:39] the regional administrative board who has inquired.

*Mhm.*

Yeah, so. But anyhow they have applied for funding for this project and then they got it and then they needed someone who, they red, they hired a person to be the project coordinator or whatever it may....

*This project then, it's a cooperation with the organisation?*

No.

*No?*

No, nothing at all it was a bit more like I had this-, that job interview and then the organisation leader thought that, well, we have some things in common.

*Oh, okay! Okay, mhm.*

I'm pretty-, very in-, involved, I would say, in integration and with... well, pretty strong opinions and I work a fair amount with it and stuff like that so I guess the organisation leader thought that wow, that sounds impressive. Or like, interesting and... then s/he told me about this project like, just when the interview was over like: hey... just a little personal question, what are you doing this week and I was just like yes, yeah, no, I'm not doing anything in particular you know and...

*[Laughs] Yes.*

And then s/he started to tell me a bit about the organisation, what they stand for and about the coaching and eeh... and I got instantly hooked because I think that things like that are really interesting and I have a background in coaching ball sports for seven years. So I've played myself and I've been a member of the board and a member of the district board here in the municipality, region and hrm, stuff like that so I feel, I have like some experience of what I thought was coaching you know. Eh, for, for me... the word coaching for me has been or wa-, eh, up to like, well, a we-, this week, It's been about sports. Because we say that someone is a coach.

*Mhm, right. [Laughs]*

But you're not, like, that's really not what... it's coach and coach, it's not the same thing. Eh... but at the same time I feel like I still have some experience in some way since I've worked with youths in that way

*Mhm. Do you have any other commitments?*

Hrm, you mean other things I'm passionate about or what I'm doing or...?

*Yes... exactly. To-, one of the organisation leaders has told me a little about you being involved with a network for unaccompanied minors' rights?*

Yes, exactly.

*Yes. [Laughs]*

Yes, that's cor-, yes, that's correct. Yeah, as you can see, there's a lot-, there are many strings to the bow. No but I really try, that network and... eh-, kinda like in this, oh man what-, I forgot the name-, [name of the network]

*Yes, right.*

Eh, something like that but not... n-, like, not really anything other than to with the group try to support people, like, I've not worked really like actively with-, because it's more of a web based group really or like... organization...

*Yes, more of a network?*

Yeah it's more, exactly. So it's kinda more like I'm a part of that network and you're trying to, well, actively trying to steer conversations in a more sensible way and... well, something like that.

*How come you started to get interested in integration in particular?*

Well... good question. Like, I feel like I've always been... raised with and always thought that... all us humans-, like really like, everyone has the same worth and everyone should have a chance at a good life, like, it all comes down to the-, like, in that everyone should have a fair chance, we're born in different countries but that should not be the thing that sets the limit for-, like, you can't help where you're born but you should be able to control your life, eh, and... for me it's really been about people on the run who flee their home, who flee their country because of wars they've witnessed and experienced things we can't even... imagine or comprehend.

*Mhm.*

So for me it's been so very much like... like it's shocking to me how the migrations policy is conducted at the moment eh, because... it has a-, it's about a number, it's not about the people anymore it's about the money, it's never about-, it's never been about the money and it will never be about the money for me because... we can afford it, that's how it is. Period. And... I don't think it's about like picking one for me but-, I think it's about being there for everybody else because we're all a part of the same thing you know.

*Mhm. Was it the migration treaty 2015 was that some ki-, some kind of starting point for...? This...?*

Yeah something like that actually because I think that... for me it's been like, you're just like: wow man, feels good to be from Sweden, we help so many people... it's not always picture perfect but we blend-, we've taken in too many, that's what I think on some... no, I think we should take in more, I think we took in too many too fast and we can't manage that, people haven't been living very well, they haven't had very good living conditions and things like that and that's what I think has been... a problem. But I don't think that-, But as I said when things like this happen... eh, I have... during this time when I've worked as a teacher but also when engaging in the ball sports and you meet people everywhere, you go to school-, like you meet people who doesn't originate from or have a background in Sweden. You learn very much lately I've acquired many more prett-, like, friends who have recently arrived eh... and you like discuss with them and like try to see things from their perspective and... I can tell you that tha-, this situation is not very simple, no. It's not residence permits we're discussing I would say it's more like in the opposite direction so...

*How long have you been active in associations?*

... Let's see, eh, what do you mean like, active in the association in-, like as a player or just as-, or do you mean th-, like...?

*Yeah m-, both, actually. In general.*

Well. Eh... I started playing ball sports when I was twelve... and now I'm twenty two, which makes it ten years. But I've be-, I've been coaching youths for seven years.

*And when did you start to become engaged civically?*

How do you mean?

*E-, engaged in these matters of integration. When did you become a part of, of these networks?*

Ehm... I think it would've been... in this last year actually, is when I think it would've been. Apart from being... not been in the network but still maybe... like the networks might not have been around for that long, but I think I've been a part of these networks during this last year. Eh, some things-, the network for unaccompanied minors' rights and have not been around as long as I've been here for example, eh... and before that it wasn't really that you were a part of a network but you tried to take the discussion when you had the energy... so... and th-, I think that it's an awesome network because I feel like they're very good at taking these discussions the right way, they're very good a-... keeping themselves to a higher standard, those who write belittling things, racist thi-, every and all of those things. Eh, belittling things or, yeah all those things. They keep themselves to a higher standard and I think that's great and I'll gladly support that and be part of like something that, that doesn't stoop to that level and instead rise above the rest.

*Are you engaged politically?*

No.

*Do you think you have a political interest?*

Eh... I haven't had that before... and I wouldn't say that I have a large interest in politics now either but I'm very conversant with mi-, like, with migration politics and in the subject regarding which party stands where in, in that. Eh and that's really where my interest is at, so I would say that my political interest has grown generally also because when understanding a thing like the migration politics, there's a whole lot [inaudible ca 14:23] which goes with it and to understand... more of what-, the individual party you have to understand a bit about them so I would say that it has kinda kick started some kind of political interest though I don't feel like that is what I'm passionate about, eh, so, but it has absolutely increased lately.

*Voluntary associations, has that been a-, a big part of your upbringing, do you have parents who are active in associations or siblings or...?*

Eh, my parents have never been active in any associations.

No.

But they've been very engaged, eh, they've tagged along and helped out around the club very much, my parents, so, I would say that they've not been active themselves but they've been pretty active through us so to speak.

*Mhm. What's the value in being active for you?*

In an association or in general?

*Both. [Laughs] Again.*

You make it easy for you and difficult for me... to me, being active in an association is... it gives me so much for me to have a place to belong to. Eh, somewhere-, I feel safe and welcome but also where I feel like I can contribute with something, where I can be... supportive. I want to be a role model, I want to set a good example, well-, like, I want to help with stuff like, like I think that I would've wanted help with, be someone you can talk to about everything under the sun, someone who can help you with anything from homework to heartache or, like-. But I wouldn't say that I lacked someone-, someone like that since there were people there for me too, like, around me but... I didn't really have someone that I knew you know... eh, I didn't have anyone like me and I suppose that's who I tried to be, like, what I've wanted to try to be to have someone like me who I would've wanted at that age. Even though I didn't lack anyone it would've been like, a, an asset when I was younger, to have someone like-, like me. So to me it's about this-, to be active in an association was about both taking and giving, I guess you could say. That it, it gives me so much more to be able to help and to get to see them grow and to get... try to be a part of and... like shape them into the person they become in some way you know and

it really feels like you've gained so much-, like, we've always had lots of discussion in, eh, amongst the team that this-, like [inaudible ca 18:10] discussions we've had HBTQ lectures, there's been diet lectures, we've talked very much about, like, team spirit what is okay not-, like, very much about valuation issues back and forth during all the years so yeah, we've worked actively with them to-, it's about so much more than ball sports like it's about something completely different for me too. Like it-, than just ball sports.

*Has there been any backsides to your involvement?*

Eh, yes, because I have trouble slowing down.

*Mhm.*

So I guess that's what I've felt a couple of times in that... I do too much, I don-, I don't have the energy to like do it in the way I would want-, you know because it is like that when you're in-, especially when you've done this coach week when you've been coached yourself.

*Mhm.*

You've really been... like, it's something I've never-, it's something I've thought about but now you got to-, you had to tell someone else how it actually works.

*Mhm.*

Not like this person themself-, like brought up any new reflections but it was still like I had to explain a little bit what it's like and... and I know myself that I take on too much and I know that I won't always have the energy but at the same time it's hard to say no. Because in our association it doesn't really work for me to say no because then I know things won't be done or it falls on someone else who already have too much since there are so few of us who all have too much. So there's... it's been very hard for me to ho-, to hold back, I think that is the thing I feel like it... sometimes it becomes too much and then it's not as much fun anymore.

*Mhm.*

So that's the biggest problem, I'd say really it-, and when it takes up so much time other parts of life gets affected too like, you know, relationships with friends or with family or like, there are things like that, when you went to school then maybe the school suffered a blow because you were so very active with the ball sports so, there's always another part which suffers a blow when you take on too much...

*Mhm.*

... within voluntary associations.

*Have you had any comments like that from others around you from parents or friends or siblings that-, or partner perhaps?*

Yes.

*Yes. What could it...?*

From all sorts of directions I can tell you. Like, from every one of them, basically, yes.

*[Laughs] How does that feel then? Or, have you taken...?*

Well... like, of course it's-, it depends a little on how you say it and when and where and why and you know. When my parents say it I know it's more them wanting what's best for my health rather than them thinking that I'm abandoning the famil-, you know like I don't care enough about the family and It's more about them being worried that I... take on too much.

*Mhm.*

But for example if it's my friends, partner, or sibling who says it then it might be a bit more like, well you know, you only do that. You don't prioritize us, you know, like that. I've actually not had a friend who has told me that though but-, of course people can be like: Yeah, but you have so much to do all the time, like that.

*Mhm.*

But it doesn't have to be more than that I guess it's more that my sibli-... and part-, you know when you've had a partner [inaudible ca 21:05] who has... thought that... and it is like that when you involve yourself to that magnitude as I have, it's not like it's been one evening every week and one hour every week so of course other things suffer a blow.

*Mhm.*

And that's tough and it's tough when you... in some way know a little bit how I would want it to be...

*Mhm.*

But I feel like I can't really get there either because then... the association gets-, like, then the whole club suffers If I back out, you know because it-, then you get that feeling and... then you'll always all the time be just... torn in between all the time is what I feel is the... you'll be just like is it-, is it even any fun? Or, you know, because it... it creates some form of stress around all that... in some way.

*Mhm.*

[Long silence]

*Mhm... What... Are you... Right, here we go! Now I found the question again [inaudible 22:04]. Is it mostly voluntary work or do you get paid...?*

Well- eh, I've never been paid.

*Never? No?*

No. So, yeah... voluntary work.

[Both laugh]

But I will get, starting... next Monday I'll be hired part time within the ball sport club.

*Oh, okay, okay.*

But... it's not for doing what I've already been doing. A little bit of what I've already been doing, so it will lighten my burden a little bit but it's also expected of me to take-, like, that percent is quite the large amount.

*Mhm.*

So I will take on some other tasks too that other people have been doing... so hopefully it'll lighten my burden but also enable me to take on some additional tasks too, you know, which will be during the day and like when I'm at work.

*Mhm, right.*

But no, apart from that everything, everything, everything has been voluntary work all the time.

*Mhm.*

And also I've been involved in the student union at school, been a part during all my years there and... yeah, the club board and the district board of the ball sport in the municipality, region and eh, coop-, like, we've been cooperating on a pretty... national level. So there's been a bit of this national work with the ball sport also.

*Is that civic participation, in your opinion? What you are doing?*

Oh wow, that's not an easy question... because it's also: what is civic participation?

*Mhm. [laughs]*

Eh... but yes, I suppose I would say it is.

*Mhm.*

Are you gonna ask me why?

[Both laughs]

*Yes, please.*

Well I think kinda like... hopefully what we are doing for the youths in the club, or what you do when you engage yourself in these networks or when you engage yourself in the organisation. Hopefully... it will lead to, even if there's not that many people but perhaps they'll feel a bit better, that they get better support that they develop a bit better or feel better than they would have if they weren't a part of the organization, this actual organization... eh, so I do think and I believe t-, personally, for me the ball sports were very important for me for a period. Eh... it wasn't at all like I-, was bullied or anything, that's not how it was. But, I might not have had that many friends who I hung out with after school, I had friends at school but I didn't have that many who I hung out with on my spare time so for me the ball sports were tremendously important for a period because that's what I was doing on my spare time and I had my place there, you know.

*Mhm.*

And to me it meant very much-, it's also a little bit about that feeling still being there in some way that... that is what I want to give to someone else too. And I feel like that's c-, like a civic responsibility to... to be able to take on people who don't need support or who need support or who need to get away from other stuff, who doesn't have friends, who has problems at home. We have all kinds of eh, youths with pro-, different kinds of problems you know, who, who in some way can get a safe haven where they get to feel good. And I think that, in the long run, it gives-, and since we talk about so much more than just practicing ball sports

*Mhm.*

It's pretty much given in our association what we stand for and how we do things and we're always having lectures on proper diet, there's much talk about, you know, youths in a certain age not eating very much and then engaging in sports to that extent, you know like, we try to... to not just shape them into ball sport players but rather making this into a lifelong... like... lifelong wellbeing in some way in multiple aspects. So, yeah, I would say I probably think it is.

*Mhm. What-, what are politics for you? Is this different from politics? Or is this politics you're engaging in?*

I don't think it's politics... but I haven't really got any, like, you know, good... answer to why it's not politics.

*No. [Laughs]*

But for me it doesn't really feel like it but at the same time, for me-, since I haven't been like active politically, I don't have a really-, had that big of an interest in that so for me politics are very up here, you know. They are the ones in charge, they are the ones who makes decisions, it's like... at the same time I do understand that there are people who are committed down here, in the end that's what... shapes what's up there in some way you know so, eh, if you understand what I mean.

*Mhm.*

But no, I wouldn't say that I think that that's politics but I haven't got a good answer as to why I don't think it is.

*Mhm. Ehm... I want to continue with asking a little about this specific course. Can you, can you talk about, what you've experienced?*

Yes that is a very good question, what I have experienced... there's been a hell of a lot actually.

[Both laugh]

Ehm... No, but... I can start with saying that, like my expectations I had prior-, it could be interesting to know a little about what I thought prior to this because... for me this has been associated with, like I said, with, with sports, coaching. I did understand prior to this that no this is not coaching in sports, this is coaching in general. But what is coaching in general? You know, since... for me, I had like not... no actual thought about that, you could absolutely try to have a, eh, a person, youth or adult or child or so that you could try to coach in a certain direct-, or... like, try to help in some way. Absolutely. But I really didn't have any other thoughts or expectations or-, so really I had no idea of what I was heading into and that was... very scary in a way because I am somewhat you know, like to plan, like to know what I'm doing and stuff like that and... to me that was very, you know, I have no idea what will be included, I don't know if I have... sufficient competence to even be in this course really or... is it this right for me and you know, ehm... but I thought it was... yeah, I thought the whole week was really amazing. Eh... for me the big, big part has actually been the participants, the international exchange you have received. Eh, like not just the friendships you've acqu-, you know gained and the contacts you've acquired but more like the actual le-, like the actual exchange when you learn so very much about others and, a-, and I've learned about several countries I wasn't familiar with before and cultures there and interesting facts and stuff like that which I think contributes and which I think gives me a better view of the world.

*Mhm.*

And a better view of the world is very interesting to me and that I improve all the time, I think all the time that... in some way that makes me... also makes me change slo-slowly but se-, you know surely my views a bit sometimes about Sweden too. How we stand in comparison to others and... you know. Eh, but... I also thought that the approach taken with the concrete content regarding the coaching was very interesting and very good and... as I said, this was not what I expected but I didn't have any expectations either but since-, yeah, it was-, it was something completely new to me you know.

*Mhm.*

Eh... and I... I thought it was a little... abstract at first for a start like, you w-, there was one part of the theory, you felt like: Yeah, yeah, no problem, I get what you mean, I understand English, I'm keeping up with... but what is it though? Like, it was hard to really get that last little you know con-, like connection, but you were there, weren't you when [name] and [Respondent 1]? When [Respondent 1] got-, that's when I really felt like you just: this is what it's all about, yes! And it was like really cool and stu-, I thought and, and then I felt like you could really appreciate getting the theoretical part first like, behind, when you could really think about like how [Respondent 1] asked their questions, how s/he used his/her body language, how s/he guided... like show-, him/her a bit where s/he wanted to go and that s/he in some way had figured out how they should get to and...

*Mhm.*

I thought that was incredibly interesting and that it was designed very well, because before that it was just like: alright, now I've got this great amount of knowledge... but I don't really know what I'm supposed to do with it, but I have lots of factual knowledge but... how does it connect to reality.

*Mhm.*

So, I thought the week had a very interesting layout and I thought it kinda like moved forward pretty well and it started pretty basic with... or, basic, you know like fundamental with the large perspective on... the theme for the week with unemployment and stuff like that and... comparing the different countries so you had that like in the back of your head and then in the last days... get to come back to that well then suddenly you have the large perspective which you got at the start and you've got the coaching and then you can make it a little more concrete because you have like the whole picture, I think, in some way.

*Mhm. Eh... was this something new or was it, did you get that: oh, but this is what I've been doing this whole time or?*

Eh... I thought that there were quite a lot of new things but I also felt like I recognize this in very-, like in a whole lot of stuff because... some of them, like, I-, I don't know the methods and like these specific methods with the name and the meaning, but I still feel like I, a little like I... like the sport coaching style which I've had... is actually somewhat in accordance with this, but absolutely not all of it and it's not like I've kept to the coaching but it's maybe been more of some kind of mentorship or ter-, like, trainer.

*Mhm.*

But everything... you also learned that everything is somewhat intertwined in some ways.

*Mhm.*

Eh, but also a lot of these you know collaboration exercises, like I recognized many of them and that's the kind of thing we've been working with like I said, quite rigorously for seven years and... we work quite tenaciously with team spirit and teambuilding and stuff like that with the whole club so... I felt quite comfortable in several parts of this because I feel like I have some experience in it, partly... the different kinds of exercises and-, but also somewhat since you've been a part of shaping a team it makes you understand in some way a little bit about where, where it's headed. I had this like, you know when we did these things you kinda saw what happened to the group-, you understood it, because you've done it yourself. Like, that journey but with a different group.

*Mhm.*

Ehm, so I felt like I recognized this then there were all these methods, somewhat... in some way how... how rigid this is but at the same time as coaching is very much not rigid but at the same time it kinda is because you should really keep yourself away from-, or try to keep yourself away from... like, psychologist, you should keep yourself away from mentor and from consultant an-, like, so it kinda is a bit rigid In how-, how a coach should be but it's still incredibly free too because, you can't make it to a little box where you've got these questions and those are the only ones you use so it's like so incredibly open and... yeah.

*Ehm... what, what did you think of the actual teaching method? They're working with informative... learning? Or... informal learning? Is that something you've tried earlier or was that, was that a new technique?*

Ehm, yes and no. I think that what I've experienced myself when I've learned things has often been, like, school and schools don't really work this way. Not many schools, not many teachers at least. And I think more for myself that what I have used is a bit more o-, informal learning since in ball sports...

*Mhm.*

But a little bit like from the perspective of the association, from perspective of the ball sport, I felt like it wasn't like something earthshakingly new because it's kinda how you have to work there, I think, like... for me it... doesn't really work to... just stand and give a lecture like that. So for me... it felt familiar but as I said it still felt kinda new in the aspect of the school, so...

*Mhm. What-, what was the most difficult part, during this... whole course? Or what...?*

Yeah, like, challenge?

*Yes.*

Good question. You know for me... I don't think... for me it was the practical part. Like, the theory, I didn't have any problems with taking it in and I didn't think that I had any problems understanding it either and understanding how everything is connected and the logic behind it, that's not what I thought was the hard part. I thought that the hard-, the hard part was... when we-, you were there when we did those stereotypes when we got to coach each-, Piglet and Winnie the Pooh and...?

*No.*

No. Well they gave you a... eh, half of the group left the room and they got a, like, stereotype who they were gonna play so you could be for example-, like later when we switched I got to be Tigger. And Tigger he's like this super energy, lots of ideas, lots of goals, you're like-, the confidence is on top and I got to go in and then I was-, then you got to decide some, you know I'm like... I aspired to be a celebrity in Hollywood, I was gonna marry rich I was gonna win the Nobel prize in literature and I was gonna... be very beautiful, and you know, like that...

*Yeah, many and...*

Yeah, many and big and broad and... like loads of energy and just jumping up and down on the chair like, you know and we really got to try that Tigger there and then we have Piglet who is... so very shy and doesn't know what he wants and almost br-, you know and then there's Eeyore who's so very negative so you got this like, you got this, the first, like, contact you got to coach on your own was ve-, eh, some kind of extreme form of something which I thought... didn't feel very good. I think that I-, in hindsight, I thought-, I think it does but then and there like in the following hours I was just like this isn't something for me, because I like fel-, this is... like, it was more like, not that this wasn't for me but that it was just like I felt like, I-, didn't go very well... I don't know if I will be able to do this, eh... do I really have what it takes to like, be able to do this, in some way.

*Mhm. It's a bit of acting in there too...?*

Yeah, [inaudible ca 36:58] acting was not a problem the problem was just with coaching, like coaching that partic-, I felt that the coaching of a person like that who's like... you know in the outer edges is pretty hard.

*Yes.*

And I got this like Piglet who was like: I don't know, on all the questions and you were like: hmm... yep! And then you like have to try to get around that somehow and it was really hard and it didn't feel good afterwards, for me.

*Mhm.*

Then you got a new chance and you got to coach a real person, I though-, that went... well, to say that it went well is-, like, what is it that-, how are things when something goes well? Well that's not clear but at the same time it felt so much better, it felt like I... I got what I wanted out of thi-, the person who

I coached got what they were supposed to like, we followed all the bread crumbs and you know and all these methods we've le-, I had learned and it felt like I know this, this will work out fine.

*Mhm.*

And then it kinda felt like you actually appreciated that you got this extreme person first and got to really fail with them one time because after that you got a much simpler but still hard task at the same time because suddenly there's this real person who you have to think differently with, like, you know.

*It was a pretty particular case you got too.*

Yes.

*Yes. Eh, tell me. What-, what happened...?*

Well, later with-, you mean at the actual coaching? With or-?

*Yes, exactly.*

Yes.

*Because it was easier but it was still...?*

Yes! But no, I got this-, this was in between. First we got this like, Winnie the Pooh stereotype.

*Mhm, right.*

Then we got to coach each other in the group.

*Okay.*

And that was what felt so good.

*Yes, okay! Yes, okay! Now I understand.*

So that's when I got [name] from a north European country and got to like coach her/him for rea-, like, really like, it wasn't just a made up case cause it was her/him, personally like, you know. And that was really really nice and like, really... felt good afterwards and s/he thought so too so that was really fun.

*Mhm.*

But then as I said we got these-, we were doing the practical part in the sch-, eh upper secondary school. Eh... and there I was handed, I guess you could say, a girl/boy who... well, thought it was so incredibly tough so s/he couldn't even stay with us when we had... briefings and... s/he didn't want to speak English and... s/he was so shy that when we discuss-, like, when we talked s/he didn't look me in the eye and avoided eye contact and... very guarded. At the same time I thought we got a very nice connection already and I thought that was very nice because before this you were very worried and I got assigned with her/him and then I just: oh man, like, this will not end well and you know. But then got this really nice connection I thought and that's like... we foun-, but like, because then it was like but you need to find a person like th-, it might be even more important with someone who is a little bit confident and autonomous... then you might not need to have a really sta-, as strong a connection but here we did get this, like, a little relationship pretty quickly somehow. We only had five minutes to do this...

*Mhm.*

So I thought it was really nice and really important and it felt like-, and then instantly if felt much better that you were... we also got this goal they had so that you could think a bit about, like... how you

wanted, eh, what you wanted to get-, kind of questions to ask and how you would try moving it forward you know.

*Mhm.*

And it was nice to have that relationship, is what I thought the goal had like-, that was not the important thing for that particular person who I coached it was more the connection because I think that this would've been extremely tough with this particular person... to not have had any connection before this because I think s/he would have clamped up and become very shy but I think you could tell the difference now, day two yeah well then it was more like, there s/he-, then it was eye contact from the start and we talked quite openly and there was this pleasant atmosphere and stuff right from the start so I thought that it was... then you could tell the difference that you had gotten just those short five minutes before and that made that person feel more safe and I thought that was really important.

*Mhm.*

But then there was this very special coaching session or session, it wasn't really... in that s/he chose... such an incredibly personal goal, or like, a personal dream. Eh, and when s/he's this insecure in perhaps both herself/himself and what others think and a little... well, unstable c-, you could say perhaps... eh, then... it's very difficult to take on such a personal goal without trampling straight down into that quagmire of psychology. So I suppose it was that line which I thought was so incredibly difficult to stick to and even so I thought I did that pretty well, I thought that... s/he mentioned a couple of things and I instantly jumped in the completely different direction and just: uh huh, but what do you think about this, and really tried to avoid this sentimental and tried to... keep to, like, focus forward and like... we managed to-, s/he didn't have any other goals other than to become more confi-, or, become better at talking to people, you know.

*Mhm.*

And we managed to tone down, like, to a specific goal which was to be able talk in front of the whole class, we came up with some different... thoughts about what could be a first step to get there you know like practicing with smaller groups and then successively make them a bit bigger and to be able to do that then maybe you need to talk to teachers... or just get friends to join too who you-, because a-, there wasn't anyone who knew about this, a bit about how s/he thought, how s/he felt... so then... s/he could've told some friends who could've been able to support her/him and encourage her/him and helped her/him because they don't think s/he's shy and I didn't think so either, that's not what this is about.

*No.*

The problem was also that when we started to pick it all apart the issue perhaps wasn't really that s/he is shy when talking but maybe more the confiden-, you know and self-confidence and self-esteem and... all of that. [inaudible ca 42:35] you start to unravel stuff like that then it's very hard to keep to coaching, I thought, at the same time I also thought that it still went pretty well, when I thought it through in hindsight I think in some way that I... I did keep myself on the line of coaching as well as I could but I also think-, like, I think that for her/him... this I understood in hindsight, the thing was that his/her friend were with us in the same room...

*Mhm.*

And s/he hadn't shared this with his/her friend previously and then suddenly it all became too much, it was like it you know... well, then s/he had to show to-, that s/he was vulnerable to her/his friend and that was too tough you know, so... so I tried to-, and then I had to completely step out of the role of the coach and just try to like... we ended it there when we-, I ultimately said that like, no but if you feel like you think this is too much, that it doesn't feel good then I don't think we should continue.

*No.*

Eh, and then you had to step into the role, you know like: we-, I hope that you understand that the thought with this was not to open up old wounds, that is not why we are here and...

*No.*

And that's when you completely had to let go of the role of the coach and just: I think that you've been incredibly brave. Eh, I also feel like you've opened yourself up to me, I think that is amazing of you and here you are telling me that you're shy-, like, you had to more like... finish up with encouragement and try, you know, to cheer him/her up instead, because... well, you couldn't really keep up... the coaching because then it was more about repairing a little, try to make him/her feel better.

*Mhm.*

Well but I still didn't think that it felt good af-, immediately afterwards. Because like, to have made someone cry on their first coach session feels a bit so-so.

*Yes.*

At the same time it didn't feel terrible it was more just the fact that s/he... cried, other than that it felt you know totally okay [inaudible 44:09] then when we were about to leave s/he came up to me, or I went up to him/her and just asked him/her how it felt and you know and... like, if s/he felt okay and then s/he was very like: oh man, I'm sorry I cried and it wa-, I was like: no you don't have to apologize! If I-, you felt like I pushed you-, if I pushed you too hard then I'm really sorry and I hope it-, like, you know. But s/he didn't think so and... and s/he gave me biscuits which s/he had brought which we had talked about the day before... so yeah I got biscuits and then I was just like well thank you very much and s/he was like can I give you a hug as thanks? So it felt like-, and I was like of course you can! And then it kinda felt like you... got a little confirmation that this didn't go as badly as you might... you always expect the worst you know. Wha-, you really do. If someone started to cry you draw those parallels incredibly far pret-, like pretty quickly that, that those-, that they-, you know that you have done something to re-, have destroyed this person's life and that it will affect them for a long time, like that's how it goes you know.

*[Laughs] Yes, I understand, I understand.*

Yeah. But it felt then and there like my worries truly disappeared and... you know, I think that s/he-, an-, because then you started with the, when you start talking, you can discuss with this person who was a-, o-... what's it called, observer? Eh, because my-, like, who sat with me you got to discuss: did you think that I asked too many questions or what was it that... and when we discussed we didn't really come to any conclusions either but, I think it was just about that person being so incredibly sensitive.

*Mhm.*

But I still thought that it felt like you know, well, not completely fine but... I spoke with both [name] and with [Respondent 1] and with [name] about it and they all pretty much agreed that well, sure, absolutely, it's never really fun when someone's crying but at the same time... if this is some-, a-, like something you're gonna continue with and have additional coachi-, like coachings-, occasions then maybe this is the kind of thing that has to happen to a person like this for them to be able to move forward.

*Mhm.*

And I kinda feel that in hindsight it really feels like eh... like when I think back I really feel like s/he did get a-, s/he has a goal maybe, now, hopefully and that s/he feels comfortable having that goal.

*Mhm.*

S/he has some course of actions to get there... since his/her friend was there and, and s/he was forced to tell his/her friend and now his/her friend knows about it and can support him/her too, so I think that...

it actually will-, could lead to something positive, that we've like in some way... burst this particular little bubble at least.

*Mhm! Ehm... when you think back on, on this course now generally...*

Yes.

*... is there something you would want to change or something you would have done differently now that you... no-, now that you know how everything went and how things work?*

Mhm. Good question... You know for me, since this was my first time I kinda don't have anything to compare it to at the moment really an-, and I feel like my head is still kinda you know in the middle of it all and you had to say good bye to everyone this morning and-, well you know like still a little like... you haven't had the time to process it either but I feel like as of right now I don't think I would change anything, like in particular, I don't think and... at the time, as I said, I didn't feel like the layout was particularly you know very good in that you were faced with this extreme stereotyp-, like this stereotype right away but in hindsight you can truly see why and then it suddenly feels like it was a good idea so yeah... hrm, well, there was maybe this one thing that was... a bit high of a threshold and perhaps for me-, I speak English well but I'm not very used to this world but then there were some who were completely new at-, in the same way but didn't know English, eh, because we had a few who had a really hard time with the English, especially one. So I think the threshold was pretty hi-, it was a pretty high threshold to start at... but at the same time it is supposed to be like that in a trai-, this kind of training course.

*Mhm.*

So yeah that's the one thing I suppose I felt like... like I thought it was tough perhaps one or two times that I didn't quite understand, like... but they were also incredibly open in my opinion in that-, you know kinda like: ask questions, we'll explain again and... they really tried to ma-, make it work.

*Mhm.*

So well yeah... I didn't feel like it was chaos and catastrophic that I didn't understand anything or that I didn't have the courage to speak up about it but... sometimes it might have moved forward a bit too quickly but at the same time I do understand why we do it like that.

*Mhm. Would you say that this was a successful course, did it go well?*

Oh, yes!

*Mhm.*

Oh, yes.

*In what way?*

[Inaudible, ca 48:32]

[Laughs]

I think that I-, hrm, you know like when you've discussed with others about what expectations they had and what kind of goals you've had during, during the course like, about what this whole exchange I feel like everything has you know been achieved... eh... I feel like, you know, a part-, a big part has was this international exchange, I think we accomplished that more than well because I think there was a fantastic mix of people. You don't connect with everyone equally but I didn't feel like there were anyone who couldn-, you know which I couldn't handle either so there was this wonderful mix of people: different ages, different backgrounds and thoughts and ideas but at the same time a very wonderful group so yeah the, the international exchange felt for me like it was a successful part in all of this... and I really think

that the training course... made me get more experience since I didn't have any knowledge about it at all. But it's still somewhat up in the clouds because I truly believe that this is a... a process, like, you have to do it several times, you have to test it out, you have to like start thinking along these lines, perhaps when you've got a... like, in my new job then yeah, I might not need to have a you know coaching session but you might [inaudible, ca 49:45] start to think a little in these terms, how do you ask questions or what do you try to lead the conversation or, well, you know. So yeah I think you-, you have to try it out a little too before you truly can evaluate the course you know, because... I'm very satisfied at this moment with what this has given me and the breadth you've gained, I think, in different things.

*Mhm.*

Ehm... so it feels very good at this moment but as I said I really think that you'll also know more when you have some experience.

*Mhm.*

One thing I might think like you know, well yeah this is something you... could change a little was that I personally thought it was very fun with all this that you got to play a role and you got to hold presentations and all that...

*Mhm.*

But at the same time it felt like a bit of tomfoolery... and the question is... what do you-, like, is that what you want to achieve, is it a part of the teambuilding? Well fine then, perhaps the result's not that important. But at the same time it became kinda like, you know... some went all in and you tried to do a good job and some were just: well, it's all just a game and did-, like, something like that, you know...

*Different levels of ambition.*

Yes.

*Mhm.*

And in this in particular it became so obvious because you could just slope-, like, in some other way. Like, you could slope off and... as I said, I thought that this was very successful and I think it was jus-, good just as it was. I guess perhaps the only thing was that there were quite a lot of these, but at the same time it's a nice break since I-, you wouldn't have had the energy for a whole day with only like lectures so I really like this thing where you get to discuss with each other and I thought it was really good that... the discussions you had were very nice, we sat around these tables where we had different big posters, I thought those were very, like, inspiring to the discussion and... several who engaged themselves and really... took on the question and didn't just sit and talk about something else so the partici-, participants were very goal-oriented, in my opinion. So I think lots of things were good but like I said I suppose there were like some of it which led to a bit of tomfoolery and when you didn't have a question to get the answer to or to really discuss so you just did whatever.

*Mhm. Eh, what are exp-, your, exp-, expectations here with the organisation then?*

Well, I became hooked kinda like I always become, that's what happened so, so now I've already been at this thing and hopefully will be able to do two projects next summer as Youth Exchanges.

*Mhm, mhm.*

Where I will hopefully tag along as group leader one time to a south European country and one time to eh, an east European country, eh... what's it called in Swedish? [Name of country], [Name of country]?

Yes, [Name of country], *I'd say.*

Yes.

*Yes, I think so.*

[Both laugh]

Yes.

*Yes.*

Yes. So in the blink of an eye I've joined them properly because in one way it was like: yeah, well, purely hypothetically I didn't have to... eh... do anything more, this could all be over you know, like, so the thought was that I were supposed to take this course, the end.

*Mhm.*

But I truly feel that... I like much of what they're doing, but I'm still, in my opinion, to unfamiliar with what it means and what... I-, I've understood the foundations, I've grasped what the as-, the organization stands for. I've just not understood how that manifests-, like, how the organization presents itself during the course of the year, you could say, you know.

*Mhm, mhm.*

Eeh, so yeah I guess the expectations you get, well, like I said, to-, to be able to be a part of and implement these... Youth Exchanges and to get support in that and that I believe-, we did discuss this [inaudible ca 53:11] already that... it feels good. Eeh and later on the-, you know hopefully since I work-, actually will work some with one of the organisation leaders you'll probably get a pretty good contact with it and gain better knowledge too in what... because that's something I hope to get to know... a bit of how you know the organization works and manifests itself. Maybe not really like, well, the board work but something more like: what does it mean to be a part of this? What do you do on the regular? You know.

*Mhm. Mhm. Mhm. Exactly, but now you've seen a, a part of it all.*

Yes.

*Wha-, what's the value in this?*

To be a part of the organisation?

*Yes, in what they do. Like this course... for example. Or, well, of this... of this which you've told me about, about the organization and their main pillars.*

Well. Eh... I think... if you just look at this like you know organizat-, my view of the organization as a whole.

*Mhm.*

Then I think that... it's also like you know what's the word you used? Civic...?

*Civic participation.*

Yes, exactly. And the positive in this, that they try to get youths to involve themselves, to, like I said contri-, it's okay to be different, it-, you should be brave and, well you know, those are all main pillars and... I think that more things like that are needed to be able to make a bett-, an even better climate than we have because it's... even though I think we have a somewhat good climate in Sweden if you compare it to other countries I still think there are several parts to work on.

*Mhm.*

Eh, and I think that I-, eh... organizations such as the organisation can change people's lives and it is a bit exciting even when just talking a little bit about [Respondent 3] with... that s/he him/herself says that this was some kind of, like, s/he hasn't used those word him/herself but you kinda understand it as to that this was some kind of turning point, this was a bit-, it has been important to him/her to get her/himself on the right track, or what s/he thinks is a better track at least.

*Mhm.*

Ehm, and I truly believe that it can make-, and I also think that it's, it's sad that the organization is so small but at the same time I-, it's like it's-, it does grow, that's how it is you know. But you feel like it's such a good organisation that everyone or additional people need to know about it and...

*Mhm.*

... could be you know an opportunity to additional people because we-, yeah, I honestly do think that it stands for good things and... I think it-.

*Is it unique or is it-, do you think it's the same as the Red Cross?*

Like, for me personally the organisation is a bit... more modern. The Red Cross sadly has the mark that it's a bit... extinct, like, at least I think that's the view of it I have personally and the one you... that a-, like, the youths at least in my home-, like from my town. There's obv-, no youth who'd join the Red Cross, like, it sound so ex-, like [inaudible, ca 55:58] and dull.

*[laughs]*

Well that's how it is. But at the same time they're doing lots of good stuff and... [inaudible ca 56:05] they're arranging lots of language cafés which are incredibly interesting and... they do lots of nice things, absolutely. But it sounds so extinct.

*Mhm.*

Yeah. So kinda like how we talked about doing Erasmus [inaudible ca 56:18] I think that the Red Cross could really use a makeover an...

*Yes. Kinda like-, you think it's perhaps more about the brand...*

Yes.

*... brand part of it all rather than the activity?*

Yes. And I think it's interesting that in this organization it-, the view I've got is that they base themselves quite a lot on the youths. To make-, you know to, get them to grow, well, to get them to grow in and of themselves, like, they are... they are the ones who influence the development, there won't be somebody who shows up and, you know, tell them how it's done and what they're supposed to do all the time so it feels like it's a pretty open organisation where there's a lot of... you encourage them to take control and do it themselves, like, you know, in some way.

*Mhm, mhm.*

But I think I have a somewhat incomplete view of it... since this is like the only thing I have as a reference.

*Mhm, yes, I understand. Mhm. Eh, I have this one final question and you can say stop if you think it's too personal... eh... how do you see yourself, in terms of identity? Have you fel-, do you feel like, do you have a strong Swedish identity? Or do you feel like a European or have you reflected anything along those terms?*

Ooh, nice question!

Yes. [Laughs]

Well, in some way I've kinda got you know like... I would see-, say, I do feel Swedish to a large extent.

Mhm.

But I would perhaps rather say that I feel more almost like... m-, I wouldn't say European either, more like a human.

Mhm.

Like, I think that... the more you learn about others, the more you meet from different countries, different cultures, different backgrounds you realize that you truly are so very similar. And to me it really gives me a-, you know a, not just-, like, the idea with this project to give you a European you know more than you to feel like a European and well, you do, but at the same time I feel like it goes beyond that too.

Mhm.

Like, I think it goes further beyond, that you... because I feel like... I have so much o-, stuff which, which I like, and which I think are interesting which are not typically Swedish.

Mhm.

You know like, I'm trying to learn Arabic, because a-, because I like that you know, that culture...

[Laughs]

That I...

Yes.

... that I wa-, suddenly, you know, got to learn a Turkish dance, I got to learn how to s-, a few words in F-, in Greek-, like you, you gather bits and pieces here and there which I think are interesting and that's what I think of as Swedish.

Mhm.

But I don't think others perhaps think that-, like... that might not be the view people have of Sweden but to me that's what I think of as Sweden.

Mhm, mhm.

In some way.

Mhm. Interesting. Eh, thank you very much for, for your answers I will [inaudible ca 58:51] ehm...

[The recording stops at 58:54]

### 3.5 Respondent 5

Ehm, as you know I working in a research project called Catch-EyoU which has been founded by the European Commission eh, and i-, it is aiming to study youth, eh, political engagement and the [inaudible ca 00:19] across Europe. Eh, and this sub study is an ethnographic study where we do observations and interviews with certain organizations eh, so the organisation is a part of this study in Sweden, eh, and eh, eh, this sub project is aiming to explore how youth engagement and [inaudible ca 00:43] can work in practice. Eh, yep!

Oh yeah. Good.

*[Laughter] And this interview, ehm, will-, eh, it's aiming to get a pri-, a better picture of how, eh, youth work and youth organizations, eh, work in practice and it will focus on your engagement in the organisation and your experience as a member of the organisation.*

[Inaudible ca 01:11]

*Yeah. Eh, and before we start I would just like to remind you that your participi-, your participation I voluntary and you can stop the interview or skip questions, eh, if you don't want to answer them, ehm... eh, and you answer will be confidential and the re-, recording will be destroyed once the project has ended, eh, and we will report the result anonymously without mentioning name or position...*

Okay.

*Yeah. So any questions so far?*

Oh that's okay. That's fine.

*Yeah. Eh... so, can you tell me how, how did you c-, eh, become engaged in this organization?*

How? Actually I was working, ah, with the municipality and during our work actually project that we-, ah, I'm hired with and somehow so-, sort of joined, ah, project within the organisation and the municipality.

*Mm.*

And before I get the job for five months actually, I had, ah, practicing of the internships within the municipality and they were-, they had some s-, ah, projects which was implemented during the summertime ah, through municipality with the school, ah, students.

*Mm.*

So for the trans-, ah, ah, wa-, within that activities that [inaudible ca 02:53], ah, newcomers or immigration students were also involved. And for giving them more information and precisely to know exactly about activities and projects there was a need of a translations of material into their mother tongue.

*Mm.*

And there I had my [inaudible ca 03:17 because of interrupting conversation in the background] ...

*Mm.*

... and work with this project ah, so far five months and then we built up the trust [inaudible ca 03:29] relations and also prove myself that I can do ah, some activities so that the fate within the framework of the project. That's why it's so-, this relations of, ah, working with the municipality [inaudible ca 03:50] ended to have a one year contract with ah, [inaudible ca 03:55]...

*Mm.*

... and there was a joint, eh, cooperation between the organisation and the integration section of the municipality then I learned about, ah, the organisation and then... since activity was the same, I was involved with some other parts with the the organisation and I got interested be member of the the organisation so it's-, my work was voluntary work and then I [inaudible ca 04:45] ah, had so much work to do apart from-, on the-, the s-, the municipality work...

*Mm.*

... then I was interested if my input is useful to have it with other organizations which was the organisation a part of it and I showed my interest and I became member with the organisation.

*Okay. Eh, and, what's your role in the organization right now?*

Ah, here in thi-, this, ah...? Actually my role, ah, is not so... crucial...

*Mm.*

... but, eh, in terms of training or conducting training, workshops, ah, so if they need my help and assistance that as a translator material and also to be a interpreter, ah, within the workshop or trainings I do decide of activities [inaudible ca 05:46]

*Okay, mm.*

And also sometimes the political discussions between the management about the [inaudible ca 05:56] activities of the project and sometimes we share, ah, ideas, opinions for the betterment and improvement of the project and implementation of [inaudible ca 06:08].

*Eh, and if I get it right, you are a part of the European network, you're working with the network. Can you tell me about the work you do in the network?*

So this European network is, ah, kind of international activities within sixteen countries in Europe.

*Mm.*

And the organisation is a part of it for the betterment of the life or activities of the youth.

*Mm.*

And there-, so I, ah, do some parts in case of this translations of-, ah, so when-, whenever they need me I will work with them.

*Okay. So it's a lot of work with the translation?*

Ah, n-, not too much but sometimes when there is a need, yeah.

*Yeah. Mm. Ehm... and you told me before we started the interview that you are working with this gender equality project...*

Yes.

*Eh, and if I got you right, this project is a collaboration between the municipality and the organisation...*

Yeah.

*... how does it work?*

So, ah, so far-, because in the beginning where we got this, ah, we wanted to implement this project a little bit different because, ah, we wanted to, ah, teach the participants of target group, ah, a book, ah, about Sweden. Which is this published and it is for all newcomers and immigrations in whole Sweden.

*Mm.*

So normally this book is taught, ah, or-, as a-, or given as information to newcomers within the framework of educations or a specific program. But since the situation in, eh, immigration has changed and to the inte-, investigation process takes longer time...

*Mm.*

... and there was a need for such [inaudible ca 08:26] information for those people that are waiting for their decisions.

*Mm.*

And we are working with this under the first [inaudible ca 08:35] we tried to implement it a little bit different it means that we wanted to, to do it by-, by exercises so in training the one of the method is using the exercises so through the exercises we are, ah, ah, transferring this information to the target group.

*Mm.*

And, first-, for-, to-, ehm, at the beginning we were busy to make the materials, to do research, find out a good, ah, training-, or ah, training, ah, model for-, ah, for the teaching then we, ah, came up with number of, ah, activities or tra-, ah, training exercises...

*Mm.*

... so that they matched with the gender equality theme and then after that we, ah, had a translation of this. Now the materials are, eh, reading and it is a time of implementation to implement it and see the pilot the first group now is, ah, [inaudible ca 10:06] and we are working on implementing this material on them...

*Mm.*

... and definitely, this is a testing period and after that when we knew each and everything we can make it a precise plan for the next groups.

*Okay. Ehm... so when you're working, are you working for the organisation or as a-, as a member of the organisation or are you working for the municipality?*

I work for the municipality - [inaudible ca 10:41].

*Eh, okay. Eh, and what's the role of the organisation in this project?*

Ah, actually, we as a, mm, municipality people we work with this material, prepare that and also the organisation for the implementation they're helping us. We have [Respondent 1] as an instructor, s/he is helping us and I'm as a translator making this project happen.

*Yeah, okay. Mm.*

So the-, [Respondent 1], ah, activity is also voluntary based.

*Ah, okay.*

*Yeah.*

*Yeah.*

Ah, not-, s/he's [inaudible ca 11:37]

*But you are paid by the municipality...*

*Yeah, municipality.*

*... but you're also a member of the organisation...?*

Ah, I get the-, my salary from the project.

*Mm.*

*Yeah.*

*Yes, mm. Ehm, and this project is, eh, quite divergent from other projects that the organisation are doing because...*

Oh yeah.

*... these people are adults, harol-, how-, how old are they?*

Ah, it's-, so from [inaudible ca 12:06] years or above.

*Ehm... and... what other kinds of projects have you been involved in? Have you been involved in other pra-, other projects where you have worked specifically for the organisation?*

Ah, so the other project I was not so involved with the implementation of the project...

*Mm.*

... but, ah, so in order to be a good, ah, reserve for the n-, organization, ah, I do my best sin-, since all the activities are with youngsters and, ah, just-, I went for, ah, and participated with some of the trainings...

*Mm.*

... that the organisation are, ah, conducting so I like to learn the methods, ah, and also for the insight that they are conducting the training I participate and also has a representing the organisation abroad so I go and participate for one side to gain the knowledge about the projects, ah, Erasmus for example [inaudible ca 13:19]. Ah, so I just go and gain knowledge to be a good member for the future.

*Okay, I see. Ehm, what's good with the organisation? Why this organisation? [Laugh]*

Actually, you know, when you look [at] the organisation and look to the philosophy of, eh, establishment of this organization you see that there is a sense of aim that I have behind the-, this project. They-, there-, there was initiative of the two people...

*Mm.*

... that they realized the need for helping youth or youngsters...

*Mm.*

... and this made them to think about making an organization and since they did it voluntary and they want-, or make people to feel good about themselves they put their organization of the name...

*Mm.*

... so the organisation is, it's a... combination of different parts where they call it corner stone and they have put the corner stone-, whole aim is that somebody when there are involving themselves with the organisation they learn how to first become the best version of themselves and then help others to become the best version of themselves.

*Mm. Eh, and how do you feel when you eh, engage in these activities, eh, organized by the organisation?*

Ah, first of all I feel myself young...

*Mm. [Both laugh]*

... it's a work between youngsters and it's a good opportunity to help people so the experience, the knowledge that we have gained through our life...

*Mm.*

... we wanted to put to practice on how [inaudible ca 15:38] true to what we have in our [inaudible ca 15:41].

*Mm. Mm, eh, do you perceive it as active citizenship?*

Yes because, you know, ah, when I came here, ah, I noticed that there are many areas that if some personal ones to, ah, use it we can have our [inaudible ca 16:08].

*Mm.*

So I think as a start, for me it's the best place to feel myself as an active citizens here.

*Mm.*

So then future I do not know what kind of activity or can I do for feeling more happy and con-, confident.

*Mm.*

Ah, but for the time being yes. By doing this activity I feel an active member of the society.

*Yeah. Mm... eh, what do you think make the organisation successful? Or do you perceive the organisation as a successful youth organization?*

Their honesty their hardworking and the vision that they set for their self, I see that most of the time that they do voluntary work and they are not thinking about the a-, other aspects, the financial aspects of it but more concentrated on delivery of the services for the betterment of the youth organizations [inaudible ca 17:29].

*Yeah, I see. Ehm... eh, can you give me an example, eh, of a time when you felt like your work was making an impact on-, on young people?*

Actually, ah, there was a camping activities with youngsters last year in one municipality...

*Mm.*

... and there was-. And there-, ah, so school, ah, students were there and we taught them how they come-, ah, they-, their dreams come true...

*Mm.*

... and those activities that we did it on the-, in real life we experienced that our work pays of and, eh, so the students reached to their targets and end of the project whatever that they said [inaudible ca 20:02-20:04] so it was a good feeling and I realized that it was a good [inaudible ca 20:08].

*Yeah. [Laughs] Ehm, have your work, eh, in the organisation contributed to any political or, eh, civic participation among young people in [inaudible ca 20:24]?*

So far no because, ah, mostly I was busy with my old project...

*Mm.*

... but just only wherever there was a need or [inaudible ca 20:34] help so I did it but in the future definitely I intend to be more in part of their activities.

*Mm. Mm. Ehm, [inaudible ca 20:53] go back to, eh, to that youth camp you talked about last year, eh, what kinds of young people participated in-, in that camp?*

What kind of the students or the young people?

*Yeah.*

Mostly th-, there's students from, ah, school.

*From s-, from the school?*

School, yeah.

*Okay. Yeah.*

Because there was a summertime and student had time to come and participate on that youth camp...

*Mm.*

... and also it was designed for student, school student.

*Mm. So they had to apply to...?*

Actually tha-, th-, th-, they-, yeah, they applied we an-, we had announcement we-, we sent out the materials, ah, [inaudible ca 21:37] information through internet, through website [inaudible ca 21:41] so, eh, municipality and also to [inaudible ca 21:44] schools [inaudible ca 21:46-21:48] they applied.

*Okay.*

So we had a number of th-, the participants and when the time came and there-, there was a summer, ah, holiday they came and participated on that project.

*Mm.*

Yeah.

*Eh, and is it a common way to recruit, eh, participants to d-, to projects to-, to let them apply or how-, how do you recruit people to your projects, how do you find them?*

Ah, so we-, on that [inaudible ca 22:17] paper we explained to them that we have a [inaudible ca 22:20] in municipality then they can-, they can go and fill the form which we already put, ah, put it on the net...

*Mm.*

... so they could write their names and just, ah, part of the, ah, games that they were interested...

*Mm.*

... and those people that they registered for the youth camp so we-, we had their list and then contacted them and invited them to come and participate.

*I see. Eh, so the camp was a collaboration with the municipality as well?*

Oh yeah.

*Yeah, mm. Eh, how would you describe the leadership and [inaudible ca 23:00] of, eh, the organisation?*

Actually the management they are good all the times there are, ah, after or looking to, ah, to broaden, to wider their activities...

*Mm.*

... so always they are thinking that... ah, there should be some sort of activity to make-, or change the life of the youths and their goal that they set for them they hardly work on that and they're on the way to reach to their goal so the vision that I have and also the goal that I have they always are busy to make it happen and so by hard work by-, by, ah, knowledge and contribution and the relations that they are

establishing so I think that the capacity that they have can future that there will be success they will have more projects to implement.

*Okay. Do you feel, eh, do you feel that you are a part of the management can you affect the decisions...*

Ah, I feel-, I feel part of it and even I have a proposal to be part of the management [inaudible ca 24:33] but since, ah, it is the beginning and I do not see much, ah, a role of mine in the management engagement because now it's a small organizations and these, eh, two guys they can manage it...

*Mm.*

... but whenever there's a need so of the third person or another person then definitely I will be one of the person with the management.

*Mm. Eh...*

*[Silence from 25:10-25:34]*

*Mm. Eh, and as you said before, eh, you're working a lot with Europe if I get you right?*

I work...?

*With Europe. The European Union*

Just for getting the knowledge of trai-, participating in trainings that they offer.

*Yeah, okay. So just for the funs? [Laughter]*

Both, it's for funs and also for gaining experience.

*Yeah, okay.*

Because, ah, so, I have my whole experience from the Asian countries not the [inaudible ca 26:07]

*[Phone rings 26:07]*

*Sorry. [Answers phone]. [Hangs up] I'm sorry.*

No problem. So the-, all experience that I have...

*Mm.*

... it's all related to the Asian countries...

*Mm.*

... these areas I know better about the project implementation and way of work [inaudible ca 26:53]. But here, with the cultures-, of European cultures [inaudible ca 26:58] I prefer to start from the culture knowing the-, the different people and sort of the training that they're interested in because the training methods or the way that they're handled is different definitely because of the religion, the culture, all-, all those backgrounds completely different...

*Yeah.*

... so in order to work with the European youths it's better to know the culture they're from so that you can be better at their service.

*Mm. And what's the benefit with working with-, because you're collaborating with organizations from different part of Europe eh, what-, what's the benefit doing that? [Inaudible ca 27:48]*

Actually the benefit I think personally is they're bringing the youths closer...

*Mm.*

... and make them to understand each other better so to have a better collaboration and better contact and close contact with each other and also working, ah, activities together so sharing the information, sharing the id-, ideas and experience so from one side that it transfers knowledge to the youth from the other side that they are [inaudible ca 28:25] them with the close relations or, ah, activities or-, so that they are feeling closer and easily have conta-, access with each other and help each other.

*Mm. Eh, and what's-, what's the challenges? [Laughter]*

Definitely sometimes it does not work it needs a lot of patience, ah, so that something can [inaudible ca 28:55]. It takes time but the result will be better...

*Mm.*

... like for example that-, the working systems in Sweden is different from the working system in other countries the chain of hierarchy fra-, from other countries and the chay-, chain of hierarchy here are different because there's-, here in Sweden it's a friendly environment yeah the decisions everybody has their input in the decisions...

*Mm.*

... definitely it takes more time to come up with a decision but when the decision is made there will be a concrete and a very good reason decisions...

*Mm, mm.*

... so that's why I'm thinking this is better.

*Yes. Ehm... do you think your organization, eh, is affected by the political uncertainty [inaudible ca 29:56] the European Union in any way?*

Ah, s-, definitely any project when it is in place there are many factors behind...

*Mm.*

... ah, tha-, the-, it is of political or [inaudible ca 30:15] social or any other reasons which is behind it is but as our organization has our people that we are working with [inaudible ca 30:24] youngsters since our aim is very sincere and we want people to benefit from our services for us it doesn't make sense either it is a political or other issues but our aim is to work with the youngsters, to be at their service and so-, try our best to, ah, be o-, ah, po-, positive or have a positive input...

*Mm.*

... with their activities.

*Does it affect, eh, European network? The work in the network?*

I don't think so that it will affect but, ah... still... somehow, yeah. It [inaudible ca 31:17]...

*Mm.*

But not big [inaudible ca 31:20].

*It's not that big a issue?*

No.

[Long silence]

*Yeah, I think that's all I had.*

*[Both laugh]*

[Inaudible 31:42]

*Thank you very much. Do you have...*

You're welcome.

*... any questions to me?*

Ah, no, especially-, but just only about this, ah, project that you're, ah, working on...

*Mm?*

*... how would that end with benefit this organization...*

*Ehm.*

*... so would it help to eh, ah, close the organization to their ai-, aim in some sort of way for example to having access with the other, ah, stakeholders and, ah...*

*Yeah. Or... ehm, we hope... for, eh... eh, to provide, eh... policy recommendations to policy makers, eh, at a national and at a European level eh, to stimulate, eh, youth engagement so that's the, eh, one part or one vision eh, but of course we also have a scientific mission eh, to build knowledge about eh, why and how young people engage.*

*Mhm.*

*Yeah. And this sub study will, eh, result, eh, in of course a report which will be, eh, compiled with other, eh, national reports, a cross national report and this report will be, ehm, available as a blue paper we call it.*

*Mm.*

*Eh, so it's like a summary of the key findings and/or recommendations, eh, and this is just one part of, eh, ten sub projects, eh, but its specific focus is on-, eh, on how-, a-, a bottom up perspective how do, eh, do organizations, eh, work with young people, what challenges do they face and what-, what can we do, eh, to-, to stimulate this [inaudible 34:00].*

*Mhm.*

*Yeah.*

[Inaudible 34:02].

*Yeah. [Laughter]*

[Inaudible ca 34:06-34:08] with your projects will have the-, this type of organization which rarely work for the youngsters and so-, sort of the trust is built because they-, these organization are quite new...

*Mm.*

*... and they need to stand on their feet.*

*Mm.*

But if at the beginning that they are-, they cannot have any help and support then [inaudible ca 34:33-34:34] definitely they will [inaudible ca 34:36] stand on their [inaudible ca 34:38-34:40] they will not be able to offer their services in a way that I want.

*Mm.*

So definitely the stakeholders will be crucial for these people to have a sort of collaboration and help and support...

*Yeah.*

... so that they get more and more projects...

*Mm.*

... and, eh, [inaudible ca 35:03] provide such a opportunity for more people better.

*Mm. Yep. Thank you very much.*

*[Inaudible from 35:14 and forward, speech and laughter mixes with background sound and fiddling with the recorder, recording ends 35:15]*

### 3.6 Respondent 6

[Recording starts]

*[Telephones the respondent]*

Hi this is [Respondent 6] I can't-.

*[Hangs up]*

[The recording stops and resumes ca 00:47]

*Yes, exactly!*

Yeah, I had it on silent unfortunately so I didn't hear it ringing I'm truly sorry about that.

*Yes, yes, no don-, don't worry about that.*

Yes.

*Yes. So, are you at a better place now then?*

Well, I'm out and about but I can talk.

*Yes, okay.*

So feel free to ask, what you're going to ask.

*Alright great. Eeh, yes, I'm going to start with a small presentation about the project, eh...*

Yes.

*I work with this project called CatchEyoU which researches about the civic participation and political participation amongst youths in the EU.*

Yes.

*And Sweden is one of eight participating countries.*

Mhm.

*Eh... and this particular study is a part of, eh, how do I put it, a-, it's an ethnographic study in which we study different youth initiatives and organizations around Europe.*

Yes.

*Eh, and this is where the organisation is a part.*

Yes.

*Plain and simple. Eh, so what we've done, eh, is that we have followed the organisation along different activities and then we also interview a number of members in the organization.*

Yes.

*Ehm, yup. Eh, and before we start with the actual interview I'm just gonna tell you that it will be recorded if that's okay with you?*

Yes.

*Eh, we record and then we do this thing called transcription and that means we, eh, write down what has been said on paper and then we destroy the recording.*

Okay.

*And in this eh, how do I put it, transcript you'll be anomi-, anoni-, anonymized so no one will be able to identify you as a person.*

Yes.

*So you'll be anonymous. Eh, and yes, if there's any question that-, that you don't want or can't answer we'll just skip it.*

Yes.

*Eh, and you're free to call off the interview whenever you want.*

Okay!

*Yes. Great, great. Eh, I thought maybe you could start with how-, how it happened that you became involved with the organisation?*

Well, it was because my friend [Respondent 3] you know who's involved in the organisation needed some additional participants for a project in an east European country and s/he asked me if I wanted to come along.

*Mhm.*

And, then I felt like you know it seemed like fun so I tagged along. So I... got involved with the organisation on accident I suppose.

*Yes. How long have you been, eh, a member?*

I've been a member... since perhaps May this year?

*Mhm, mhm. Ehm... and, eh, was it a youth exchange you attended this first time or what was it?*

Yes, it was a youth exchange in north European country as my first project.

*Mhm. Have you participated any more after that?*

Yes. I went to a south European country eh, this summer also you know...

*Mmh.*

... for a youth exchange there.

*Mhm.*

And I was also hired to... be in charge of the food at a youth exchange we had here in Sweden.

*Mhm. Yes right. Eh...*

*Mhm.*

*... can you talk a little bit about how-, how these youth exchanges usually work?*

Eh... yeah I could do that... [inaudible ca 04:25]. Eh, it-, like it's very, very different depending on what kind of youth exchange it is you know, because all youth exchanges has kinda like... a theme they work with.

*Mhm.*

For example in the north European country we had eh, inclusion and eh, exclusion you know. Inclusion and discrimination, kinda. And there's you have like workshops and discussions on that topic. Eh, we worked a lot on that exchange with artistic aspects and like, expressed ourselves artistically on inclusion and stuff like that so it's not like you're attending a lecture like that, it's more like you learn things through fun activities I would say.

*Okay!*

*Mhm!*

*Yes. Ehm... and... and what-, what's your experience in, in youth exchanges? How-, how is it? [laughs]*

My experience that this is one of the most fantastic things have I personally done in my life and attending a youth exchange has given me friends for life and I've got to learn so much I didn't even eth-, th-, think I would learn.

*Mhm. Ehm... how-, how active are you in the organization currently?*

Eh, I wouldn't say I'm very active, eh, because I live in [city] and the organisation are based in another city.

*Mhm.*

So I can't be as active as I would want.

*Mhm.*

But if I could be more active I would be but I try to do what I can do.

*Yes. Ehm... and-, and to what extent are-, or is it like specific periods you're engaged?*

Well it's like tagging along in projects like I did this summer...

*Mhm.*

... or like me helping them in projects like I did here. More stuff like that.

*Mhm. Wha-, what are the good things about the organisation? What is it that makes you feel like you want to engage with them?*

Oh man... what's not good? Is what I'd say. [Laughs]

[Laughs]

Eh, no but like I just think it's a good organization and you feel you know safe when going somewhere. They like know what they're doing, they feel genuine... eh, and like... there-, there's a good atmosphere when you go somewhere with them.

*Mhm. Eh, what's your thoughts about the organization's goal?*

Organization what?

*The organization's goals, what eh, what are your thought about that? Wha-, what are they working towards?*

Oh... oh, I-, I thought you meant an organization-, a specific organization called Goal, I was like whaat?

*Oh, no, no! [Laughs] Like the organisation's...*

Well the organisation's...

... *The Purpose.*

... vision is that young people should be and feel good.

*Mhm.*

And I think that is an incredibly good vision and I think it's tremendously good that we have an or-, or-, organization who commits to young people in that way.

*Mhm. Do you feel like there's something missing or... eh, is it-, if you think about, what separates the organisation from for example the Red Cross...*

Eeh... well I'm not that familiar with the Red Cross...

*No.*

... but... I would say that the organisation organizes more for youths I think.

*Mhm.*

And like, activities on a completely different level.

*Mhm... mhm. Have you eh, previous experiences in other nonprofit initiatives, or...?*

Eh, I was very active in a youth organizations eh, between thirte-, between the ages thirteen and eighteen.

*Mhm.*

I've been in both the board of the association and as secretary, chairman, eh, accouter and I've also been in the district association as commissioner.

*Mhm. Eh, wha-, what drives you to eh, to engage yourself?*

Ooh man, what drives me...? That's a good question. Like, I-, it drives me to see other people happy.

*Mhm.*

It drives me, I want to... do something that make others happy, I want to you know... learn things too, it drives me... very much to learn new things.

*Mhm. Ehm, has it... do you think [inaudible ca 09:47] been any different if you compare the organisation you were engaged in before and this organisation or is it like the same incentive and...?*

Ehm... well... perhaps it's that the organisation don't really have any demands, that's what I would say.

*Mhm.*

Eh, the other organization have this you know very obvious demand you have to... like, they also don't have as many, as large activities as the organisation. Sure they had some large activities but I think you also had to pay a bit more for them... you know.

*Mhm.*

Eh, so I was much more locally involved in the movement but I was also much, much younger at that time... that, eh...

*Mhm.*

... that's what I'd say if it seems logical? [laughs]

*Yes. Do you think there's any difference in-, in the way that the organizations are structured...? Is it...*

Oh wow, that's a hard question...

*Yes. [Laughs]*

Well I suppose I'd say like... youth-, the other movement is much, much, much larger is what I'd say is the difference the organisation is a relatively small and internal organization.

*Mhm. Mhm. How does that affect the commitment? Or is it something that affect the commitment?*

I would not say that it affects the commitment.

*No.*

It all depends on person-, it all depends on the persons in the organizations.

*Mhm, mhm.*

But there are people who are equally as committed in that organisation as there are in this organisation.

*Mhm.*

It's like the people are the core of the commitment.

*Mhm... mhm. Which-, what type of youths eh, do you think the organisation aim towards?*

I would say that the organisation aim towards youths who hasn't got as much...

[The call is disconnected ca 12:15]

*Oh, it disconnected.*

[The recording stops and resumes ca 12:20]

It disconnected...!

*Yeah, I suspected that to be the reason. [Laughs]*

Yes!

*Yes. Yes!*

Do you have everything set up?

*Yes. I have.*

Yes. Good.

*[Laughs]*

Well, I would say that the organisation focuses on people, youths who don't have that many opportunities might not have a lot, a lot of money, who doesn't have those opportunities to do such things like traveling abroad, to discover other parts of the EU.

*Mhm. Ehm... what-, whe-, whe-, where's your part in-, in this? Are you someone who works for the organisation, do you see yourself as working toward this group or... how-, how do you look at your role in the organisation?*

Well I would say that I used to be one of those people who had it tight with money and who didn't have many opportunities and things like that.

*Mhm.*

But here and now I would say that I have it pretty good, I live by myself and study and things like that.

*Mhm*

Eh, so yeah... my role today is to... help youths you know instead.

*Mhm. Eh, are you involved anything in the recruitment of youths for these activities which, which the organisation arranges?*

Eh, I am not and it's because eh, they are located in [city] so they focus on people within the region and those parts.

*Mhm.*

It wouldn't work that well if I were to recruit people in my city.

*No. Eeh, you were recruited via contact, via [Respondent 3]?*

Mhm, mhm.

*Eh, is this a common way to eh, to recruit youths?*

I have absolutely no idea.

*No, no. No.*

No.

*Ehm... wha-, what would you say about eh, is there any specific issue which you think the organisation ... eh, or is there a specific problem which the organisation eh, cover particularly well or where you can see that this...*

Can you repeat the question again?

*Eh, if-, if you feel like or experience that the organisation has any particular focus eh, in-, in their work. Earlier we talked about you having participated in some youth exchanges, eh...*

Well you know the organisation's focus is in making youths... to... feel better in and of themselves and be strong and like, grow as people.

*Mhm.*

And to take more space in the society and you know learn more about the EU.

*Mhm. Mhm.*

Is what I think I'd say...

*Yep.*

... is their focus.

*Mhm. Ehm... what-, what are you thought about the organisation? Do you see it as-, do you see-, how do you see-, h-, do you see it as a form of civic participation or... wha-, what do they do? Are you engaging in civic participation...*

Okay...

*... when you're a part of the organisation?*

... I-, I didn't quite catch that question.

*Mhm. Eh...*

*Mhm.*

*I'm thinking a-, eh, my question is if you feel like what the organisation are doing and what you are doing in the organisation...*

*Mhm.*

*... if you see it as a form of civic participation?*

Yes, definitely!

*Mhm. In what way?*

Well, it is a commitment, I don't really know what else to say...

*Mhm.*

The things they do are good for the society and good for the youths within the society.

*Mhm. Mhm. Ehm... ehm, and they ha-, work a bit with, with the EU...*

*Mhm.*

*... ehm... and... wha-, like, what is your view on that? How big part would you say the EU is of their work in your opinion?*

Well if I'm honest I don't really know how big part the EU is in their work but I've mostly been involved in their work-, or projects which revolves around the EU you know since I've been traveling-, or you know worked at a youth exchange.

*Mhm. Mhm.*

Eh, but I think that they've got a pretty large part eh, with the EU but they also work a lot on a local scale.

*Mhm.*

I'm not familiar with the local part of it at all as I said.

*No, so it's more the EU-part you've been in and been a part of an-, and also worked with in-, in eh...*

Yes.

*... in that municipality then. Mhm. Ehm... what-, like what's your view of the governance of, of the organization? Is that something you have eh, you know, given any thought to?*

The governance?

*Yes. Do you think it's built-, eh built on democracy?*

Oh! Yes, I think they're democratic so...

*Mhm.*

... it is... it is you know... I don't think I have anything else to say about me thinking that they... they've got a democratic governance and it's a democratic organization.

*Mhm. Wha-, in what way?*

[Both laugh]

Well that's where... like just say it's a democratic organization that's like, it's not... like I don-, I don-, I don't know how I can explain it further other than that they are a democratic organization you know.

*Mhm. Mhm.*

It-, I-, I don't know how to explain it.

*No, no, alright. [Laughs] Ehm, eh, do you feel like eh, like the organization is critical of and reflecti-, eh, reflecting in and of itself, can you like express opinions and questions, eh, about-, about decisions or activities they arrange...*

Yes, yes, I would certainly be able to do that, eh, I don't really think I've felt the need to express like something specific though...

*No.*

But I... I definitely feel like I can trust them, eh, fully to be able to express myself on a question or reflection or an opinion on something.

*Mhm, mhm. Mhm. Ehm, and what-, what's your view then on, on the pedagogy, or this-, they have a specific method.*

*Mhm.*

*Mhm. Wha-, is this something you've experienced before they're working with informal learning, is that something you recognize from before or has that been something new for you to work with...*

Well... informal learning-, like it is in some way experiencing that all the time...

*Mhm.*

... you learn stuff all the time when you're not thinking about leaning them but I haven't experienced it in this way... you know, like, that [inaudible ca 20:06] attend some kind of course, if you can call it that, I attend some kind of course where I'll learn stuff through informal learning and I haven't experienced that before but I think that this whole concept with informal learning is really, really good...

*Mhm.*

... because I learn an incredible amount things without even being aware that I'm learning them.

*Mhm, mhm.*

And I think that's really awesome.

*Mhm, mhm. Mhm. Well, those were the questions I had, is there any question that has popped up for you?*

Eeh, no, not really.

*No. Eh, well in that case I'd say I'm quite content...*

Yes! Good!

*... eh, and would like to thank you very much. Yes!*

Yes. Thank you.

*Thank you, thank you.*

Have a nice day!

*You too! Bye, bye.*

Thank you.

[the call ends ca 21:00]

[The recording ends 21:03]