

Report of Gagauzian Youth Leadership Program (GYLP)

Workshop: Personal Development

May 16 - 21, 2019

A co-teaching model was used during the training, i.e. a trainer from Moldova, in partnership with a trainer from Slovakia, worked together to achieve the goal in the second session;

The first part of the first day was devoted to conducting a survey on how they were able to complete the task that was given to them at the first session. It is worth noting that the guys in the process of telling about their successes and failures, at this stage it was possible to notice that young people hardly perceived the changes in personal development to which we call them;

The following exercise, “a map of my development,” was aimed at seeing who was in the process of his development, how it helped me, and what strengths I gained from his family and friends. It is worth noting that this exercise is well suited for understanding the internal state and asserting the presence of strengths that can be a good help in the process of achieving the goal and / or objectives. At this stage, we offered young people to define for themselves and remember the people who invested in them at some stage, besides, it was suggested to remember what they are investing in or want to invest in.

The next stage - we talked about the importance of forming a life mission and life position. It was offered to young people to look at their life from the perspective of the end - this is done so that the children try to transfer themselves to the future by the end of their life and look at what they could achieve. At this stage, we tried to form a life mission and tried to adapt it to the realities of the present time;

At the next stage, we decided to conduct a small survey in the city - the survey was aimed at understanding how the generation tried to develop or develop. After the survey, young people presented their results and shared their experiences, shared their impressions about how pleasant or not they were in engaging in dialogue with people, how responsive and open people were to share their opinions;

In a very short time, we talked to young people about what tools exist that can help you manage your time. Young people were able to try to master some methods of time management and make a plan for their week, it was suggested to young participants to compare their time with how they spend it;

Working on homework for the summer - this blog took enough time for young people to be able to decide (albeit approximately) what they would like to do in the summer. We divided the young people into subgroups and tried to help them form their homework.

A few suggestions: I think it would be good to think out next time how to make it possible for young people to be involved as much as possible - the camp was a good opportunity for young people not to be distracted and to be constantly in session; time - I think it would be good if the breaks do not depend on when lunch or snacks are brought, this significantly knocks down the event;; Composition - try to organize such events so that young people can feel themselves in the role of a team - it is more dependent on the organizers; arrangements with the school - for the next meeting we will need to teach something at the school for this reason we will need to agree in advance about this possibility.

Radion Velchev

On May 20-21 at the GYLP 2nd school with participants, we first studied what we learned in the first spring school. We remembered the different ways to know a person (Myers-Briggs, DISK, wheel of life, writing to the future), as well as methods and methods of mutual learning that students can use to get the most out of meetings. It was about asking questions, actively listening, writing notes, giving different forms of feedback, rephrasing and summarizing.

Before the school, students were assigned to prepare presentations: 1) what problems they worked on, 2) how meetings were held (both at the training and at the training) and 3) what would change their approach in the coming months. At the same time, the answers provided in the coaching questionnaire were presented to students. In them they wrote about how their training went, what kind of equipment they used and so on. In these presentations, we had a discussion with students about what could be improved, and the students asked each other questions or comments.

Subsequently, students in pairs practiced asking, writing, rephrasing, and summarizing for two minutes. One student asked another what he learned while learning project management/critical thinking. Students gave each other feedback on how they asked questions and how they interviewed.

To achieve the highest level of realism and interactivity with the environment in Comrat, students prepared questionnaires aimed at displaying the opinions of people from the university / street / friends / family members about personal growth and development of youth activities in Comrat. After consultations, students created questionnaires and collected data during the evening and the following morning, which they then presented to students and lecturers. They worked on how to improve analytical and presentation skills, critical thinking, the ability to ask good questions and the courage to communicate with strangers on the street.

Last but not least, the students were given three tasks: 1) they signed a contract for 5 months with peers with new goals and ways to achieve them, 2) met with lecturers and discussed their meetings and projects, and 3) created socially -oriented project. from which people in Comrat will benefit. They presented and discussed their contracts with each other. By 04.06. 2019 they have the task to send the project manager to the project manager and his assistant. In the summer, they attend 4 meetings with coaches or communicate with them through social networks.

Jakub Uhlik