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Erasmus+

RADMILA PALINKAŠEVIĆ

born on 21/01/1990

participated in the Partnership Building Activity

FROM RURAL TO PLURAL 3.0 – BUILDING EUROPEAN PARTNERSHIPS FOR RURAL YOUTH WORK

in Bran, Romania

from 23/03/2026 to 01/04/2026

About the project

From Rural to Plural 3.0 was a Partnership Building Activity that brought together youth workers from across Europe to strengthen cooperation in rural youth work. Participants explored challenges, exchanged practices, and co-created solutions to support youth participation, governance, and sustainable development in rural communities, while developing partnerships and planning future joint initiatives.

This certificate has been issued by Asociația pentru Dezvoltare Activă (ADA).



Victor Cătălin Toma
Legal representative

Electronically signed on 31/03/2026 15:02 by Victor Catalin Toma

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LEARNING CONTEXT

The European youth programmes offer opportunities for non-formal and informal learning mobility that support the professional development of individuals involved in youth work and volunteering. Such mobility activities also promote the development and capacity-building of organisations and their systems. They support community-building, include cross-sectoral cooperation and contribute to policy implementation.

COMPETENCES DEVELOPED BY RADMILA PALINKAŠEVIĆ

The following summary is the result of a reflection and self-assessment process which took place during and after the project.

Facilitating learning

Participants contributed to creating a supportive and inclusive learning environment by actively engaging in group discussions, sharing experiences, and supporting peer learning. They practiced guiding conversations, asking questions, and helping others reflect on their experiences. Through group work and collaborative tasks, they facilitated dialogue, encouraged participation, and contributed to collective learning processes. Participants developed awareness of group dynamics and learned how to support cooperation and mutual understanding in intercultural settings.

Designing programmes

Participants developed their ability to design relevant and realistic youth work initiatives by analysing the needs and challenges of young people in rural areas. Using tools such as Theory of Change, they explored how to link problems, causes, activities, and expected outcomes. Through group work, they contributed to shaping ideas for future projects and cooperation, taking into account the local context, target groups, and available resources. They reflected on how to structure activities, define objectives, and plan follow-up actions, while ensuring that programmes are meaningful, inclusive, and responsive to the realities of rural youth.

Managing resources

Participants developed their understanding of how youth organisations function in different local and national contexts, especially in rural areas. Through group work and exchange of practices, they explored how to use available resources effectively, including human resources, partnerships, funding opportunities, and local infrastructure. They reflected on the role of leadership, teamwork, and coordination in implementing youth initiatives. Participants also analysed the challenges related to limited resources and identified strategies to maximise impact through cooperation, shared responsibilities, and realistic planning.

The competence description in this Youthpass certificate is based on the Competence Model for Youth Workers to Work Internationally that was created within the framework of the European Training Strategy. Further information about the competence model is available here: <https://www.salto-youth.net/youthworkers-competence-model/>



Collaborating in teams

Participants strengthened their ability to work collaboratively in international and intercultural teams. Throughout the activity, they contributed to group tasks, thematic clusters, and partnership discussions, while learning to listen actively, share responsibilities, and support common objectives. They practiced cooperation in diverse teams, adapted to different communication styles, and contributed to constructive group processes. Participants also experienced systemic cooperation by co-creating recommendations, follow-up actions, and shared visions for strengthening work with young people in rural areas at European level.

Communicating meaningfully

Participants strengthened their ability to communicate in a clear, respectful, and constructive way in an international group. Throughout the activity, they expressed ideas, shared experiences, and engaged in dialogue with people coming from different cultural and professional backgrounds. They practiced active listening, empathy, and openness, while learning how to build positive working relationships and navigate different perspectives. Participants also improved their ability to communicate about sensitive topics related to young people in rural areas and to engage in meaningful exchanges that support trust, cooperation, and shared understanding.

Displaying intercultural sensitivity

Participants developed their ability to communicate and cooperate effectively with people from different cultural, social, and professional backgrounds. Throughout the activity, they engaged in intercultural dialogue, exchanged perspectives on rural youth realities in different countries, and reflected on how context shapes attitudes, practices, and challenges. They learned to approach diversity with openness and respect, to recognise different ways of working and thinking, and to adapt their communication in order to build trust, mutual understanding, and meaningful cooperation.

Networking and advocating

Participants strengthened their ability to build and develop partnerships with relevant actors involved in work with young people in rural areas. Through the activity, they connected with youth workers, organisations, and practitioners from different countries, explored common interests, and identified concrete opportunities for future cooperation. They also practiced articulating the value of work with young people in rural areas, formulating recommendations for local, national, and European decision-makers, and positioning rural youth work as a strategic priority that requires recognition, support, and investment.

Assessing and evaluating

Participants developed their ability to reflect on and evaluate learning processes and group activities. Throughout the activity, they engaged in regular reflection sessions, provided feedback, and contributed to the evaluation of the programme. They learned how to assess both the process and the outcomes of activities, identify what works and what can be improved, and use this information to adapt future actions. Participants also explored simple tools for collecting feedback and monitoring progress, supporting more informed and reflective practice in their work with young people.



Being civically engaged

Participants strengthened their awareness of the social, political, and structural issues affecting young people in rural areas. Through discussions and collaborative work, they reflected on participation, governance, public policies, inclusion, and the role of local, national, and European decision-makers. They explored how rural youth work can support active citizenship and democratic participation, while also developing recommendations and shared messages to advocate for stronger support for young people and youth workers in rural communities.

Other competences

Participants developed competences in systems thinking and understanding the youth ecosystem in rural contexts. They strengthened their ability to analyse complex challenges, identify root causes and effects, and use tools such as Theory of Change to connect problems with realistic solutions. They also enhanced their capacity to co-create structured recommendations, work with different governance levels, and translate challenges into concrete actions. In addition, participants developed a stronger sense of ownership and responsibility in building sustainable partnerships and contributing to long-term cooperation at European level.

REFERENCES

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Radmila Palinkašević

Bran, Romania, 31/03/2026



PROJECT DETAILS

Below are further details about the project in which Radmila Palinkašević participated.

From Rural to Plural 3.0 – Building European Partnerships for Rural Youth Work

Partnership Building Activity | 23/03/2026–01/04/2026 | in Bran, Romania

Main activities: The activity included interactive workshops, group discussions, and practical tasks focused on rural youth work and partnership building. Participants worked in small groups, shared their experiences, and explored common challenges faced by young people in rural areas. They analysed problems, developed ideas, and created simple action plans for future cooperation. The programme also included networking activities, intercultural evenings, reflection moments, and a final evaluation and Youthpass process. The activity created space for learning, exchange, and building meaningful partnerships.

Main outcomes: The main outcomes of the activity included the development of partnership ideas, action plans, and recommendations to support rural youth work. Participants created thematic clusters for future cooperation and identified concrete follow-up steps. The activity strengthened participants' competences in communication, teamwork, facilitation, systems thinking, and advocacy. It also increased their understanding of rural youth challenges and enhanced their capacity to design projects and engage young people at local and European levels.

Hosting organisation: Active Development Association [ADA]

Facilitators: Victor Cătălin Toma, Andra Camelia Cordoş

Group: 29 participants from Armenia, Bosnia & Herzegovina, Cyprus, Finland, Georgia, Greece, Italy, Moldova, Romania, Serbia, Slovakia, Türkiye and Ukraine

FURTHER PARTICIPATION DETAILS

Related training activities

Participants took part in interactive workshops, group discussions, and practical exercises focused on rural youth work and partnership building. They worked in thematic groups to analyse challenges faced by young people in rural areas, explored causes and effects, and developed Theory of Change models. Participants engaged in ecosystem mapping, co-created recommendations for different decision-making levels, and contributed to drafting a shared European declaration. They collaborated in working clusters to design follow-up actions and

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More information about this project can be found in the Erasmus+ Projects Results Platform:

https://ec.europa.eu/programmes/erasmus-plus/projects_en



Erasmus+

PROJECT CONTEXT

future projects. The programme also included networking activities, intercultural exchange, reflection sessions, and evaluation processes.

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