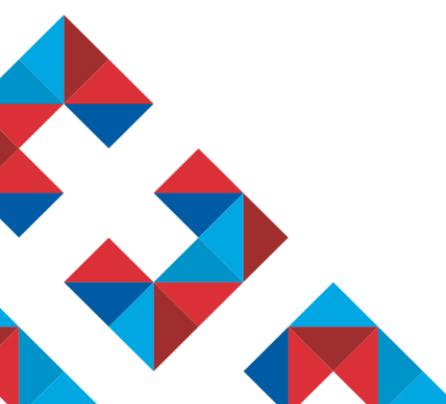


Non-Formal Learning in Higher Education: Developing Intercultural Competence (Among Others/Uni&NFL)

Report

June 2016





An Erasmus+ UK Transnational Cooperation Activity, in partnership with the National Agencies of Czech Republic, Hungary, Ireland, Poland and Turkey.



CSALÁD-, IFJÚSÁG- ÉS
NÉPESEDÉSPOLITIKAI INTÉZET



Index Page

FOREWORD	3
EXECUTIVE SUMMARY	3
PROJECT HISTORY AND ORIGINS	6
METHODOLOGICAL AND THEORETICAL FRAMEWORK OF THE PROJECT	12
NATIONAL PROJECT ACTIVITIES	14
CZECH REPUBLIC	14
TURKEY	18
UNITED KINGDOM	20
POLAND	24
HUNGARY	27
IRELAND	28
BIRMINGHAM SEMINAR - OUTCOMES OF THEMATIC WORKING GROUPS	31
BIRMINGHAM SEMINAR: PARTICIPANT FEEDBACK	33
VISUALISATION OF SEMINAR EVALUATION FORM RESULTS	34
CONCLUSIONS AND RECOMMENDATIONS	41

Foreword

The publication of the first transnational Among Others/UNI&NFL report coincides with the increased role and importance of intercultural competence (ICC) as a key component and priority for the Erasmus+ Youth Programme. The importance of ICC has been recently reinforced through the publication of Erasmus+ Inclusion and Diversity Strategy in the Field of Youth¹ and the updated annual priorities of Erasmus+ Youth for 2016 focusing on reaching out to marginalised youth and promoting intercultural and inter-religious dialogue². Other key elements of the Among Others project such as cross-sectoral co-operation and internationalisation and professionalisation of youth work remain high on the Erasmus+ Programme agenda since its launch.

Executive Summary

The Among Others/UNI&NFL project was initiated in Poland in 2010 by a team of trainers of the European Erasmus+ Youth Programme and the German-Polish Youth Office (PNWM/DPJW). The main aim of the project was to deliver workshops on both intercultural competences and non-formal education to students, who are going to work with young people in the future, so those who plan to become teachers and youth workers.

In 2014, the project became an Erasmus + Youth transnational project (TCA). Its main objectives have been identified as: introducing non-formal education and international cooperation into higher education, developing intercultural competence of future youth workers and teachers to improve the quality of youth work and encouraging the use of the Erasmus+ Youth Programme in working with young people.

During the first year (2014-2015) the project was based on co-operation between the Czech, Hungarian, Irish, Polish and UK National Agencies of the Erasmus+ Programme. In 2015-2016, the Turkish National Agency joined the project.

In 2016, the project gained recognition outside the Erasmus+ Youth programme in Poland. Co-operation with Erasmus+ Higher Education was initiated, two universities have requested tailored ICC workshops based on the Among Others framework on a commercial (paid) basis and information about workshops was sent in the national newsletter.

¹ http://ec.europa.eu/youth/library/reports/inclusion-diversity-strategy_en.pdf

² Erasmus+ Programme Guide 2016, p.76.

The project's transnational phase includes an annual evaluation seminar - the first was held in Konstancin, Poland, in May 2015, and the second in Birmingham, United Kingdom, in April 2015. The next evaluation seminar has been scheduled for Spring 2017 and will be held in the Czech Republic.

The project's national and international phases actively contribute to the aims of the Erasmus+ Inclusion and Diversity Strategy, namely the following objectives:

- 1) 'Create a common understanding of those who may be considered as young people with fewer opportunities' - each national team adjusts the pan-European definitions and terms to their local realities and needs
- 2) 'Increase the commitment to inclusion and diversity from different actors in Erasmus+: Youth in Action' - the project works with multiple stakeholders: youth organisations, HE and VET institutions training and educating youth workers, National Agency staff and TCA trainers, increasing shared commitment to inclusion and diversity
- 3) Promote Erasmus+: Youth in Action as a tool to work with young people with fewer opportunities and actively reach out to disadvantaged groups - especially at national level, the project promotes Erasmus+ Youth to youth workers and youth organisations as a tool to work with young people from different backgrounds
- 7) Invest in the intercultural and social skills of young people and youth workers as well as their competences to manage and work with diversity in all its forms - the project's key aim is to develop competences of youth workers and young people

This report aims at reviewing the progress of the project (2014-2016) at both national and transnational levels and identifies ways forward for the project, notably its transnational dimension.

The report includes the following elements:

- Information on project's history and origins (2010-2014)
- Information on the project's transnational phase within the Erasmus+ Youth programme (2014-2016)
- Basic theoretical and methodological frameworks of the project, including the SALTO ICC Report and the European Training Strategy Competence Framework
- Country reports from all countries involved: Czech Republic, Hungary, Republic of Ireland, Poland, Turkey and United Kingdom
- Conclusions from the thematic workshops conducted during the Birmingham evaluation seminar 2016
- Summary of the evaluation results of the Birmingham evaluation seminar

- Conclusions and recommendations for further development of the project in TCA Year 2016-2017

Main report conclusions and recommendations include:

- The project's overall aims correspond well with the needs and expectations of participants, partners, trainers and participating National Agencies
- The project's national and transnational phases remain connected, but national activities enjoy a high degree of independence and freedom in adjusting and responding to local needs
- The project's national activities rely on a variety of methods; partner countries agree that there is no need for a joint module or unified contents system, but there is an increasing need to record and update tools and methods at transnational level
- The current transnational project format is suitable to the needs of partner countries and all parties involved and should therefore be maintained
- The evaluation seminar is deemed a very useful platform for sharing concepts, tools and ideas as well as discussing most recent developments regarding ICC including innovation and cross-sectoral matters
- The project is highly beneficial to the youth and non-formal learning sector
- There is a strong need of conducting quality research on Among Others impact at local level in all participating countries
- There is a strong need to set common evaluation and monitoring guidelines
- University partners of the project, both academic and administrative staff find it useful and impactful to work together on trans-national co-operation research projects
- Regular communication is essential for smooth co-operation between the project's national and transnational levels
- The refugee crisis in Europe poses new challenges in ICC education and youth work practice and should be duly considered in activity planning

Project History and Origins

“So humans always have had three possibilities

when meeting others:

they could choose war,

they could erect a wall,

they could start dialogue...

Have a look around. Take a close look at the world surrounding you – your street, your workplace, your study place, your leisure-time space. More and more often you meet people from other countries, representatives of other cultures, – people from Germany, the Caucasus, Vietnam, China, Ghana, Spain, Chechnya and Somalia...

Other cultures fascinate us, but we often don't understand the behaviour of foreign persons, even though we have a common base for understanding as we all speak English.

Why is this? How can we live in an intercultural world? How can we benefit of the richness which is given to us by contact with other people? Those were the key questions that the Polish Youth in Action Programme National Agency trainers grappled with when working on local and international projects across the country.

During our workshops we want to consider what culture really is and what characterizes it. How should we cooperate and how should we create our common reality by dialogue with others, so that it opens possibilities for all and every one of us can benefit.

This is how the „Między Innymi” ('Among Others') initiative emerged. I aimed to address key questions such as: wow, can we understand others instead of building walls between us? And how can we start a real, intercultural dialogue³

The text above is part of a foreword for participants of local Among Others workshops in Poland. It explains the basic concept behind the project and its main goals.

The project, originally entitled 'Miedzy Innymi' ('Among Others') was initiated in Poland in 2010 by a team of trainers of the Youth in Action Programme (YiA) and the German-Polish Youth Office (PNWM/DPJW). The main aim of the project was to deliver workshops on both intercultural

³ Among Others - Polish project website <http://www.miedzyinnymi.org.pl/en/>

competences and non-formal education to students, who are going to work with young people in the future, so those who plan to become teachers and youth workers. The conceptual design of workshops was the result of long-time experience of the team members in organizing trainings as well as an analysis of the newest trends in formal and non-formal education.

Furthermore, documents of the European Commission concerning strategies for intercultural competence development had a strong impact on the development of the project concept. Among Others was the first project in Poland combining the approaches and methodology of non-formal and formal education with intercultural competence. At the same time, the project was the first joint initiative bringing together the largest and most experienced institutions in Poland supporting non-formal intercultural projects: the Foundation for Development of the Educational System (FRSE, operating the Polish YiA and Erasmus+ National Agencies) and the German-Polish Youth Office.

After the opening meeting in the autumn of 2010, the first workshops were held in the 2011-2012 academic year. Elementary goals of the workshops were:

1. Development of intercultural competences for students, understood as:
 - a. Knowledge concerning cultural differences and their effect on behaviour
 - b. Ability of establishing and building positive intercultural contacts
 - c. Tolerant attitude towards diversity and curiosity for discovering new things.
2. Preparation of students of pedagogy and students of related studies for a role as multipliers, including hands on knowledge in the field of intercultural education with different age groups, and developments of corresponding attitudes. The project also focused on the development of international youth exchange facilitation skills.

Five workshop modules were initially proposed:

- a) Introduction to intercultural education - as a basic module.
- b) Aiding the development of intercultural competences of children and youths - as an advanced module.
- c) Intercultural communication - as an advanced module.
- d) Working in an intercultural team - as an advanced module.
- e) Managing the intercultural project - as an advanced module.

During the first project year Among Others workshops were conducted at Warsaw University (four different departments and a one student society).

Evaluation of the first project phase has shown that the project had a good potential to be continued but some changes in modules construction had to be made. That is why the next (2012 - 2013) academic year offer consisted of slightly different modules:

1. Introduction to intercultural education - as a basic module.
2. Aiding the development of inter-cultural competences of children and youths - as an advanced module.
3. Intercultural communication - as an advanced module.
4. Working in an inter-cultural team - as an advanced module.
5. Stereotypes and their effect on inter-cultural contacts - as an advanced module.

In the 2012/2013 academic year, eight higher education institutions with 183 students took part in the project. Over the next delivery years, the project reached out to a dozen universities and hundreds of students across the country:

Academic year	No of HEIs	No of students
2013 - 2014	10	187
2014 - 2015	9	221
2015 - 2016	13	313

Evaluation of the academic year 2014-2015 brought the Polish team to the idea of redeveloping the workshop models. It was decided that the scheme should be revised, taking into consideration students' expectations:

- Compulsory module: Introduction to Intercultural Education
- Additional modules:

- Intercultural communication
- The influence of stereotypes on intercultural contacts
- Working in intercultural team(s)
- Supporting development of intercultural competence of youth workers
- Advanced modules:
 - Introduction to participation in intercultural projects
 - Supporting development of intercultural competence of children and youth
 - Diversity management

In 2016, the project gained recognition outside the Erasmus+ Youth programme in Poland. The cooperation with Erasmus+ Higher Education was initiated and information about workshops was sent in the national newsletter. This brought also questions about possible 'commercial' project activities - paid workshops were organised for Łódź Polytechnic in April and May 2016.

In 2014, the project became a transnational (TCA) initiative with UK, Hungarian, Irish, Czech and Polish National Agencies participating. The project's first transnational meeting was held in Warsaw in July 2014. The title was updated to include the title 'Non-Formal Learning in Higher Education: Developing Intercultural Competence (UNI&NFL)'. The main aim was defined as exploring non-formal methods as a way to develop intercultural competence in higher education.

The following transnational objectives have been devised:

- To introduce non-formal education and international cooperation into higher education.
- To develop intercultural competence of future youth workers and teachers to improve the quality of youth work.
- To encourage the use of Erasmus+ Youth Programme in working with young people.

The team decided to organize two events in 2015:

- Event 1: UNI&NFL Preparatory Meeting, London, March 2015
- Event 2: UNI&NFL Seminar, Warsaw, May 2015

Since July 2014, workshops Among Others/UNI&NFL workshops have been delivered at national level in Poland, United Kingdom, Ireland, Hungary and Czech Republic.

As a result of the July meeting in Warsaw and a preparatory meeting in London in March 2015 a seminar 'UNI&NFL Developing Intercultural Competence' was organised in Warsaw (May 20th-23rd, 2015). Objectives of the seminar were defined as follows:

- To evaluate the Among Others/UNI&NFL project;
- To share the concepts, contents and outcomes of national project activities
- To explore new approaches to developing Intercultural Competence at European and global level;
- To promote and encourage the use of Erasmus+ Youth as a tool to develop Intercultural Competence;
- To further develop the co-operation between non-formal education and higher education.

The following groups of participants attended the seminar:

- Trainers involved in the national project activities (Among Others/UNI&NFL)
- Staff of Higher Education Institutions interested in the development of Intercultural Competence and use of non-formal methods
- Trainers and facilitators involved in developing Intercultural Competence in non-formal education and higher education
- NA representatives/Coordinators

As a result of the seminar, it became evident that there is a large interest in the continuation and professionalization of the project at national levels as well as development of a new and supportive cooperation structure at transnational level. According to Warsaw evaluation seminar participants, international cooperation should focus on addressing the following shared needs:

- Recognition - Improving recognition of NFL by HE and other sectors as a complementary and inevitable educational component to help developing necessary skills and attitudes for better understanding and acting out the valuable knowledge around ICC provided by the HE

Sector. Developing common strategies and approaches to use ECTS for validation of learning.

- Sharing/exchange - Sharing of best practice as well as tools to address, further developing and promoting the concept of ICC with specific regard to the ETS and the working definition provided by SALTO Cultural Diversity Resource Centre.
- Widening participation - Developing support mechanisms for increased participation of different stakeholders, incl. cooperation with other NAs and countries.
- 'Thinking large' - Developing a common strategy for an improved and cross-sectoral cooperation at European level with specific regard to resources (financial, knowhow etc.) and sustainable academic and practice oriented cooperation.

The next step of the Among Others Project was a preparatory meeting held in October 2015 in Budapest. This meeting gave the steering team the possibility to sum up the first full academic year of the project at both national and international level. Based on the feedback received from seminar participants and national project co-ordinators, a decision was taken to organize another evaluation seminar for the same target groups as for the first seminar, possibly including the same participants to assure continuity. Objectives of the coming seminar were defined as follows:

- To share the context, ideas, resources and outcomes of national project activities.
- To identify ways of improving the recognition of Intercultural Competence (ICC) and NFL (Non-formal learning) within Higher Education.
- To develop the project's sustainability notably through the establishment of a network /community of practice.
- To review the concept of ICC within the European Training Strategy (ETS).
- To evaluate the 2015-2016 phase of the project.

The seminar was organised in Birmingham/UK from 19th until 23rd of April 2016. Evaluation results have been included below. Conclusions from the seminar have been incorporated into the conclusions and recommendation section.

Each year a different National Agency takes a leading role within the project (Poland in 2014/2015 and UK in 2015/2016). The next preparatory meeting is going to be held in the Czech Republic, as

the Czech National Agency will be responsible for the project activities in the upcoming academic year.

Methodological and Theoretical Framework of the Project

The project's methodological foundations at transnational level rest upon three pillars: the SALTO Intercultural Competence report, defining ICC in European youth work, the European Training Strategy Competence Framework, outlining trainer competences with regards to ICC, and the Erasmus+ Inclusion and Diversity Strategy in the field of youth placing ICC within the Erasmus+ Programme.

The research into Intercultural Competence and its role in youth work at European level started during the first Intercultural Competence round table in Rome in 2009. The round table findings⁴ shaped the process of exploring the fundamental concepts behind Intercultural Competence, a vital part of the Lifelong Learning Social Competence, and suggested further research into a common European definition of ICC, a process which resulted in the publication of the ICC Research Report in 2011⁵

The Research Report aimed to validate to the working definition created for SALTO Cultural Diversity RC as well as linking the current practice to theory. The report elicits how far the qualities within Intercultural Competence – as defined by the Intercultural Competence working group – can be part of youth work practice, and it illustrates them with real examples to make the definition operational.

The ICC Research Report provides a comprehensive definition of ICC, adopted by the project: 'Intercultural Competence developed and demonstrated within the framework of European youth work are qualities needed for a young person to live in contemporary and pluralistic Europe. It enables her/him to take an active role in confronting social injustice and discrimination and promote and protect human rights. ICC requires an understanding of culture as a dynamic multifaceted process. In addition, it requires an increased sense of solidarity in which individual fear of the other and insecurity are dealt with through critical thinking, empathy and tolerance of ambiguity'⁶.

⁴ Reflections on the ICC Round Table www.saltoyouth.net/rc/cultural-diversity/publications/reflections-based-on-ideas-from-interculturalcompetence-round-table/

⁵ ICC Research Report (<http://www.salto-youth.net/rc/cultural-diversity/publications/interculturalcompetenceresearchreport/>)

⁶ ICC Research Report, page 21.

The first European Training Strategy in the Field of Youth (2007-2013) aimed at contributing to assurance and development of quality in youth work through capacity building of youth workers, trainers of youth workers and other actors working in the youth field. The strategy was revised at the end of 2010 to optimise and further increase the impact of the Youth in Action programme in the area of youth work development, capacity-building and recognition. The Programme Committee of the YiA Programme approved the revised strategy in autumn 2010. This revision aimed at optimising and further increasing the impact of the Youth in Action programme in the area of youth work development, capacity-building and recognition. The new ETS strategy was approved by the Erasmus+ Programme Committee end of April 2015. The new ETS strategy involves a module on Intercultural Competence (ICC). ETS ICC focuses on the following elements: reflecting acceptance of ambiguity and change, awareness of one's own identity, willingness and ability to look at identity, culture and related aspects and dimensions from different perspectives, critically reflecting about and take distance from one's own perceptions, biases, and stereotypical constructions of reality, reflecting and making use of diverse ways and methods to increase self-awareness, ability to apply human rights principles⁷.

The Erasmus+ Inclusion and Diversity strategy aims to make sure that Erasmus+ tackles the challenges facing young people effectively. Targeting young people with fewer opportunities has long been a pillar of the European Union's work in the field of youth, notably through project funding for organisations working in this area. Between 2007 and 2013, the EU Youth in Action programme reached successful results as regards social inclusion, demonstrated by the figures in Annex III of the strategy. The work on social inclusion in the context of the Youth in Action programme was supported by an Inclusion Strategy, launched in 2007. The revised strategy seeks to achieve an even greater impact on the lives of disadvantaged young people and to ensure that Erasmus+ responds positively to diversity in the field of youth. It is important to note that 'it is a strategy for inclusion and diversity – both are equally important'⁸.

⁷ ETS in the Field of Youth <https://www.salto-youth.net/rc/training-and-cooperation/trainingstrategy/>

⁸ Erasmus+ Inclusion and Diversity Strategy in the Field of Youth, page 3.

National Project Activities

Czech Republic

‘From ‘We want to get tools for integrating a Vietnamese kid in the school class’ to ‘a kid of a Vietnamese origin is as different as any other kid in the class’

The Czech national phase of Among Others/Uni&NFL focused on developing the following knowledge, skills and attitudes:

Knowledge

- ICC as a wide civic competence (“it’s much more than being able to talk to a German”)
- Salto ICC workgroup definition
- Cultural-standard approach and Transcultural approach (differences, strong and weak points for both approaches)

Skills

- activities/approaches to work with interculturality
- identity reflection
- stereotypes on personal, institutional, and social level
- power distribution in the society and how to deal with it
- dealing with ambiguity, uncertainty
- participatory methods (principles, outcomes, and how to work with them)

Attitudes:

- open-ended learning: there is no right or wrong answers
- meeting another person is always intercultural

Project History

2014/15 academic year

The NA entered the project with courses at Charles University in Prague, Masaryk University in Brno and Technical University in Liberec.

2015/16 academic year

A national meeting was organised in NA in order to evaluate the development of the Among Others/Uni&NFL project since 2014. These are the identified outcomes:

1. Success stories

- a unique methodology which can be used in the whole country created by a team of 6 trainers
- involved universities are still highly motivated to continue in this cooperation
- our relationship (NA-trainers-UNI) is more intense
- useful results worth promoting

2. Areas of improvement

- create a content of seminars in closer cooperation with universities
- better communication with the universities
- better research on students' actual needs
- focus on practical side of seminars
- seminars should be more incorporated in students' classes
- focus on project's sustainability

3. Objectives for 2015/16

- to develop existing cooperation and explore more the concept created in last year
- to conduct a detailed research on students' needs
- to keep the whole project focused mainly on pedagogy/social pedagogy area and at the same time explore how this methodology could be applied within completely different areas of study

The outcomes at the moment cannot be evaluated as it is too early to see the whole picture. Courses in the Czech Republic stay elective / optional at the universities and respect the “Just in time” principle. The feedback from the students often reflects on how they finally know each other, much better than in other courses. The feedback also shows further cooperation opportunities in the next year.

The challenges that the team is facing at the moment include the discrepancy between non-formal and university approach to learning. The team have to look for effective methods and techniques to adapt the non-formal methods to their schedule and to the whole system (be it a 3-hour session fortnightly for a term or a session within a course / seminar provided by other teachers). Should the project stay on the academic grounds of the university, in the academic setting with its limitations and bring non-formal learning there or rather consider taking the group somewhere out of the university for a few days for a teambuilding introduction and then meet regularly in their regular classrooms?

Another challenge ahead is the fact that the trainers are the outsiders who are not part of the system according to university standards - they need somebody from the department to guarantee the course (contact person, coordinator...). Moreover, there seems to be a significant challenge in terms of culture standard vs. transcultural approach as the “Czech” way of thinking is rather standard / rigid.

Furthermore, the acknowledgement is another issue we have to take into account. Does the project require Youthpass? Are ECTS courses important and do they reflect the actual workload of the students involved in the courses? Is it enough? What else?

There is also a question of whether or not the courses should be offered in English, as there is a high chance to attract Erasmus exchange students to our courses, which would make the situation and learning more authentic. This way the interculturality would be clearer and more evident.

The final challenge is the one about offering courses as the professional development course for the teachers in the Czech Republic. These could also be a great platform for more networking and connection between and among the academics in this field within the Czech Republic.

The courses continued at Charles University (Faculty of Arts, Department of Education) and Masaryk University (Faculty of Arts, Department of Educational Science). Furthermore, the courses were added at University of Hradec Králové (Faculty of Arts, Department of Philosophy and Department of Social Sciences) and Silesian University in Opava (School of Business Administration in Karvina).

2016/2017 – conclusions and plans

The plan is that the courses from this academic year will continue and more courses and possibilities are negotiated at the moment.

Overall conclusions from national evaluation:

Strengths:

- Financial resources are at an appropriate level
- Support from the Czech NA continues

Challenges:

- Can personal contacts be formalised
- Sustainability (will universities pay the courses themselves?)

Future steps:

- Trainers – developing a unified ‘modular’ framework - a specified paradigm, theories that we work with, a handbook, requirements and conditions;
- Universities – developing a unified ‘module’ framework: one-semester course with its code and everything at each university, 5 ECTS course (contact hours still need to be defined), portfolio assessment
- The course to be offered both in English and in Czech; trainers from other NAs could be developed for the English-language course
- The NA to work further with its Pool of Trainers - the pool of trainers - given conditions, responsibilities, commitment
- Regular meetings to be held between the NA, trainers and universities (face to face, skype)
- Focus on quality, not quantity
- Wide range of student profiles: Prague - students of social pedagogy, Brno - students of andragogy + students of social pedagogy, Hradec Kralove - students of the civics teaching degree, Opava - students of finance

Key points to address at the 2017 transnational meeting in Czech Republic:

- clear definition of the aim - inspiration, sharing, collaboration (both trainers and academics)

- clarifying the need for a common international module – at the moment the Czech team sees no need for such a document
- dividing the meeting into working sections: trainers, academics, NAs
- local visit: Museum of Romani Culture in Brno
- rolling out the invitation to more universities - to share the project's outcomes with them

Turkey

Turkey is a new partner in the project. Project activities at national level will start in 2016/2017 academic year. The presentation focused on key elements of the project's background: the Turkish educational system, non-formal education in Turkey and intercultural competence.

Turkish educational system

School education at primary stage begins at 6 years and continues with secondary school starting at 10 until 18.

There has been a gradual increase in the number of public universities in Turkey. 1933 there was only one and in 2011 there were 103 and it keeps increasing. Also private universities are in high demand and keep increasing in numbers. The divide between public and private is due to the public funding versus student-paid ones.

Non-formal Education

Non-formal education covers all educational activities organized along or outside of formal education (schools and universities). The specific objective of non-formal education, in accordance with the basic principles and general objectives of the national education, is for the citizens who never entered the formal education system, to gain knowledge and skills beside or outside of formal education.

There is a network of institutions established with the aim of realizing the purpose and functions of Turkish National Education in provinces, districts, sub-districts and villages. They are organized as a complementary with formal education institutions and using of the institutions facilities in order to enable the participants to acquire the same qualities as a student in formal education.

Some non-formal institutions are: Public Training Centres, Vocational Training Centres, Adult Technical Training Centres, Private Education Centres, and Study Centres for Students, NGOs,

Special Education and Rehabilitation Centres, Science and Art Centres for Children with Superior Intelligence and Special Ability, Tourism Training Centres, Continuing Education Centres.

There are several reasons for people's participation in non-formal education. These are:

1. Getting more knowledge
2. More job opportunities
3. Leisure time usefully spent
4. Meeting new people
5. Acquiring new skills for work (professional development)
6. More revenue.

(Love, 1985: Yayla, 2009)

In Turkey, the most active participation in non-formal education activities is seen in the 18 - 24 age group (26.7%) and among university graduates the rate reaches 40 %. The range of non-formal courses is diverse. Some of the categories are as follows: Vocational and Personal Development Courses, Information Technologies Courses, Foreign Languages, In-Service Training, Corporate Trainings and Health, Culture, Arts and Sports courses.

There are different sponsors to ICC courses in Turkey. One of the most well-known is the National Agency which runs Erasmus+ programmes. There are also others though: Research and Application Centres for Lifelong Learning, Mevlana Exchange Programme (international), Farabi Exchange Programme (national), and YTB prime ministry (international).

Strengths:

Some of the strengths of the Turkish context can be summarised as follows:

- Rich cultural sites, traditions and food
- Eager students and faculty staff
- Involvement in Erasmus + and other schemes
- Government support

On the other hand, there are some areas for further improvement:

- More networking with other programme countries
- More ToT for practitioners (youth workers and faculty)
- More involvement for NGOs
- Accreditation and recognition of non-formal learning

United Kingdom

'I have incorporated the shared resources and information I have gathered from other members of the group during Among Others seminars in my lectures and teaching. University of Dundee youth work course (CLD) students were made aware of the vast and varied opportunities available to young people whether as an individual, a student or a group/project. The opportunity to network with other members of the group, specifically academic, has been very productive and resulted in new Erasmus + links'

Gary Roberts, CLD lecturer, University of Dundee

'This project has been instrumental in my personal and University team's development in our understanding of work internationally. Before this project we had no contact with others from overseas to help inform us of international issues and we had a very British understanding of work with young people. However, this project has given us contact with others, networks and the confidence to start considering working internationally.

The workshops we hosted helped acclimatise staff and students to the fact there is a world outside of the UK who are also interested in young people and the means to engage with this world – i.e. through Erasmus+. As a result, we put in an Erasmus+ Key Action 2 (Strategic Partnership) bid and were successful. We now find ourselves exploring youth work and the issues relating to inclusion, diversity and equality across Europe with Croatia, Italy, Slovakia and Turkey. So from nothing we are now engaged significantly in international work and learning through experience all about international competence and EU citizenship.

The Among Others project is enabling further understanding in the differences in approaches to education (of all forms) across the countries represented, helping us to consider how we work with others, especially around the ideas of citizenship, social inclusion, widening participation and helping us to consider future contributions in these areas as courses from our University.'

Steve Bullock, youth work course leader, University of Gloucestershire

Project history

The UK NA joined the project in the first TCA year, 2014/2015. In July 2014, the Polish NA hosted a preparatory meeting in Warsaw including representatives of the UK, Ireland, Poland, Czech Republic and Hungary NAs. It has been agreed that the project will be run using both the original title 'Among Others' as well as a new title 'UNI&NFL' combining the main elements of the project: Higher Education (UNI), intercultural competence (U-N-I = 'you and I') and non-formal learning (NFL).

First project year: 2014-2015

The first year of the project was mainly aimed at identifying needs of universities, students and youth workers. It involved three TCA Trainer Pool members: one national co-ordinator, also acting as a trainer, and two trainers. The project involved three universities: University of Gloucestershire (England), University of Dundee (Scotland) and Teesside University (England). Three series of workshops have been delivered, involving a total of 45 students and university staff.

Main conclusions and recommendations from the first year of project delivery were:

- The project should be continued and expanded, as intercultural competence remains a topic of interest to UK youth work departments, staff and students, and as such should be further pursued within the TCA programme;
- In order to widen participation, the NA should work with a larger number of HEIs, focusing on those with an interest in ICC and international youth work; a list can be compiled based on other TCA projects including the University Study Visit;
- NFL should not be a first priority objective for the new edition of the programme; as outlined above, NFL is well embedded within youth work and CLD curricula in England and Scotland;
- International co-operation should be prioritised as it has not been integrated into the curricula of any of the three institutions participating in UK national workshops; greater synergy can be achieved through partnerships with other organisations, programmes and projects involved in international co-operation in youth work, e.g. the Council of Europe[1], UNESCO[2], Causeway[3], amongst others; the NA should work alongside key stakeholders interested in promoting international co-operation in education and youth work: the British Council, the British Youth Council, the National Youth Agency;
- Further research needs to be conducted into the place of ICC in UK youth work curricula and identifying best ways to integrate SALTO ICC and ETS into them, before actual activities are delivered on the ground; research has to be based on NOS, JNC and in co-

operation with a selection of UK universities teaching and researching youth work and youth policy;

- In order to increase recognition of ICC, the NA should identify ways of accrediting ETS and/or its ICC module in the UK as either a separate qualification or part of a curriculum/programme applicable to youth work;
- UK NA can work towards achieving expert status with regards to ICC in youth work; UK universities seem to lack a comprehensive module/course on intercultural competence and they could benefit from expert support;
- ETS and SALTO CD materials and frameworks should be a key element of the project's continuation as they are 'unique selling points' and as comprehensive 'products' are appreciated by the beneficiaries; as confirmed during the UK national workshops, ETS and SALTO ICC are largely unknown to the UK academia dealing with youth studies and youth work;
- Promotion of Erasmus+ Youth and strategic, regular co-operation with UK universities should be a key priority; none of the universities involved in the 2014-2015 edition of the project worked regularly Erasmus+ Youth projects or programmes;
- Future co-operation with the youth work sector should be approached in a holistic manner at different levels, including HE youth work sector representative bodies (TAG), and through cross-sectoral co-operation with VET institutions (Level 3 and 4 qualifications in youth work), students and student organisations, frontline delivery organisations co-operating with them and young people;
- International co-operation provides valuable insights into the reality of the programme in other countries; this will be particularly relevant during the next stage of the project, notably with regards to more formal integration with youth work teaching, including further recognition and accreditation; in this context, closer co-operation should be sought with countries with similar youth work education frameworks, e.g. the Republic of Ireland;

Second project year: 2015-2016

The second year of the project aimed at rolling out the project across all four countries of the UK (England, Scotland, Northern Ireland and Wales) and further adjusting it to the needs of target audiences, as well as assuring its sustainability beyond the TCA framework. It involved four TCA Trainer Pool members: one national co-ordinator, also acting as a trainer in England, and three trainers covering Wales, Scotland and Northern Ireland. The project involved a total of eight universities/campuses (two per country):, University of Gloucestershire and Newman University Birmingham (England), University of Dundee and University of West of Scotland (Scotland), University of South Wales and Wrexham/Glyndwr University (Wales), University of Ulster (Derry and

Jordanstown campus; Northern Ireland). Eight series of workshops have been delivered, involving a total of 144 students and university staff.

Conclusions and recommendations from the second year of delivery:

- The project enjoys high levels of interest – this includes both continued interest from most 2014-2015 universities and expressions of interest from new universities that hear about the project from current university partners (see: Newman University)
- The second year resulted in higher average levels of staff and student participation and involvement (higher number of students per workshop, more staff participating in the transnational seminar)
- The second year of the project confirmed a strong interest in both Erasmus+ Youth and Intercultural Competence (ICC) module of ETS
- A better geographical balance resulted in a better analysis of local specificities and needs
- The project's transnational dimension is vital for UK universities as they see international co-operation as an important element of their research, teaching and development
- The project has a cross-sectoral potential – it already concerns Youth and Higher Education fields, but SALTO Cultural Diversity's planned research into accreditation of ICC can lead to it being useful across different areas of Lifelong Learning
- Further integration of Among Others workshops with university curricula, possibly embedding them within actual course modules instead of offering them as 'electives' or reading week activities; this requires research and close co-operation with course leaders
- Further development of project modules is required, separating ICC contents from internationalisation and Erasmus+ Youth presentation; there is a potential for the project to have a substantial multiplier effect as it has already resulted in more Erasmus+ information events at universities, either alongside Among others or as a second step of the project;
- In view of the above point, spreading activities over a longer period of time (a few days or teaching weeks), and including a preparatory period for students could improve the overall impact of the project, as well as individualised and locally adjusted follow-up plans (focus on Erasmus+ Youth Exchanges, widening participation, intercultural citizenship etc.)
- Next year's programming should use the 'pushing what moves' strategy – prioritise universities that have responded well to the first or second year of project delivery and are able to implement recommendations: embedding in course programmes, spreading across a longer period of time, and adjusting to local needs and responding to local specificity; this

will require a more complex architecture of the project - starting with evaluation, needs analysis, research and close co-operation between trainers and universities

Future plans:

- The UK universities that took part in the programme, UK trainers and NA staff will meet for a National Evaluation meeting on June 29, 2016
- UK will be involved in the next TCA year of the project, led by the Czech Republic
- UK also to work alongside the Turkish NA on the following year of the project

Poland

The history of the project in Poland was presented above. In this part of the report authors wanted to focus mostly on the current situation of Among Others in Poland and answer the questions that were discussed during the seminar in Birmingham, so the evolution of the project in the last academic year.

Current Polish Modules:

Compulsory module: Introduction to Intercultural Education

Additional modules:

- Intercultural communication
- The influence of stereotypes on intercultural contacts
- Working in intercultural team(s)
- Supporting development of intercultural competence of youth workers

Advanced modules:

- Introduction to participation in intercultural projects
- Supporting development of intercultural competence of children and youth
- Diversity management

How did the project evolve in Poland during the last year?

- The topic of refugees is appearing during the workshops - students are asking questions on how they should work with this topic. Or they are significantly against the presence of refugees in Poland - those are usually minor reactions, but this happens. Sometimes the refugee topic seems to be somehow a taboo area, in which students seem to avoid any

discussions. And this is also an important sign, that this topic is important. There was a separate trainers' team meeting organised, where the discussion focused on how to tackle this subject in Among Others workshops at Polish universities. It was decided not to deliver a separate module, as it might be too obvious and people would not like to take part in it. For now, some specific tools were incorporated, letting groups discuss refugee situation during other modules.

- The differences among the student's groups - it was observed that there are differences between several student groups. The first and most important is the difference between students from big Universities located in biggest Polish cities (Warsaw, Poznan, and Szczecin) and all those studying in small higher education institutions located in minor towns. The second group is less responsive; they have fewer experiences with intercultural encounters. What's also important they do not always see themselves as working with young people in the future, even though they study pedagogy. There are also differences coming from the age of the students – the younger they are, the less experience they have and they do not already see what they would like to do after graduation.
- If there are many students of Erasmus programme the Polish students are not so much able to get in touch with them – in most Polish HEIs there are special classes dedicated to international students (in English). That is the main reason why Polish students do not have many opportunities to get into contact with international student groups. Especially when there is a significant lack of intercultural experience among young Polish citizens, this might be a good chance to teach about diversity awareness.
- Among Others gets more questions about the possibilities of running workshops for international students (Erasmus students, or mixed groups but in English) – this is also a sign of the growing need to prepare Erasmus students to the international experience like Erasmus. And the Erasmus HE doesn't give those possibilities. So facilitation adaptation process of Erasmus students is something universities see as an important aspect and Among Others is sometimes the first option to do that.

Issues and ideas:

- The unpredictable number of participants – this is the issue the team struggle with in Poland. There are often very big groups that would like to take part in workshops and the effective number of participants is ca 20. Sometimes it seems difficult to explain to the university that Among Others is not a lecture, where 100 students can take part in. That these are workshops, where interaction between participants is crucial.
- There are several questions sent to the Coordinator about the possibility to train academic staff. There is a proposal of preparing workshops and sort of reflexion and discussion on the

meta level – how to teach intercultural education for academic teachers. This proposal will be discussed by the Polish team during the evaluation meeting in June in Warsaw.

- Conference in Zielona Góra – Zielona Góra University is organising a conference in Spring 2017. A proposal was made to organize workshops for the participants there. The aim would be to present the Among Others project during the ICC session. This shows a growing interest in Among Others project itself, but also ICL and introducing ICL to HE.
- Among Others became more recognisable among higher education institutions, especially during the last academic year. The information about the project was sent in the Erasmus+ HE newsletter. The NA is getting significantly more questions about the project from the universities, than before.

Comparison between 2014-15 to 2015-16

- There are more HEIs taking part in the project – 13 universities and 19 workshops (at some universities there are workshops organised for more than one group).
- More international students – there were two workshops in English conducted, mostly for international students.
- Commercial offer – new target group – staff – first questions have arisen about the possibility to conduct workshops for academic staff. Up to now one university decided to pay for such workshops.

Plans for the 2016-2017 academic/TCA year:

Promotion:

- Promotion – how to support the promotion – concrete information in the HEI newsletter (Erasmus)
- Offer for HEI Staff – academics – to be decided during the evaluation meeting in June in Warsaw. Who might be interested: administration/office staff, as well as academics.
- Reorganisation of the modules – to be decided during the evaluation meeting in June. Plans:
 - Adding new ones: more about extremism, inclusive language.
 - Old modules: give up on those which are not chosen.
- Creating the offer for technical universities (to form the alternative proposition for their „humanistic modules”)

- Creating the offer in English for both Erasmus and Polish students willing to take part in workshops in English.
- The research – the evaluation of the students' progress who took part in the workshops after some time (6 months).

International level:

- Continue with sharing tools, experiences.
- Organise study visits.
- Concepts discussions.
- Job shadowing – going to the other countries and observing how they deal with their Among the Others projects.

Hungary

The Among Others course is offered at one university - the University of Debrecen, in three different departments (Nursery School Teachers Training Institution, Faculty of Health and Social Science and Sociology Institute). Every course involves 20-25 people. The modules are based on the original Polish modules: 32 hours in three thematic blocks (see details below) - stereotypes and culture; intercultural communication; intercultural environment at work.

The first module is based on introduction to intercultural learning (clarification of the basic concepts, multiculturalism, cultural phenomena, stereotypes and prejudice).

The second module is about intercultural communication: different communication channels and methods in different sectors and cultures. Different coding due to different cultures.

The third module is about how to work in intercultural environment, team: deeper knowledge or more exercise on the prejudices and stereotypes, plus how to cope with conflict in intercultural environment, what are the values and advantages of such a team.

The modules are based on the Polish model. Furthermore there are some Youthpass-related activities.

The bibliography: Council of Europe Educational Pack, Compass, T-kit 7, Coyote Magazine issues 14, 15

Hungarian project website: <http://toviskes.wix.com/amongothers>

National Agency needs:

- make the Among Others sustainable, and multiplying effect, as the NA has already invested time and money

University needs:

- The offer of new and unique, different, improving the English language courses, reach out to more students

Common goals and aims:

- engagement of more relevant students,
- modules building on each other as a possible stronger impact on the students

Future plans:

- involving new universities,
- identifying possible ways to make the course as an Erasmus course - more flexible university regulations;
- extend the target group for foreign and Hungarian students, or the mix of those two groups.

Ireland

Introduction

The Irish National Agency became involved with the Among Others UNI & NFL project in 2014. It fit very well with our priorities to introduce non-formal methodologies into the teaching at 3rd level in Ireland i.e. University. This had been a subject of discussion for some time in the Irish National Agency but the challenge had always been the ‘loosening’ of the approach of formal education to make room for non-formal methods. The logical starting point was to introduce the concept into those universities which were active in the professional training and development of Youth Workers which would require some openness to non-formal methodologies. This became the prime focus of our work within this project.

The National University of Ireland, Maynooth (NUIM) holds the Jean Monnet Chair in the person of Rd. Maurice Devlin. This chair has, as part of its purpose, the promotion and recognition of excellence in intercultural activity. When a university holds the Jean Monnet Chair, it becomes entitled to apply for recognition as a centre of excellence in intercultural work. This recognition is not always awarded to universities which hold the Jean Monnet chair but in the case of NUIM, this prestigious recognition was awarded in 2014.

NUIM is recognised as being progressive in the provision of their outreach and accredited programmes which are offered in several youth-related programmes e.g. Child Protection, Drama and Arts special purpose awards and many others. All this takes place within the auspices of the Department of Community and Social Studies.

It was not surprising that the Irish National Agency decided to involve NUIM as key partners during this Among Others project. The focus of the Irish National Agency was on delivering non-formal methodologies and content on intercultural learning through this media as a primary objective. Introducing non-formal methodologies as a competence among lecturers in other departments is a significantly longer-term objective.

2014

Several conversations with a number of universities and professional training institutions took place in order to introduce the idea of Interculturalism into their training of youth workers. In general, the response was very positive. During this period there was discussion about including this training on the Master's Programme in Youth and Community Studies also in NUIM.

However, the timing of these meetings with educational institutions and the constraints of their academic programme requirements did not allow for a programme to be delivered to students during 2014. The reception to the concept was enthusiastic with strong indications of interest for the following academic year to have workshop type interventions provided to students on the topic of Interculturalism. During this time also the University initiated a systems-wide review and this further precluded the opportunity to allow the National Agency to access students directly during 2014.

The national agency (Leargas) also initiated plans to design and develop a postgraduate Level 8 Certificate in European Mobility Project Management. This was discussed in partnership with NUIM – most especially because they were ahead of many other universities in engaging with external partners to deliver specialist and outreach accredited programmes.

Accreditation requirements were considerable and the project team began the work on course documentation during 2015.

2015

Design and development work continued on the Certificate in European Mobility Project Management. The course handbook was developed during this period. All assignments and scoring rubrics were developed and the meetings with academic council took place.

Considerable attention had to be given to ensuring that even though non-formal methodologies were to be utilised in the delivery of this programme, academic standards and requirements of a Level 8 (honours degree) qualification had to be adhered to. Therefore, particular emphasis was placed on linking practice of youth work to national and European policy.

The programme was awarded 20 European Credits Transfer Points. It required 100 hours of contact time spread over three 2-day modules. Students were required to submit five separate assignments to achieve their grade. The programme was 100% continuous assessment.

For the academic year 2015 – 2016 this programme was piloted. 10 experienced practitioners from both formal and non-formal registered to undertake the programme. The programme was launched in NUIM and all students registered as NUIM students with all the associated benefits.

2016

The NUIM Certificate programme continued during 2016 with two other modules being presented and a 5 day thematic study visit constituted another module. The study visit for this group took place in April 2016 in Finland. The final module took place on 19th and 20th May 2016. Graduation for these students will be in September 2016.

The final evaluation is taking place at present and the programme will be amended in line with recommendations for the next cohort of incoming students.

In addition to this, the national agency and its appointed trainers delivered a one-day workshop to final year students of the youth and Community Studies degree (NUIM) on Interculturalism, Managing European mobility projects, the Erasmus+ programme and the associated benefits and opportunities. This was very well received by students. All students were instructed to attend and attendance was noted by the faculty.

Another one-day workshop was delivered in the National University of Ireland, Galway (NUIG). This again was to undergraduate students of the Youth and Community Studies.

One lecturer from NUIM attended the meetings in Warsaw and Birmingham and reported very significant benefit especially from Warsaw which was her first encounter with Among Others programme.

Going forward:

For the next academic year – Sept 2016-June 2017, several workshops will take place with university students of Youth and Community Studies throughout the country.

In semester 1 of NUIM, a full day programme will be delivered to Masters Students, to final year undergraduate students and a half-day programme will be offered to 1st and 2nd year students.

The Institute of Technology, Cork is the next target institution on our list. The institute delivers several accredited special purpose awards. It is the intention of the Irish National Agency to introduce some or our European Mobility Project Management Programme into Cork Institute of Technology during 2016-17.

Thereafter and in the longer term it is a priority for the National Agency is to ensure that high quality instruction and education remains protected within the programme. It is hoped that Universities involved in this programme will find capable partners with whom they can develop other related joint-projects around the integration of non-formal methods into the formal education system. Furthermore, the Irish NA would like to see non-formal methods move into other faculties and departments. Interculturalism would be used as a first introduction to this concept and approach.

Birmingham seminar - outcomes of Thematic Working Groups

Intercultural Competence and Higher Education: challenges and possible solutions

Challenge	Solutions identified
<p>1. The lack of common definition of ICC</p>	<p>The European definition (ETS/ICC) can be adapted to local realities.</p> <p>Local definitions can be used as supplementary/complementary.</p>
<p>2. Combining intercultural competence and non-formal approach (NFE/NFL) is an educational/pedagogical challenge, as students may not be familiar with</p>	<p>Turkey: it may be possible to organise mandatory courses for first year students that would include intercultural competence.</p>

<p>either field</p>	<p>Poland: Prepare organisers of workshops from the side of universities and other higher education institutions for non-formal and intercultural education in such a way that they can then prepare students for that experience. Creation of a short training about the philosophy and practise of NFE/NFL for all organisers from the higher education institutions could be just as helpful.</p> <p>Czech Republic: Starting cooperation between academics and trainers in perspective of the content of workshops and adapting it to the existing subjects in universities.</p> <p>Hungary: Creating a framework of course description explaining how to incorporate 'Among Others' workshops into mainstream (accredited) courses and send it to different higher education institutions (as a starting point).</p>
<p>3. Systemic university processes – the challenge of getting through the university accreditation and admin system to get the courses developing intercultural competence accepted and/or embedded in other modules</p>	<p>Creating description of a course according to formal criteria existing in a given institution (to make it understandable and acceptable) without description of non-formal education methodology (which then will happen anyway during the course).</p>
<p>4. Motivation - how to make ICC workshops attractive for students (a particular challenge in Turkey)?</p> <p>Students are interested in non-formal education if they get credits for that (e.g. in Hungary).</p>	<p>Turkey: Organise short sessions in frame of other courses rather than a separate course.</p> <p>Organisation by the university and LLL centre separate lectures/modules/courses for people from the university and from the outside that they could choose freely.</p> <p>Compulsory intercultural education workshops for students who come to Turkey and/or go abroad.</p>

Birmingham Seminar: Participant Feedback

Highlights of the seminar:

- Thematic working groups - highly inspirational.
- Tools resource sharing.
- Learning how Among Others project works in other countries (ICC concepts).
- Learning about different perspectives from NA representatives, academics and trainers.
- The study visit to Newman University. But the visit was too short.
- Sharing experiences.
- Meeting other researchers in the field.
- To see more development in the project since last year.

What else did you learn from the seminar?

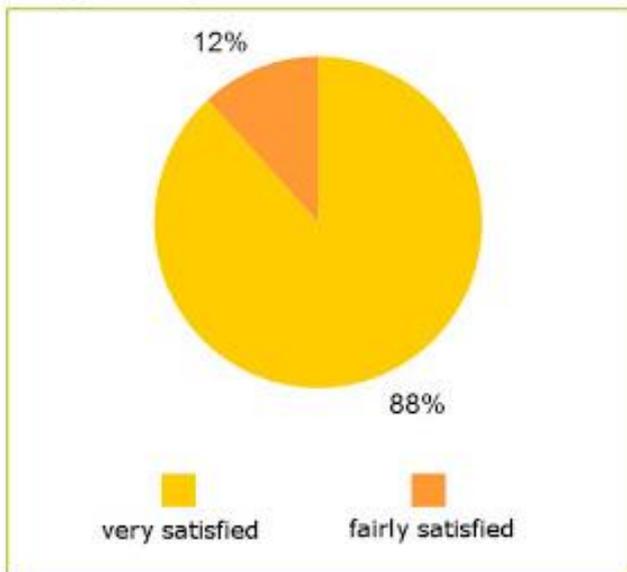
- To appreciate what we already worked out in our national project.
- Everyone has different needs and approaches, and without commitment and a common approach it's very hard to work together in a long run.
- Importance of collaboration in ICC.
- New theoretical background of the ICC (intersectionality)
- Everything is relative – needs to be contextualised. It's important to meet and discuss (even on national level)
- How challenging it is to integrate ICC in some European countries.
- Practical exercises I will use.
- I've learned some information about reflective learning, and some new approaches to implement ICC.

Is there anything else about the seminar that you would like to tell us?

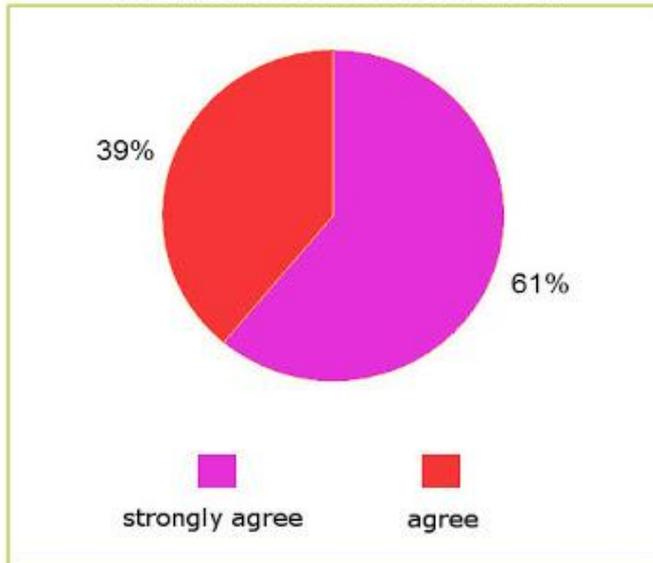
- I can't wait to implement new things into our national project and to develop cooperation in international team.
- The topic/seminar subject was relevant to my work. All participants present were mutually committed and interested. The organisation was so smoothly and professionally executed that it made the entire experience really enjoyable. It also allowed full involvement to take place. The facilitators were excellent and sustained theirs and the group's energy throughout the 4.5 days.
- Very good to have developments from last year
- Thank you for inviting me again and making this project international and sustainable!

Visualisation of seminar evaluation form results

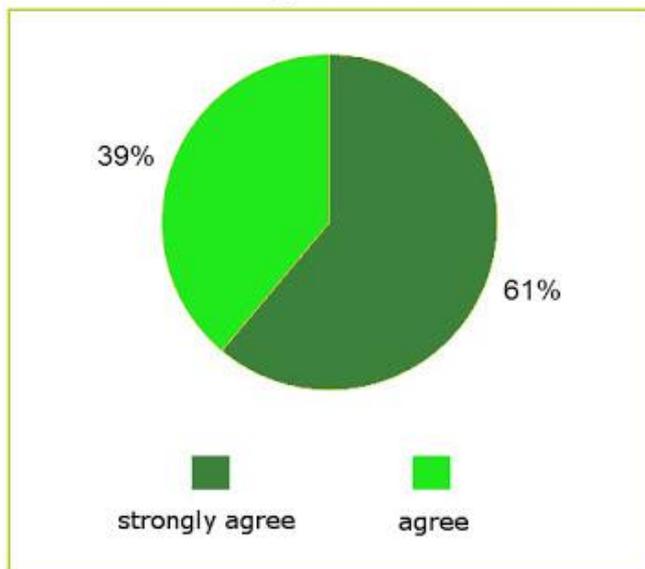
How would you rate your satisfaction with the seminar overall?



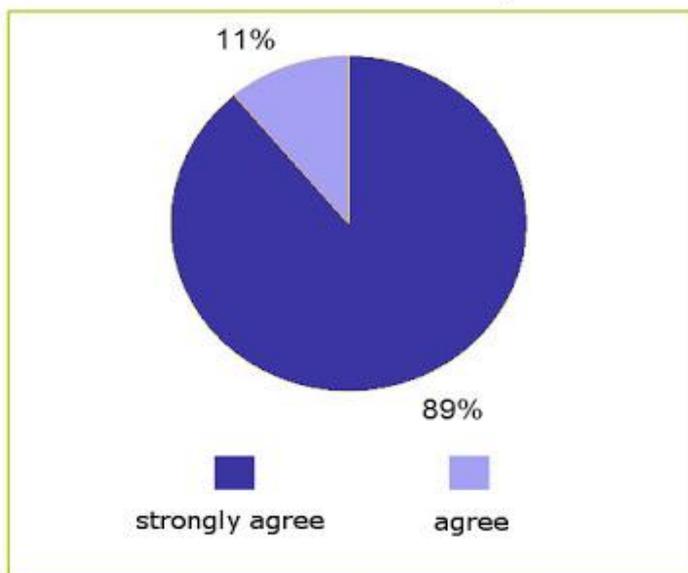
I was satisfied with the pre-seminar organisation, information and communication.



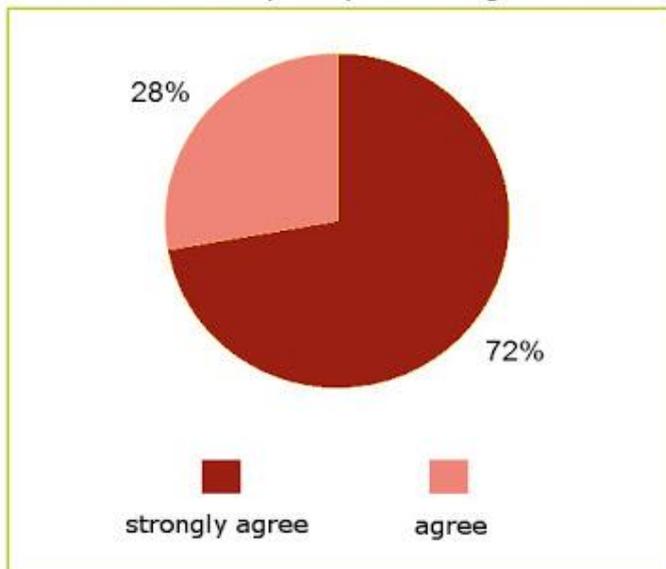
The seminar topic areas were relevant.



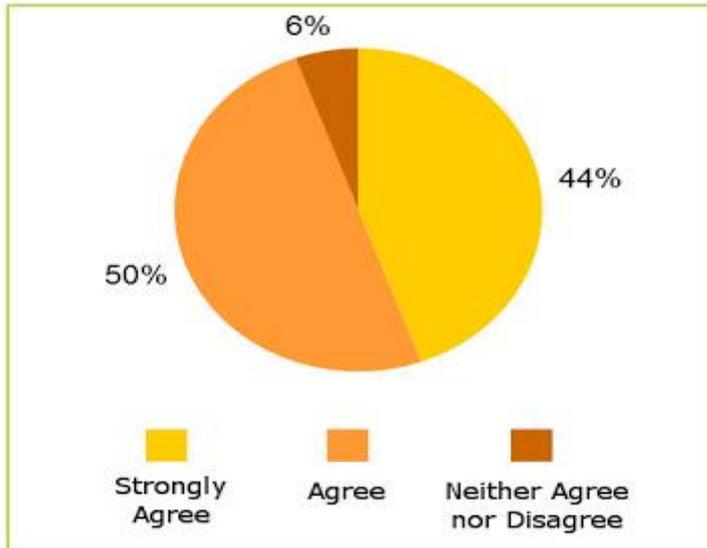
The seminar venue was good.



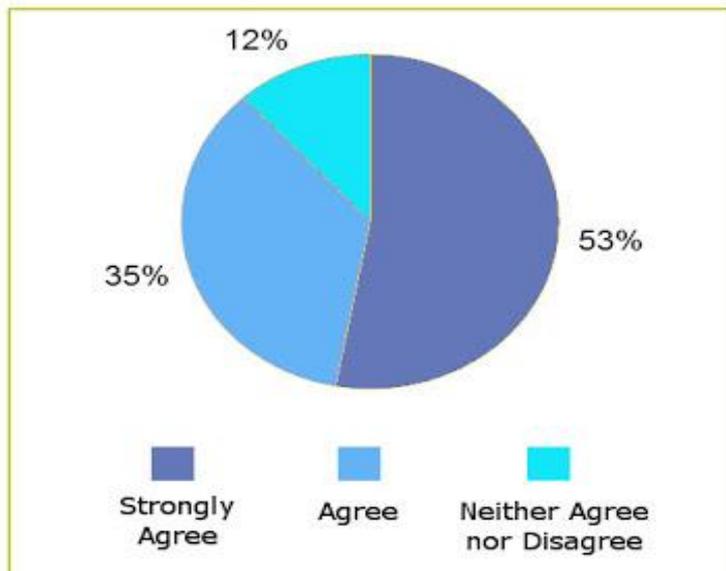
I learnt from other participants during the seminar.



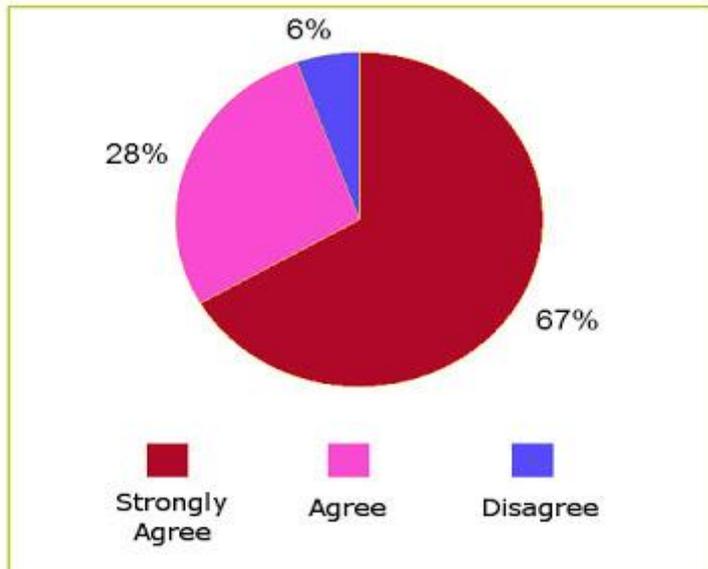
The resources we shared at the seminar will be useful to me in my work.



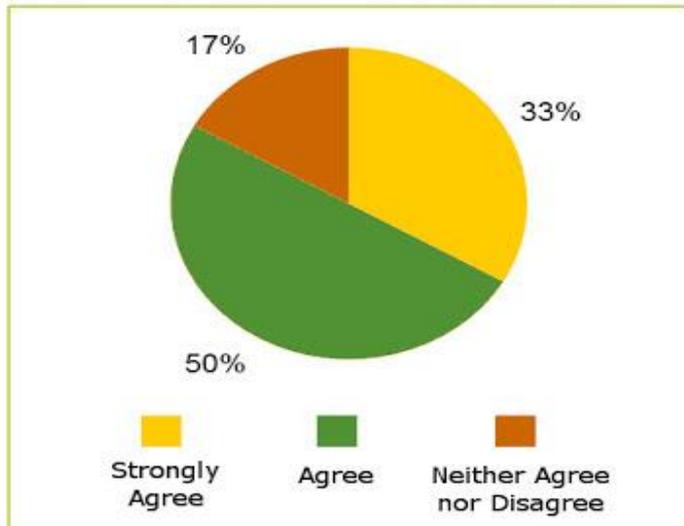
I will be able to apply what I have learned during the seminar in my work.



The seminar met my expectations.



I improved my understanding of how an intercultural experience can add value to my organisation's activity



MESSAGE TO THE COORDINATION TEAM (PRAGUE)

- Framework for ICC modules (length, number - contents.)

- How to continue moving forward from this session/conference with outcomes identified here

- STUDY VISIT, PERHAPS TO SEE AA 'AMONG OTHERS' CLASSES +1

* Thematic groups sessions should be last week then one session to get the concrete conclusions

• Impact is good thanks.

LONGER TIME FOR METHODS SAMPLING (ONE DAY?) BY PLEASE +1

PLEASE INCREASE THE PERIOD OF THE PERIOD FROM 10 TO 15 DAYS

PLEASE INCREASE THE PERIOD FROM 10 TO 15 DAYS

MESSAGE TO THE ORGANIZERS (LOGISTICS) ETC)

QUITE INTENSE BUT VERY WELL ORGANIZED!

Organization was fab but very collaborative team. Very 'you're awesome' Bob kept on hand but not intrusive - great!

I liked the food, the food was delicious, Bob was super helpful.

Everything was perfect, thank you Bob :-)

Thanks for the good organization and space!

+ Thank you! Great and smooth job!

Delicious food
Gorgeous Bob's support
Super friendly hotel staff
Just too cold classrooms as late 2 notes (but this is not a fault)
Thank you !!! xD

You did your best! Thank you a lot!

Enjoy the trip, have a safe return!
Thank you!
(And thanks to the organizers)

LEARNING OUTCOMES

KNOWLEDGE ABOUT HOW THE 'AMONG OTHERS' PROJECT LOOKS LIKE IN OTHER COUNTRIES +1

NEW METHODS/THEORIES/APPROACHES/IMPLEMENTATION IN THE AREA OF ICC

DIFFERENT UNDERSTANDINGS OF THE CONCEPT OF ICC

AS MY FIRST SEMINAR, I LEARNED A LOT ABOUT THE PROJECT IDEAS, TOOLS THAT I CAN USE IN MY COURSES

I've learned many different ideas of methods, practice to integrate our educational systems.

I've met awesome people here

How a concept (ICC) I take for granted has very different realities in other nations in Europe

Lots of inspiration for my teaching, especially at New year!!!

Comparison of different perspectives from NUT, a college and local authority offices

DIFFERENT IDEAS AND REALITIES

PLEASE INCREASE THE PERIOD FROM 10 TO 15 DAYS

Conclusions and recommendations

- The project's overall aims correspond well with the needs and expectations of participants, partners, trainers and participating National Agencies; they can be maintained for the upcoming TCA year
- The project's national and transnational phases remain connected, but national activities enjoy a high degree of independence and freedom in adjusting and responding to local needs; national phases need strengthening in terms of outreach (universities involved) and impact assessment (evaluation and research); the transnational phase is complementary and responds to a number of national needs in terms of sharing experience and expertise, identifying ways of improving recognition of ICC and NFL in HE, improving the project's sustainability and evaluating and comparing impact of national activities
- The project's national activities rely on a variety of methods; partner countries agree that there is no need for a joint module or unified contents system, but as the number and character of activities grows by the year, thus there is an increasing need to record and update tools and methods at transnational level, e.g. through transnational reporting or publication of a regularly updated Among Others/UNI&NFL Toolkit
- The current format based on a one academic year of local activities followed by a transnational evaluation seminar in Spring and a transnational preparatory meeting in the Autumn is suitable to the needs of partner countries and all parties involved and should therefore be maintained
- The evaluation seminar is deemed a very useful platform for sharing concepts, tools and ideas as well as discussing most recent developments regarding ICC including innovation and cross-sectoral matters; its programme should contain the following elements: updates from national project phases, tool sharing (at least one day), a study visit to a local educational or youth work practice organisation
- The project is beneficial to the youth and non-formal learning sector, as all national phase activities had the following impacts: increasing the skills of youth workers, increasing the capacities of youth work teaching institutions in addressing Intercultural Competence, increasing the knowledge of and motivation to engage in international co-operation and international youth work (including Erasmus+ Youth), improving cross-sectoral co-operation between youth work and Higher Education
- There is a strong need of conducting quality research on Among Others impact at local level in all participating countries; the research could cover a number of key questions concerning ICC that and allow to create even more cross-sectoral approaches

- There is a strong need to set common evaluation and monitoring guidelines that can on one hand strengthen the quality of national phase activities and on the other allow for better co-ordination and comparison
- University partners of the project, both academic and administrative staff find it useful and impactful to work together on trans-national co-operation research projects; although not part of core Among Other aims and objectives, they can inform the project and assist with some of its aspects (e.g. academic evaluation of impact and research on specific aspects of ICC)
- Regular communication is essential for smooth co-operation between the project's national and transnational levels; the project should support regular communication channels and platforms (social media, collaborative working, cloud document storage) that would allow for regular communication
- The refugee crisis in Europe poses new challenges in ICC education and youth work practice and should be duly considered in activity planning both at European and national and local level.