



## Indicators for Quality in Learning Mobility

Endorsed by the Steering Group of the EPLM on 06 March 2018

Dimensions	Sub-dimensions	Indicators
<b>Rationale</b>	Aims	<ol style="list-style-type: none"> <li>1. Are the general aims of the activity rooted in a needs analysis among target group, community, and stakeholders?</li> <li>2. Are the general aims of the activity specified through concrete objectives?</li> <li>3. Have you had discussed aims and objectives of the activity with all actors and stakeholders in advance?</li> <li>4. Have you ensured that the objectives of the activity are understood in the same way by all relevant actors involved in the activity?</li> <li>5. Are the objectives of the activity designed in a way that make them measurable so that you can assess outcomes afterwards?</li> <li>6. Do young people take part in the process of defining objectives?</li> <li>7. Is the position of young people in the process of decision making clear?</li> </ol>
	Methods	<ol style="list-style-type: none"> <li>1. Are the methods tailored to enable the activity to reach its objectives in the most efficient and timely manner?</li> <li>2. Are the methods tailored in accordance with the needs, capacities and skills of the participants?</li> <li>3. Are there feedback mechanisms during the stay that enable team members and participants to adjust methods and aspects of these when needed?</li> <li>4. Are all team members (coordinators, trainers, facilitators) familiar with the methods used, or is preparatory training required?</li> <li>5. Do methods require preparatory activities for participants aimed at the development of knowledge, skills and competences necessary in order to benefit from participation?</li> <li>6. Do methods enable young people to develop their problem-solving skills?</li> <li>7. Do methods involve exposure to – and familiarisation with – people from different backgrounds?</li> </ol>
	Target groups	<ol style="list-style-type: none"> <li>1. Is there a clearly defined target group for the activity?</li> <li>2. Are the aims, objectives and methods designed in accordance with the profile of this target group?</li> <li>3. Are the communication channels used in connection with the activity of a nature that will reach all those in the target group?</li> <li>4. Do any of the participants have special needs (e.g. in relation to nutrition, physical mobility etc.)?</li> </ol>

<b>Organisation</b>	Hosting organisation	<ol style="list-style-type: none"> <li>1. Does the hosting organisation have the proven capacity to deal with all aspects of the activity for which they are in charge?</li> <li>2. Has the hosting organisation been involved in a dialogue about the planning and design of the activity?</li> <li>3. Has the hosting organisation received full information about the exact scope and nature of the activity before consenting to host the participants?</li> <li>4. Has the nature and requirements of the target group been clearly communicated to the hosting organisation, in particular with regard to participants with special needs?</li> </ol>
	Time-frame	<ol style="list-style-type: none"> <li>1. Is the duration of the time spent abroad sufficient to reach the stipulated objectives?</li> <li>2. Is the duration of the time spent abroad realistic in relation to what the participants can handle in terms of absence from home?</li> <li>3. Is there sufficient time available for pre-departure preparation of participants and involved team members?</li> <li>4. Is there sufficient time for discussing with participants and involved team members after homecoming about the activity?</li> </ol>
	Programme	<ol style="list-style-type: none"> <li>1. Has a detailed programme for the activity been developed?</li> <li>2. Has the programme been developed in a dialogue with hosting organisation and participants?</li> <li>3. Are the programme activities conducive to reaching the stipulated objectives?</li> <li>4. Does the programme allow for maximum interaction with the hosting environment?</li> <li>5. Is there an adequate balance between programme and free time for the participants?</li> </ol>
	Responsibilities	<ol style="list-style-type: none"> <li>1. Are responsibilities for all aspects of the programme clearly allocated to named persons?</li> <li>2. Are these names and responsibilities clearly communicated to all involved, including participants?</li> <li>3. Do the responsible persons have the necessary capacity (knowledge, authority, availability, means) to deal with issues occurring within their sphere of responsibility?</li> </ol>
	Risk- and conflict management	<ol style="list-style-type: none"> <li>1. Have you analysed beforehand what types of problems and conflicts that may possibly occur?</li> <li>2. Have you developed adequate procedures for dealing with various types of conflicts and other problems, including to whom to address?</li> <li>3. Are participants prepared so that they can act appropriately in the event of problems?</li> <li>4. Do your financial resources allow you to deal with unforeseen costs?</li> </ol>
	Evaluation	<ol style="list-style-type: none"> <li>1. Have you developed a detailed plan for evaluating the activity and the learning experience of the participants, so that it can tell you whether you have reached your objectives?</li> <li>2. Does the evaluation consider not only learning outcomes of participants, but also things like the project's impact on hosting and sending communities and on your own organisation?</li> <li>3. Does your evaluation plan also include the possibility for identifying non-intended outcomes?</li> </ol>

		<ol style="list-style-type: none"> <li>4. Has the evaluation plan been agreed by all parties?</li> <li>5. Have you agreed on who does the evaluation?</li> <li>6. Have you identified what kind of information you need to collect for the evaluation?</li> <li>7. Have you established when – and by what means – this information is to be collected?</li> <li>8. Have you identified platforms where your evaluation results can be shared with others?</li> </ol>
<b>Formal framework</b>	Agreements	<ol style="list-style-type: none"> <li>1. Do you have a clear, written agreement with your main partner(s), setting out time table, deliverables, workload, financial arrangements and responsibilities?</li> <li>2. Do you have clear, written agreements with all other actors involved (e.g. providers of funding, subcontractors, host families, accommodation providers, placement enterprises)?</li> <li>3. Do you have clear, written agreements with all participants concerning rights and responsibilities, rules of conduct, possible contributions etc.?</li> <li>4. Do all minors participating in the project have signed permissions from their parents/guardians to participate in the activity?</li> </ol>
	Insurance	<ol style="list-style-type: none"> <li>1. Is additional health insurance needed beyond what is conferred by national schemes (e.g. for repatriation)?</li> <li>2. Are all participants and team members adequately covered by insurance for accidents and liability, both when involved in project activities and in their spare time?</li> <li>3. Are details about the insurance – coverage and claims procedures etc. – known to relevant team members, so that they can take appropriate action if needed?</li> <li>4. Are all participants and team members adequately covered in terms of health insurance?</li> </ol>
	Visa	<ol style="list-style-type: none"> <li>1. Do any participants require visa to enter the host country?</li> <li>2. Is it clear to all who does what – and when – in relation to obtaining visas?</li> <li>3. Is it clear who covers the costs for obtaining visas?</li> </ol>
<b>Resources</b>	Financing	<ol style="list-style-type: none"> <li>1. Have you elaborated a detailed and comprehensive budget for the activity?</li> <li>2. Is the funding available adequate in the light of the objectives of the activity and the nature of the target group?</li> <li>3. Do you have signed agreements with the providers of funding?</li> <li>4. Do you have signed agreements or memoranda of understanding with partners, teams, hosting organisation clearly stating financial details and a timeline of the financing and reimbursement process?</li> <li>5. Is it clear to participants before departure what financial contributions they need to make (if any)?</li> <li>6. Are participants required to demonstrate their commitment (e.g. investment in terms of time, money, efforts) prior to departure?</li> </ol>
	Logistical requirements	<ol style="list-style-type: none"> <li>1. Is adequate physical space available for the whole duration of the activity – not just during the stay abroad, but also before (preparation) and after (debriefing)?</li> <li>2. Is the space adequate to the needs of the project regarding size, natural light, equipment and heating/cooling system?</li> <li>3. Is the physical space and the overall environment suitable for achieving the learning objectives?</li> </ol>

		<ol style="list-style-type: none"> <li>4. Does space and environment allow participants to carry out functions related to the activity without any obstacles?</li> <li>5. Is the work space physically accessible to everyone?</li> <li>6. Has a list of equipment and materials necessary for the implementation of the activity been drawn up beforehand?</li> <li>7. Is all the equipment necessary for the activity available at the appropriate moments?</li> <li>8. Is adequate accommodation made available to participants in line with needs and objectives?</li> <li>9. Are the accommodation and working venue within walking distance?</li> <li>10. Are adequate means of transportation available when and where needed?</li> </ol>
	Team	<ol style="list-style-type: none"> <li>1. Is the team selected on the basis of a clear perception of the competences and experience necessary to achieve the objectives?</li> <li>2. Does the team have the knowledge, skills and competences needed to achieve the outcomes of the activity, or is additional training required?</li> <li>3. Is there a clear division of workload and responsibilities within the team?</li> <li>4. Is everybody in the team aware of other team members' competences, experience and preferred working styles?</li> <li>5. Is it possible for team members to meet before the activity starts to get to know each other and to prepare details?</li> <li>6. Does the team have knowledge of, and experience with, participative methodologies?</li> <li>7. Are team members aware of the need to minimise the impact of the activities on the environment, and familiar with methods of ensuring this?</li> </ol>
<b>Participants</b>	Dissemination of information	<ol style="list-style-type: none"> <li>1. Is information about the activity – including conditions for participation – disseminated to the target group in due time and through adequate channels?</li> <li>2. Is there enough time to promote the activity to all potential participants and motivate them for participation?</li> <li>3. Is the terminology used appropriate to the target groups?</li> <li>4. Has the process of advertising the call been monitored with a plan on changing strategy if needed?</li> </ol>
	Selection	<ol style="list-style-type: none"> <li>1. Is the selection process open and fair?</li> <li>2. Are selection criteria clear and transparent, and set in accordance with the objectives of the activity and the profile of participants?</li> <li>3. Do the selection criteria reflect the full diversity of the target group?</li> <li>4. Is the selection done by more than one person?</li> <li>5. Are the selection criteria formulated in a way that they are inclusive and reflect the diversity in the target group?</li> <li>6. Is the selection process carried out in time for the selected participants to take part in preparation activities?</li> <li>7. Are unsuccessful candidates informed about the reasons for rejection?</li> </ol>
	Preparation	<ol style="list-style-type: none"> <li>1. Are participants fully aware of the objectives and methods of the activity?</li> <li>2. Is practical information about the activity (programme, logistical details) communicated in due time to participants?</li> <li>3. Are participants aware of their responsibilities and</li> </ol>

		<p>obligations?</p> <ol style="list-style-type: none"> <li>4. Are the participants trained in problem-solving and conflict-management?</li> <li>5. Are the expectations of the participants in alignment with aims and means of the project as well as conditions in the hosting environment?</li> <li>6. Have participants been informed in due time about any preparatory work they need to do?</li> <li>7. Have participants received adequate linguistic and cultural preparation to facilitate their interaction with the hosting environment?</li> <li>8. Have participants been adequately prepared on how to deal with psychological issues such as home sickness?</li> <li>9. Are participants instructed on how to minimise the impact of the activity on the environment?</li> </ol>
	Accompaniment and support	<ol style="list-style-type: none"> <li>1. Is adequate support (monitoring/mentoring) available in the hosting environment?</li> <li>2. Are also the particular requirements of young people with special needs (e.g. young parents, persons with disabilities etc.) supported during the activity, and are possible extra costs for this covered in the budget?</li> <li>3. Are minors accompanied by an adult or under adult supervision during the activity?</li> <li>4. Is language support and translation services available if and where required?</li> </ol>
	The learning process	<ol style="list-style-type: none"> <li>1. Is there a clear understanding of desired learning processes among both participants and team members?</li> <li>2. Do participants have the time to reflect about their learning process before, during and after the activity?</li> <li>3. Is there a plan for how and where this reflection process will take place?</li> <li>4. Are adequate facilities (e.g. rooms for individual or group sessions) available for this reflection process?</li> <li>5. Is this reflection process facilitated and supported by the team before, during and after the activity?</li> </ol>
	Debriefing	<ol style="list-style-type: none"> <li>1. Is there a dissemination plan of the results and good practices?</li> <li>2. Is a structured debriefing process conducted after the activity?</li> <li>3. Do participants have a chance to meet after the activity and share their experiences and reflections?</li> <li>4. Are participants encouraged to think about and understand what has changed as a result of their participation?</li> <li>5. Is the debriefing process supported by the team, considering the needs of individual participants?</li> </ol>
	Outcomes	<ol style="list-style-type: none"> <li>1. Are individual participants' learning outcomes identified and assessed?</li> <li>2. Are participants receiving a certificate which documents their learning path and competence development?</li> <li>3. Is guidance available to help participants capitalise on their learning outcomes in their further career trajectory or civic life?</li> <li>4. Are outcomes of the activity going to be used for development of both sending and hosting organisations?</li> <li>5. Are outcomes going to be used for further improvements in both sending and hosting communities?</li> </ol>

