"From Good to Better"

Experts' Seminar
on the quality framework
of learning mobility projects
in the youth field

15 – 18 May 2018

Lille, France

FINAL REPORT

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CHAPTER ONE – Introduction and Background

This expert seminar, propitiously hosted in Lille by the French National Agency for the Erasmus+ Youth in Action Programme, working in cooperation with members of the Steering Group of the EPLM, and specifically with the partnership between the Council of Europe and the European Commission in the field of youth, provided an opportunity for individual representatives from the fields of practice, policy and research to come together and contribute their expertise to support quality in learning mobility. The main thrust of the event was to provide input and feedback to the development of two tools, which put the Quality Framework Principles of the EPLM into practical action.

This report compiles the outcomes, suggestions and feedback gathered during the seminar, with some background information to set the event in context.

What's in the report

This report includes five chapters that cover the following:

1. Reflections on the experts' seminar
2. Connections and updates from practice, policy, research
3. Why quality is important
4. Introduction and feedback on the two quality tools
5. Collation of the practices and resources to use in the tools

The EPLM - what's that?

The [European Platform for Learning Mobility](#) in the youth field (EPLM) is an open participatory space for exchange and cooperation between practitioners, researchers and policy makers. By 'practitioners' the Platform means programme staff, trainers and consultants, youth workers and other multipliers in the youth field and in youth work.

The mission of the EPLM is to engage in the improvement, knowledge, visibility and recognition of learning mobility in the youth field.

The EPLM Conferences bring together researchers, practitioners, volunteers, policy makers, institutions and organisations in the youth field working on the topic of learning mobility.
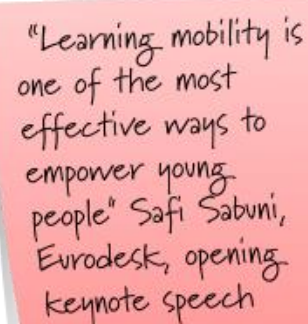
The Platform advances the agenda around specific themes that develop through time according to needs of the sectors of practice, policy and research.

The EPLM aims to improve knowledge, visibility and recognition of learning mobility in the youth field through exchange and cooperation of stakeholders (researchers, policy makers and practitioners). It creates and maintains a collective, multi-professional voice from the youth field on the common concern of learning mobility, organises events bringing together actors in the field of learning mobility, and publishes materials and tools for the support of all actors involved.

The EPLM is coordinated by the partnership between the European Commission and the Council of Europe in the field of youth.

Definition of learning mobility

By learning mobility, the EPLM means "transnational mobility undertaken for a period of time, consciously organised for educational purposes or to acquire new competences or knowledge. It covers a wide variety of projects and activities and can be implemented in formal or non-formal settings."

"Learning mobility is one of the most effective ways to empower young people" Safi Sabuni, Eurodesk, opening keynote speech

Scope of the EPLM

The bodies involved in the EPLM understand Europe as the region that includes the countries and actors represented in the Council of Europe and the European Union.

The EPLM focuses on the learning mobility of young people and of practitioners in the youth field, and particularly in various forms of youth work, which, in the view of the EPLM, should be supported by European youth policy.

The EPLM focuses on non-formal learning with links to informal learning as well as to formal education. Learning mobility in this framework aims to increase participation, active citizenship, intercultural learning and dialogue, individual competency development and employability of young people. Mobility is also to be understood as a possible source of genuine and diverse learning experiences, and it therefore becomes important to critically investigate links between learning mobility (settings and contexts) and identity building. The EPLM, in its work, not only considers European youth mobility policies and programmes, but is also more generally interested in learning mobility as a set of complex social processes transforming the conditions of growing up in Europe.

Moreover, the EPLM focuses on physical and organised learning mobility but does not overlook the virtual mobility facilitating and supporting physical mobility experiences.

The historical development of the EPLM

In the red line development of previous EPLM conferences, the themes of focus have led from clarifying common ground on the concept of '**What is learning mobility**', which followed on with the question of '**who participates**', directly linked to the theme of 'Inclusion – learning mobility for all'.

As presented at the last EPLM biennial conference, here is an infographic showing the historical development of the platform:

Triangle approach

The pre-Budapest phase.
The **idea** of an international conference on learning mobility emerged.

2010-2011
START

Creation of the EPLM.

2012

Publication of the **book** 'Learning mobility and non-formal learning in European contexts, policies, approaches and examples'.

May 2013

The **presentation document** and the **mission statement** of the EPLM are revised and finalized.

Steering Group is enlarged having 16 members.

Through-out 2014

May 2011

International **conference** 'Framework, Quality and Impact of Young Europeans' Learning Mobility'.

Suggestion to implement a European Platform on Learning Mobility in the Youth Field (EPLM).

March 2013

1st **conference** of the EPLM: 'Mobility Spaces, Learning Spaces – Linking Policy, Research and Practice'.

Early 2014

The coordination of the EPLM is passed on to the **EU-CoE youth partnership.**

October 2015

2nd **conference** of the EPLM: 'Learning mobility in the youth field: towards opportunities for all. Evidence, experience, discourse'.

YOU ARE HERE

Following the 2015 EPLM conference hosted in Istanbul, recommendations were made to focus on the question of 'How learning mobility is implemented', relating directly to the theme of quality, with the proposal to develop a Quality Framework. This is an on-going process with several consultative stages and the experts' seminar here in Lille is a significant contribution in its progression.

Background to the Lille Experts' Seminar

Research on international youth mobility has improved greatly in the last years, with the development of systemic approaches and systems for feeding the results into practice and policy. Feedback, evaluation and concrete improvements have assisted the practical implementation. It's important to keep in mind that policy support also makes things happen, and the individual policy makers who are convinced of this work and fight for its support, especially in times of austerity and reductions of public funding.

"Learning mobility is one of the fundamental ways in which young people can strengthen their future employability... ...as well as their intercultural awareness, personal development, creativity and active citizenship."

Council Recommendation June 28, 2011 ("Youth on the Move")

Recognition for the benefits of learning mobility is increasing, and developments on the European level reflect this. The issue of the **quality (and not just quantity)** of learning mobility projects has become a pressing concern for many people, at this moment of change and development of European Programmes and Strategies - with the upcoming European Solidarity Corps, discussions of the new EU youth programme after 2020 and other programmes, of the next European Youth Strategy, and the Council of Europe 'Youth Agenda 2030', just to name a few. This event will bring together researchers, practitioners and policy makers in formal and non-formal education in the youth field. The focus of the seminar will be on quality, and it will specifically address two tools that the European Platform on Learning Mobility (EPLM) is developing to support quality in learning mobility projects.

Quality Tools

Over the last two years, the EPLM initiated the development of two complementary tools to support quality in learning mobility: a handbook on quality of youth mobility projects (featuring a presentation of quality principles, indicators and examples of good practice) and a practical app targeting youth workers for self-assessment of quality in mobility projects in the youth field. These tools will be based on and stem from the 22 quality principles developed in 2017, and will include resources, tips, tricks and practice to encourage further quality development.

Experts' Seminar 'From Good to Better'

Together with the French National Agency of the Erasmus+ Youth in Action Programme, the EPLM organised this 2 ½ day expert seminar in Lille, France in May 2018. Approximately 60 participants attended the event: practitioners, researchers and decision makers

from the Member States of the European Union and of the Council of Europe. Experts from the working groups on the Quality Tools and app developers also attended.

The Seminar aimed to:

- Share the many dimensions of quality in projects, exchanging practices and resources,
- Allow learning from others and gaining inspiration from alternative approaches to improve participants' own;
- Provide expertise in relation to the quality tool development, which will be spread to stakeholders all over Europe in 2019 to support quality in learning mobility;
- Update participants on the newest policy proposals, as well as research results relating to the field and a chance to 'meet the researchers';
- Build a stronger network across the sectors (policy/practice/research), widening contacts and working relationships, to deliver stronger and better learning mobility projects in the field of youth.

In short, contribution to the improvement of quality in youth mobility projects, and drive for the developments on a European level, was well received from a helpful group of experts.

What is the EPLM Quality Framework?

The development of the Quality Framework started in 2016, and it now consists of three parts:

1) The development of **22 Quality principles** (originally entitled 'Charter', renamed 'Framework'). Created by an experts' working group, with feedback and editing from subsequent groups of experts, and then additional feedback from practice and the field.
2) Development of **119 indicators**. A new group of experts opened up the principles and provided more concrete definition to them. Again, there was feedback from practitioners and other experts. These were endorsed by the EPLM at the Luxembourg Steering Group meeting in March 2019.
3) The third phase is the addition of **practice examples and resources**, to be concrete examples showcasing what is quality in learning mobility. The Lille expert seminar is a significant step in the collation of these.

The entire Quality framework will be disseminated to the public through the creation of specific tools (Handbook and App), including the quality principles, the indicators and the resources. These tools will enable project organisers to critically reflect and analyse their approach to learning mobility, to provide common ground for dialogue between different stakeholders, to enable change management within organisations and to support the development of competences on the basis of new knowledge. It will also be important to see the context and the support systems that surround these organisations to enable the change needed to increase quality.

Who is the Quality Framework for?

This quality framework is aimed at those who implement transnational mobility projects in the youth field. It's written for 'project organisers' with a focus on non-formal education activities. Project organisers can be many different people in a variety of roles and positions. They can be (youth) leaders, people who implement the practicalities of a project, staff (voluntary or paid) of organisations, group facilitators etc. Young people can also be project organisers, if they have a specific role in the planning and implementation of the mobility project.

This quality charter was developed in the youth field and focuses on projects for and with young people, and for youth leaders who work with them. But it can also be used in related fields (e.g. cross-sectoral educational projects) and other sectors with some adaptation. These principles go beyond the Erasmus+ projects and are also relevant for other networks and programmes that deliver transnational mobility for the benefit and learning of young people. We took into account a wide variety of international youth mobility projects, ranging from youth exchanges, to volunteering, school exchanges, youth worker mobility, vocational apprenticeships etc. Because of this broad scope, some principles will be more relevant in some contexts, and less relevant in others. Project organisers should think it through and see how the principles relate to their own international mobility project.

Why the focus on quality?

The issue of the **quality (and not just quantity)** of learning mobility projects has become a pressing concern for many people, at this moment of change and development of European Programmes and Strategies. A focus on youth in the past months and years has increased its priority at policy level in the EU, increasing budgets and development of additional new programmes (European Solidarity Corps, Discover EU etc) which in some ways has brought an emphasis for the focus on quantity.

There is concern by many in the field that this focus will detract from the learning and impact that mobility projects can have for young people.

"Success rates of mobility programmes are often provided as numbers of participants... this is meaningless in a quality perspective...

...The fact that 100, 1000 or 10,000 young people went abroad is in itself of no importance...

...what is important is what they brought home with them in terms of knowledge, skills and attitudes...

...and how this contributes to the development of societies and individuals."
(Søren Kristensen, researcher)

Linking to the redline of the EPLM conferences, the previous one in 2016 discussed issues on **Mobility for All,** accessibility, obstacles to mobility, inequalities in participation etc.

The focus on quantity also raises the concern for the support and access for those young people who are marginalised, or who would find it harder to access mobility programmes. Extra support and more visibility for those working in this area is needed for them to be able to address those challenges. As stated by Soren Kristensen in his 2017 conceptual background paper there is a direct correlation between quality and quantity: *"the more we know about quality and how to achieve it, the more confident and effective we can be in our efforts to reach out and offer a mobility experience as a meaningful opportunity to all young people, and not just the most privileged and resourceful"*.

The EPLM are supporting the connection between policy, practice and research to promote the concept of quality and learning in projects. The next steps would be on how to use the increased quality for personal development, as well as for community impact and social change. This is foreseen in the red line trajectory of the EPLM developments, with the next biennial conference in 2019 in Oostende related to the "Power of Learning Mobility (changing lives, changing society)".

By raising the quality of the wide variety of learning mobility projects, both through European-funded programmes, as well as through other alternative networks and programmes that complement the international non-formal learning approach, the EPLM hopes to have more lasting and positive impact on young people, and the communities that support them, across Europe.

CHAPTER TWO - Updates from Practice/Policy/Research

Practice

Keynote Speech: Safi Sabuni, Eurodesk network

Learning Mobility is...

...**A precious experience** that the vast majority of participants at the Lille Expert Seminar have personally encountered, and that impacted on who they are today.

...**An education to be valued**. Growing up in a place where a university degree is not an easy goal to obtain, and mobility opportunities can be even further away (due to finances, lack of knowledge etc), encounters can challenge participants to think about the reality of young people from other places, the similarities and differences between each other, increase an understanding of the world, explore meanings of identity, belonging, stereotypes and cultures - and how all that creates who we are and how we navigate through the world.

...**A way to develop competences.** Research in the field shows why learning mobility is important. For many students who study abroad the enhanced competences that can be transferred to the professional environment are invaluable - eg. solving problems, adapting to new environments, the ability to network and navigate challenges. 93% of students who have experienced a learning mobility in Erasmus would like to migrate and go abroad again.

...**Underpinned by the transversal element of quality.** As the field advances in effective and quality delivery, learning mobility advances.

...**Encouraged by support and information networks** who focus especially on the 'before' stage of a project: creating awareness; motivating; building confidence and working on applications to financially support young people. This supports those who think that learning mobility might not be tailored for them.

...**Perceived as more possible** through positive peer support from friends and siblings who make it sound manageable and fun.

...**Not reaching wide enough**. Erasmus student exchanges, for example, only reach approximately 4% of the target group. Support networks and structures continuously strive to provide information free of charge, advisors to help, training to reach out to diverse populations, face-to-face info points and events, social media outreach etc. But more is needed.

...**Playing a significant role in empowering young people** in societies.

...**A tool for engaging young people.** How can we facilitate young people and practitioners to empower and educate each other, to explore culture's and to find what's valuable about mobility?

...**In need of support**. Quality support is needed to ensure that learning mobilities are accessible; that they live up to the potential, they are feasible, and that they are worth all the efforts required to realise them. Considering the everyday life of young people, how do we adapt to the changes in the markets and changing digital landscapes with that support? And how do quality tools apply to local, regional, national contexts, and how to do they help us take projects from good to better?

Some updates and insights from Practice

The combination of participants at the event (policy makers, practitioners and researchers) shared updates with each other. Several participants volunteered particular topics that would be interesting for the group to hear, and also contributed extra information through the padlet reporting structure. Below is a short summary of those sessions.

Publicly funded schemes, and others (E+ and outside E+)

Hosted by Iza and Kea

For those involved in learning mobility who are not institutionally supported, how is their voice heard?

Erasmus+, and other publicly funded grant schemes, are very big and quite well known. How can public players recognise the value of NGO-led mobility schemes? How do they differentiate between good and bad ones? Some of NGO-led mobility schemes have better quality than the publicly funded ones, but they are just not known. We need to bring municipalities and schools to the table and to work together with NGOs. How can we ensure sustainable funding if we are not using public money?

Our voice needs to be heard at European level but also at national, local, municipality, school levels. Most schemes outside Erasmus+ are less researched, and comparative research between Erasmus+ and other mobility schemes seems missing.

Abroad knocks on your door

Hosted by Annamaria

Increasing social inclusion in mobility projects

How can we reconceptualise youth mobility in order to increase social inclusion? Could we plan projects in home countries for disadvantaged local children in a way that fulfils youth mobility aspects? Let's think outside of the box!

What seems good to me, might not be appealing to the other. Social background & life experiences do matter! How do we address it in a constructive way?

What innovative methods can we use in order to make disadvantaged young people aware of their opportunities and why to engage in them?

https://www.sos-childrensvillages.org/

Meet in the middle of the triangle

Hosted by Tony Geudens

The three parts of the triangle (policy makers, researchers, practitioners) use different language, have different needs, follow different processes and have different working cultures - in summary, they don't match. How do we find each other? How can we all benefit from complicated research text? How can practitioners give things to the outside world? What examples are there of creating a bridge or finding the common ground between the sectors? And where are young people in there?

Communication is key. The question was posed: should we find a new 'common language' or should we learn 'each other's language'?

There is a need to create curiosity and openness and take practical steps to get to know each other's worlds. Some suggestions made included:

- (obligatory?) job shadowing, mentoring, meetings, networking opportunities etc. between sectors.
- To create multidisciplinary bridge persons (champions, believers, students doing their thesis etc) or organisations who can 'translate' between sectors.
- To create some negotiated middle ground (a space were the sectors connect), policy could stimulate more applied youth work research.
- Some funding programmes demand consortia between different stakeholders (Horizon 2020 or Erasmus+), which helps needs be mutually understood
- More support for national and European associations representing practitioners so that their views and concerns can be effectively and coherently communicated to policymakers

Quality assurance framework for inclusion

Hosted by Lyndsey

How do you contextualise your quality standards?

As part of the IVO4all project a quality assurance framework was developed which enabled partners to assess their own practice. The most important learning from this process was that we could develop over-arching quality standards, but there needed to be space to contextualise them. Partners were keen to highlight their best practice to other partners and be supported to improve their practice where possible. The most crucial point was that communication plays a huge role.

http://www.ivo4all.eu/en/about-ivo4all/

Conference on global competences, Sept 2018

'Our Future, our Responsibility' 26-28 September 2018, Budapest

Here's a link to the conference organised by the AFS network, which will focus on development of global competences, especially in the context of learning mobility. You are all welcome to apply!

https://afs.org/conference/

European Solidarity Corps - experience

Testimonials on European Solidary Corps volunteering projects from the ADICE association in France.

https://www.youtube.com/watch?v=-vLAYcH57g0
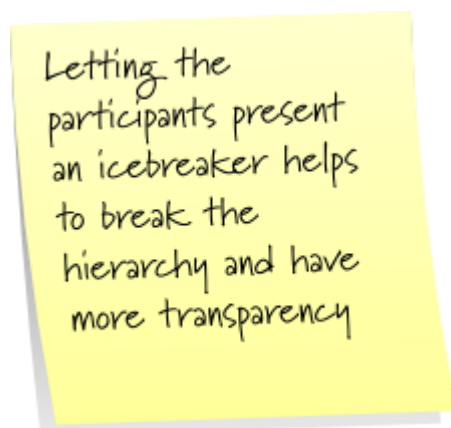
Tools sharing

Hosted by Steven

A short and sweet introduction to some different tools and their uses.

"Learning starts when we start learning about each other"

Establishing safe learning environments is often the first place to start. Some of the people that have inspired me in this are George Lakey, Arnold Mindell, Augusto Boal etc.

"I believe that at some level, perhaps unconscious, most participants want to be safe so they can be themselves. Their own deeper learning goals can't be reached from a place of pretence. They need a strong container to do their best work, to feel proud of themselves, and to experience their power." (George Lakey)

Introduction tools can have different objectives, like : getting to know each other, but also the diversity of experience, wishes, needs, etc. It can set a tone, break the ice, establish a culture of equanimity, create awareness, and also get the responsibility for the caring shared by everyone.

> Letting the participants present an icebreaker helps to break the hierarchy and have more transparency

My booklet on some good practices from the youth circus world around the theme of diversity and accessibility, can be found online: http://www.peyc.eu/youth-workers/. "It's not about the tricks and the material itself, but about the [circus] approach. This approach is something educators, youth and art workers and physical education teachers could learn a thing or two from.

★ ★ ★

"LOOK AT ME!"

The circus approach: working with children and young people through the circus arts

_____

Steven Desanghere
Stories and methods on how to deal with diversity and accessibility

Without having to learn a single circus trick".

Another approach for methods - what about moving away from the 'normal' icebreaking approach, and having engaging topics for "no small talks"? Here is a list of questions that could get you started.

There's also an App developed by Don Bosco Youth-Net that collects some energisers, ice-breakers etc. Have a look at: https://www.donboscoyouth.net/gamesapp.html

Improving Youth Work - a guide for quality development
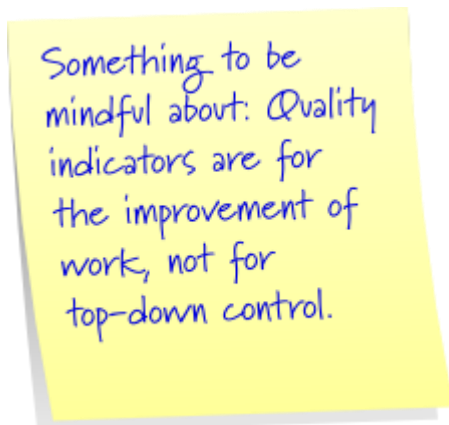
Hosted by Hans & Henny

This handbook was built on the work of the Expert Group on Youth Work Quality systems. It gives step-by-step guidance on:
- how to develop indicators
- how to assess to what degree these indicators are met
- how to turn quality development into positive organisational development.

The handbook contains examples of various tools for quality development currently used by different organisations across Europe.

The Expert Group said that quality systems should be cyclical - not to see if youth work is functioning from government's perspective, but for people to organise their own work better and better and better.

Something to be mindful about: Quality indicators are for the improvement of work, not for top-down control.

A Handbook is a reference point, it provides a frame and a structure. There are lots of products being made at the moment - what's important are the steps to put them into practice, into implementation, at grass roots.

A good Handbook provides a common theoretical framework, and then supports that with a step-by-step framework to breakdown the complexity of processes into user-friendly language. A really good piece of theoretical work always needs the evidence-based practices to support it, to be adopted to national/local environments with relevant examples, and appropriate language used.

WORK IS NOT FINISHED UNTIL IT IS USED
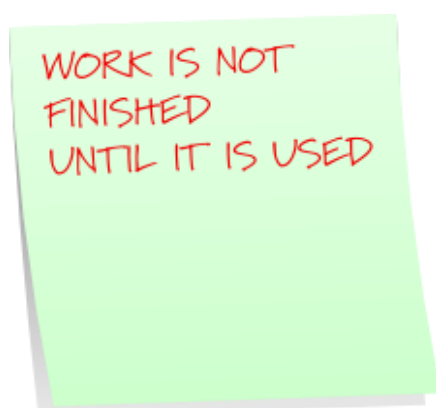
The contexts must also be taken into account. Quite often contextual aspects are a feature of quality assurance that is often ignored. How it's funded, supported, practiced etc are also quite vital.

Studies on Learning Outcomes (linking research with practice)

The Centre for International Mobility (CIMO) in Finland, together with the think tank Demos Helsinki, carried out a Study on "hidden competences from learning mobility": those that we don't know we have but still would meet the interests of employers.

Non-formal learning outcomes makes sense to more people than just youth workers - the European Youth Forum produced a Study on the Impact of Non-formal education in youth organisations on young people's employability. It includes connection to employers and others, about the value of participating in youth organisations.

EPLM Conference 2019: Power of Learning Mobility

Hosted by Sofie Van Zeebroeck

2-4 April 2019, Ostende, 150 participants (research/policy/practice)

The Power of Learning Mobility - changing minds, changing society.

The aim of this event is to explore what international mobility means for community building. It will be the moment to launch the Quality Framework package (including the App).

Quality is important.

And now — what for?

The idea is to shift the focus from the personal development competences, towards the impact that learning mobility can have on communities. With the new initiatives that are upcoming in these years (such as the non-organised mobility DiscoverEU interrail, or the European Solidarity Corps) how can they be shaped into meaningful experiences? How can we ensure quality within them?

We would like to receive ideas and suggestions about the aims of the conference, the output, who to involve, what the programme elements should be, other related events it should link to etc.

Suggestions for programme elements include:
- Internationalisation at home, with a focus on the hosting community
- European Solidarity Corps in-country projects - how can we shape a profile for ESC?
- Discover EU (free interrail as non-organised mobility) - what's the impact on young people? What about quality?
- How can bridges be built with self-organised mobility (where young people mostly show motivation and are very aware why they are doing it).
- Launching the tools on quality + sharing testimonials of people who have used or tested it already

- Include some experiential learning workshops for all participants to experience the benefits of learning mobility
- Include Study visits to local (hosting) community and link reflection and debriefing to the red line of the programme
- Reseach - link to RAY two projects of capacity building and long-term effects (they will be already communicated before)
- Example of VSO (study on impact of volunteering on the local community)
- Example of Goteburg, Sweden

Suggestions for who to involve:

- Pass message to local politicians
- Important to invite European Parliament members
- E+ mundus: invite testimonials from students outside of Europe, how can they connect to local host communities

LGBT supportive videos and systems while on learning mobility

Hosted by Nilay

How do we support young people (especially LGBT women) in facing challenges and discrimination?

What can young people do to struggle with gender-based violence during the mobility programs? Video here.
What is gender-based violence - explanatory video.
What is gender mainstreaming - explanatory video

Sometimes we underestimate the role of the facilitators, we should pay closer attention to their skills and competencies.

We are suffering from a lack of male participants. It's not gender balanced.
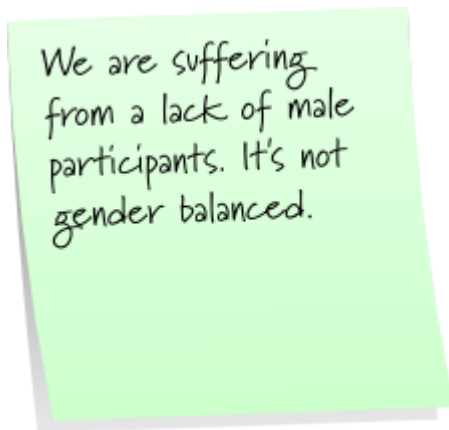
From a different perspective, in Ireland a youth strategy was developed specifically aimed at LGBT key issues in Ireland, including all schools implementing measures to prevent bullying and homophobia
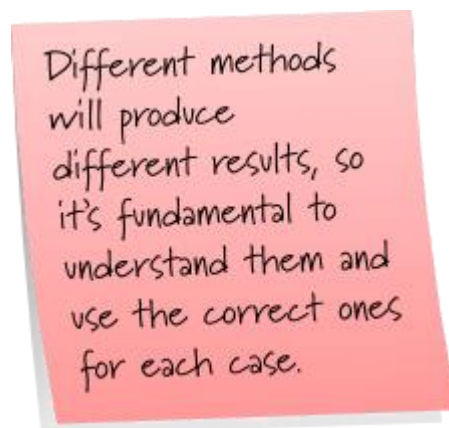Report on Consultations with Young People in Ireland on a National LGBTI+ Youth Strategy.

Measuring learning outcomes

Hosted by Alexander Vaniev

The impact of a learning mobility can be measured in many many different ways. Some thoughts about it:

1. There are measurable outcomes and non-measurable outcomes
2. There are some learning outcomes which are harder to measure than others. And they should not be disregarded in evaluation methodology.
3. The way the questions are formulated in the evaluations matters! They should address the change between the output and input.

4. Do all stakeholders support the relevance of evaluation (including the young people themselves?)
5. Evaluation in Learning Mobility projects should be significant both for participants and project organisers.
6. Evaluation should be seen also as a pedagogical tool and a practice to let the participants reflect on their experience.
7. There is a difference between evaluation and measuring impact
8. Measuring impact plays a major role for understanding of the significance of learning outcomes achieved
9. Learning from crisis (bad experiences) is really important and we should put some efforts and attention on that
10. There are dilemmas involved in formulating learning objectives and then measuring them

Different methods will produce different results, so it's fundamental to understand them and use the correct ones for each case.

Research can help to measure outcomes by:
- helping with valid evidence
- putting studies in place to understand the changes
- developing conclusions on what were the key factors for the positive or negative changes
- transform iffy learning objectives into measurable changes (quantitative and qualitative)

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- help to develop quality assurance tools to improve quality

Online tools for measuring competences

Hosted by Johnathan and Harmonie

The <u>AKI partnership</u> (INSUP, OFAJ, OFQJ, UWE, BIJ) developed an online tool for measuring learning outcomes of international mobility projects.
The partnership identified 5 competences typically reflecting the benefits of an experience abroad (in the framework of youth programmes), the definition of which made sense to youth workers, young adults and employers alike.

They then devised an evaluation procedure which is supported by the implementation of an online tool. The

project supported the assessment and recognition of non-formal competences acquired by young people in the framework of mobility projects in order to serve their integration into society and employment.

Platform to capitalise on skills

ADICE (A French organisation for cooperation and international mobility) worked with partners through an Erasmus+ KA2 to develop an online platform and several tools to be able to capitalise on skills gained during a European learning mobility project. Included are: a skills portfolio, a guide for evaluation meetings, a list of existing tools, methods for capitalisation, etc. It's available here: http://yourcompetences.com/en/

Open Badges

Posted by Justina

Open badges can be used as a tool to plan, evaluate and present learning outcomes and/or competencies. https://www.badgewallet.eu/en Or www.badgecraft.eu. An app is available for easy earning and sharing of digital open badges.

Transferring principles from vocational education and training to youth projects

The principles of ECVET are very practical in the area of recognition and validation of learning outcomes **http://www.ecvet-toolkit.eu/**

Do practitioners need tools/online support for developing good quality projects?

Policy

Keynote: Corinna Liersch-Robertson input (European Commission)

Remember that **policy makers are human too**! They have a job to do and want to do it well. They would like their work to be useful and appropriate for the field. They want to take the expertise, the evidence and the practice experience, to direct it to the right channels, to transform it, to influence the policy-making process (which has several layers of shaping), to embed it at local/regional level, and finally to transform youth work for the individual young people across Europe. Youth is very high on the political agenda in Europe at the moment and appreciation for how all those chains connect should not be taken for granted.

"A training on policy completely changed my life"

"That's what we do!" said Henny, the policy maker

Some updates on the European policy level related to learning mobility in the youth field:

2017 Year of Listening

Throughout last year, the European Commission made as many different connections as possible to: young people, research, evaluation and evidence-based policy making. There were stakeholder conferences, specific commissioned evaluation of the EU Youth Strategy (which lasted one year), the outcomes of the European Youth Week, online public consultation, inter-service consultation within Commission, Youth goals etc.

What came out of the consultations:

- A need for more cross-sectorial working
- The separate eight Action Fields, in reality, acted in silos, and some connections were missing
- More focus is needed on specific youth policy aspects
- Action plans for youth needed
- How to govern a process where ideas from practice and research will be incorporated. A concrete

suggestion was to connect it to budget (until 2027) in parallel with the MFF.
- Stronger links with Erasmus+
- Review of structured dialogue process
- Need to reach to diverse groups

The policy team in the Youth Unit then worked hard to create a proposal to combine as much of the analysis as possible. Now the Member States re-draft and re-shape the proposal, with everyone aiming for an adoption in November 2018.

Multi-Annual Financial Framework (MFF) 2021 - 2027

The Commission has proposed a long-term financial planning, with explicit mention for investment in Youth, Solidary, Culture, Innovation, Quality research.

Erasmus+ and European Solidarity Corps budgets will be doubled to €30 billion, which includes €1.26 billion for ESC, and €700 million for DiscoverEU Scheme (the interrail proposal).

Negotiations on different levels take a good amount of time. The next steps for the MFF are:

- 28/29 June 2018 - A specific European Council meeting on the EU budget.
- 2-5 July - European Parliament meeting.

May 2018 - A busy time for policy in learning mobility!

22nd May adoptions from the European Commission and the European Council, many of which interlink with the learning mobility discussions at Lille

A full press release, a Q&A, three factsheets on education, youth and culture as well as initial results of a new Eurobarometer on the European Education Area are published online.

The Commission notably adopted a:

- Commission Communication on Engaging, Connecting and Empowering young people: a new EU Youth Strategy (2019 - 2027)

- Commission Communication on Building a stronger Europe: the role of youth, education and culture policies

- Commission Proposal for a Council Recommendation on promoting the automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroadand its annex

- Commission Proposal for a Council Recommendation on a comprehensive approach to the

I didn't know of any of the policies that were mentioned today (practitioner)

teaching and learning of languages and its annex

- Commission Proposal for a Council Recommendation on High Quality Early Childhood Education and Care Systems and its annex

Also on the 22nd May, the Council of the European Union (Education, Youth, Culture and Sport) has adopted the:

- Revision of the **Recommendation on key competences for lifelong learning** (upon a Commission Proposal submitted on 17 January 2018), taking account of digitisation and constantly evolving labour markets.

- Recommendation on promoting common values, inclusive education, and the European dimension of teaching (upon a Commission Proposal submitted on 17 January 2018).

- Council Conclusions on moving towards a vision of a European Education Area, promoting common values, inclusive education and the European dimension of teaching.
- Discussion was held on the reformation of the existing mechanisms for consulting young people (structured dialogue process) the Council adopted

conclusions on the role of youth in building a secure, cohesive and harmonious society, as well as conclusions on the role of youth in addressing the demographic challenges

EU Youth Strategy 2019 - 2027

The Commission Communication ' Engaging, Connecting and Empowering young people: a new EU Youth Strategy' proposes to focus on the following areas of action:

ENGAGE - fostering young people's participation in civil and democratic life

CONNECT: Connecting young people across the European Union and beyond to foster voluntary engagement, learning mobility, solidarity and intercultural understanding

EMPOWER: Supporting youth empowerment through quality, innovation and recognition of youth work

Compared to the current policy framework, some new approaches are proposed:

- A new EU Youth coordinator will channel voices of young people in the Commission, thus allowing young people to contribute to shaping EU policies across areas; the coordinator will strengthen the dialogue with young people, notably via the European Youth Portal and the EU Youth Strategy Platform,
- A renewed EU Youth Dialogue to take youth concerns better into account and ensure wider outreach, including through innovative formats;
- Tracking of EU spending for youth in main funding programmes;
- An agenda for youth work to further improve its quality, innovation and recognition and

to allow other sectors to capitalise on the potential of non-formal learning;

- A clearer link between EU youth policy implementation and related programme activities in Erasmus+ and the European Solidarity Corps.

European Youth Together (KA3)

Deadline May 25th

Through the lifetime of Erasmus+ there have been different focuses on the Key Actions through centralised calls. This one is on policy development and policy reform on national/regional/local level, linked to the mobility of young people. There is an envelope of €5 million this year for 10 projects. As the deadline is so short, the most practicable way to use this opportunity is perhaps to search if there is a supported project of this call near you and make a connection to support the policy process near you.

European Solidarity Corps

https://europa.eu/youth/solidarity_en

We are currently waiting for the legislation to start putting this new programme into practice. There are ongoing negotiations in several areas: at the higher political level, with the Commissioners, European Parliament, European Council negotiations, as well as technical procedures to establish. The expectation is to be able to combine all these strands and come to a final agreement and an adoption of the regulations towards the end of summer 2018, with a first call for a deadline in October 2018.The budget proposed within the Multi-Annual Financial Framework, would enable 250,000 young people to volunteer/train/work abroad.

DiscoverEU

http://www.youdiscover.eu/

This new programme promises 15,000 Interrail tickets around Europe for 18 year olds (and those turning 18) available from July 2018. Two German young people inspired an MEP (Manfred Weber) the interest was sparked, and the European Commission will be delivering and administrating it.

The application website will have a quiz with 5 questions about culture, cultural heritage etc. and will include links to find answers. There will be extra questions below, including asking their motivation to get a ticket. There will be a jury within the EC that will decide who would get the ticket. Groups can apply (up to 5 people). Extra costs have been foreseen if you need to have an accompanying adult, or if you need a flight ticket to come and start the rail journey (living on an island). Nothing has been (yet) foreseen for insurance, accommodation, entrance fees, food, subsistence grants etc. 700 million Euros have been proposed (from 2021 - 2027, connected to the Erasmus+ programme) to enable more young people to travel through Europe.

Some concern has already been raised related to the learning, support, access, quality, community impact and (competence) development of the young people involved. The dimension of future developments of DiscoverEU can still be influenced, especially through the policy/practice/research strengths of the EPLM.

Indeed, since the Lille EPLM Experts meeting, invitations have been extended from Discover EU programme staff to the EPLM Steering Group to feed into stakeholder meetings and to discuss the developments together, especially from a quality perspective. Contact Davide.capecchi@partnership-eu.coe.int if you have specific suggestions or a position on this.

European Pillar on Social Rights

The Pillar of Social Rights is about delivering new and more effective rights for citizens. It builds upon 20 key principles, structured around three categories:

- Equal opportunities and access to the labour market
- Fair working conditions
- Social protection and inclusion
- Although related to employment, it does have links to internships, volunteering and other mobilities for young people.

Council of Europe: Youth Sector Strategy 2030

https://www.coe.int/en/web/youth/youth-agenda-2030
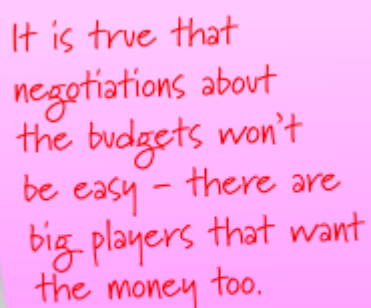
The Joint Council on Youth for the Council of Europe are working on the roadmap and preparation for this new strategy. Based on the Council of Europe's core values of **democracy, human rights and the rule of law**, the new strategy should draw on existing policy documents while addressing any policy gaps that have been identified and be as flexible and innovative as possible. There are several steps in the creation and re-shaping of the Strategy, which aims to be adopted in 2020.

Erasmus+ and the new programme after 2020

An evaluation was held last year, and now proposals are being gathered for a renewed programme from 2020 - 2027. A feedback process is ongoing with several stakeholders to shape it.

Concerns were raised about the support for newcomers, or the smaller NGO, which in KA2 can be out-competed by larger networks and organisations. The programme should be accessible for enough organisations, and relevant for the whole sector - that should be a principle of the programme, which is not existing in the current selection procedures, and will be pushed during the feedback process. The criteria of 'relevance' should keep the programme aimed at those who would benefit most. From a National Agency perspective, from the experience of the first 5 years of Erasmus+, it is indeed more difficult for smaller organisations to get involved. There is an obvious extra threshold because of the administrative culture.
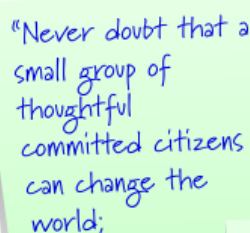
It is true that negotiations about the budgets won't be easy – there are big players that want the money too.

Doubling the budget is to be welcomed. However, the need from the field is obvious and already building further, and a doubled budget would only reach the existing need, let alone any further outreach or promotion work to those not yet included.

The programme is successful and having a 10% ringfenced budget for youth in action is good, but it's not enough. Very often there is a long list of proposals, with only a few of them granted. Probably it will never be enough to finance all the quality projects out there.
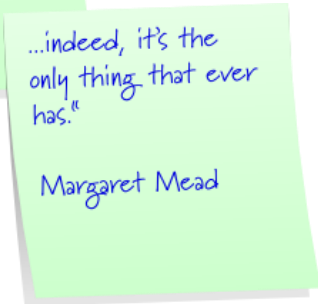
It is important to see the complexity of processes and to contribute what we know for the youth field as best we can. There are a lot of possibilities to influence. You never get to the ideal, you can only strive to be closer to it. And remember, they are not just far away: small initiatives can bring concrete changes to the local/regional/national/European level too. Change can happen through raising awareness in others who might be better placed to change something. Connect to your elected member of Parliament, to member organisations, to youth councils, to National Agencies.

It is important to explain why learning mobility is important, and how it differs from just travelling around. You have the knowledge and the good arguments, now you must try to get them into discussion. If these messages are said at the right place at the right moment, they will be hopefully heard, and they can really shift policy in a direction that we are in favour of.

"Never doubt that a small group of thoughtful committed citizens can change the world;

...indeed, it's the only thing that ever has."

Margaret Mead

A big thank you was expressed to Corinna Liersch-Robertson from the European Commission, and to all the other policy makers contributing to the expert seminar - thank you for showing the human face of the complicated processes.

How can we influence policy?

Suggestions from participants at the seminar, for ideas how to influence policy at different levels. These come from practitioners, researchers and policy makers themselves.

You in your organisation can be a motor of making it alive

Use all your levels of influence, use all the channels you have. Include small and local. Think big and European.

MEP – find the one that represents your constituency. And also find ones from other places that have same political concerns.

Different teams working from different angles – working directly with politicians, public campaign team, social media etc.

Messages directly from the volunteers can be much more powerful

Are we speaking the same language? Which language are you using to reach policy makers?

It's not always efficient to work under a big umbrella of a structure. Identify your allies and direct the influence.

A group of 3 NGOs can be surprisingly effective.

RAY research results – presented to MEPs in 5 points to keep, change, improve. Easy messages to remember.

Think European level!
European networks and platforms help to reach the delegations.

Demonstrations are still alive!

Social media campaign at national level (create a campaign, build a critical mass of people, targeting institutions)

You can individually contribute to consultations on any level (national/ international etc) without a large organisation behind

European Youth Forum announce public consultations. If don't want to write a position paper, can still keep yourself updated.

Research

Why is research important? - Gary Pollock

What does it mean for policy makers and practitioners?
Input by Gary Pollock, a sociologist and researcher from Manchester Metropolitan University, specialising in comparative youth research.

For research to have use-value, it has to have methodological rigour and focus.

We all agree that there should be positive discourse; learning processes between policy, practice and research. That's an ideal that we should all work towards.

Research is a fundamental component of knowledge mobilisation. It can be detached from policy, and from practice. Research can be an end in itself, but if it's going to have societal use value it has to be connected elsewhere - to the other parts of the triangle.

Methodological rigour

- Researchers are not journalists or story tellers, they are something distinctive. They bring a systematic approach to an analytic process and methodological rigour.
- They use specific phrases and terminology to describe structures and processes in society, and provide ways that you can find out about them, and ways to use that information.

Objectivity

- To retain their credibility, researchers have to bring an objective view to their analysis. We all have our own values, and bring them to every social formation we come to.
- Researchers have to have the ability to manage those and to lose our ideological connections within that research enivoronment.
- In this way, we will gain the ear of those who naturally agree with us, and also those that may be sceptical and we can win over through good science.

Subjectivity

- Good science is not just about 'hard data'. The individual has to be at the centre of the work that we do. This is as important as objectivity. Without it, it can be difficult to apply our knowledge to individuals and social formations.

What do researchers do?

- Researchers can bridge gaps between communities. Think about the gap between the policy/practice communities, and the governing institutions and funding bodies. There are agendas out there that we are seeking to shape and influence.
- What researchers have to do (to do their work properly) is to adequately interpret government and EU funding calls, read into them, find ways to work towards solving problems, position themselves to start shaping the agenda.

Ground breakers

- Researchers need a capacity to innovate.
- They have good ideas. These are only worthy of funding if they have great ideas at the cutting edge, which are better than other researchers' ideas.

What do researchers need?

- They need a connectiveness between the communities in the triangle. Without research that is informed by practice and policy, it won't have the use-value that it ought to have.
- The value of research is that we can bridge gaps, and help practice and policy in the process.

Pool of European Youth Researchers

The PEYR includes 35 researchers from across Europe, representing a pool of resources available to the Council of Europe and the European Commission. It is the fourth time a pool has been coordinated by the youth partnership (this one being convened in September 2017) supporting their work plan. It is being clustered in themes that link to both the needs of the youth partnership and the competences of the pool members themselves. PEYR contributes to specific activities of the partnership (eg the series of Knowledge Books).
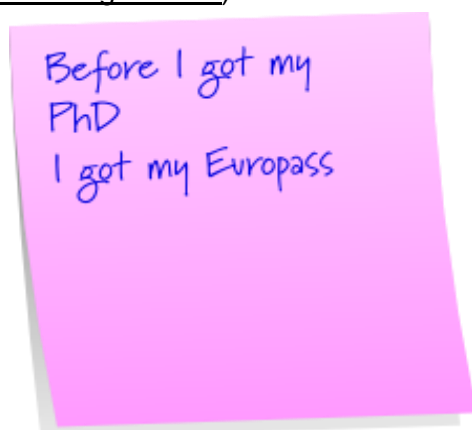
The researchers in the pool are not country representatives. They are not experts on the country where they live - rather they have specific areas of expertise that can be seen in the map of competences.

It is not an exclusive club of academics. They are a whole mix of people, including those that work in youth organisations and think tanks. It is a very mutli-disciplinary pool. They cover a whole diversity of specialisms, from European politics to sociology to educational science to clinical psychology to working with children to criminology. You can invite them for an event. You can google them and take their research to the desks of people you know. You can write to them to encourage their support for your projects and activities. Instead of reinventing the wheel, this pool provides the field with a chance to build on and work with other results, increasing quality for all.

RAY

Research-based analysis of Erasmus+ Youth in Action Projects

http://www.researchyouth.eu/

The RAY Network is an open, growing and self-governed European research network of National Agencies of the Erasmus+: Youth in Action Programme and their research partners. The main aim of RAY is to contribute to a better understanding of international youth work and youth learning mobility and thus to an evidence-based policy development in the youth field in Europe as well as to the development of international youth work and learning mobility practice.

The network brings research and policy together, looking at the impact of the programme. The way it works is in a two-way conversations with National Agencies, linking to national policies etc.

There are two special projects currently ongoing:

1) Long Term Effects (LTE) on active citizenship and participation in civil society and in democratic and political life.
2) Capacity building - how training activities contribute to the competence development of youth

workers and youth leaders, how they contribute to youth work practice, and how they affect the organisations involved in Erasmus+: Youth in Action.

Future Trends

A session to compare findings from selected areas of youth research with responses from practice. What will young people's lives will be like, and how can we help them cope with it?
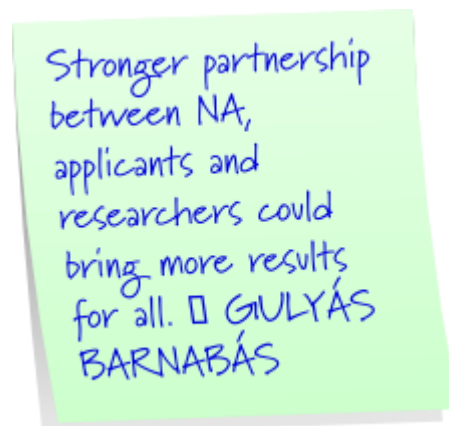
Education: *there is a hypothesised 'mismatch' between the skills taught in schools, colleges and universities and the needs of industry and commerce is likely to continue to be a common theme*

Can youth work bridge the gap? The more the skills mis-match is mentioned, the more the burden is shifted to youth work. This gap between formal education and market needs, combined with the high unemployment of youth, is putting pressure on the youth sector, and volunteering. An increase of funding (such as those promised in the MFF for 2020 - 2027) risks youth work being instrumentalised - volunteering schemes become 'job training'.

Improving employability skills – Is that really what young people want? What we want?
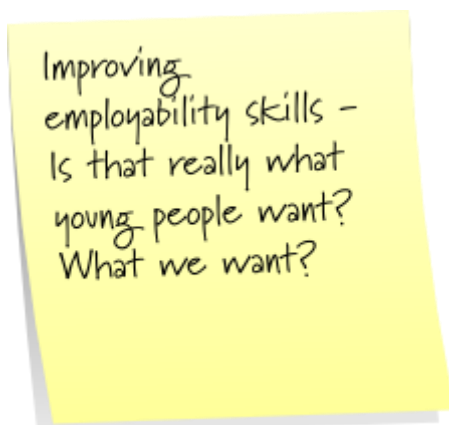
The RAY research findings show that more university students are taking part in E+ YiA, claiming that it's complementing their studies. It seems that what their university doesn't provide in education/skills development, they gain through learning mobility projects.

Youth work practitioners have to focus on producing activity schema that will "improve their employability skills" and similar. The initial point of 'Learning how to learn' is to start paying attention to pedagogical practices (teaching and learning methods) used in education. This could be done through teacher/trainer development programmes on local and national levels. Work-based learning and vocational apprenticeships could be regarded as methods to address the issue. However, with the current pace of technology development, the *ability to learn* may bring the most leverage.

Stronger partnership between NA, applicants and researchers could bring more results for all. ☐ GULYÁS BARNABÁS

Employment: *there is likely to be an embedding of the 'gig' economy whereby young people in particular are faced with insecure contracts and a lack of career progression*

Zero-hour contracts are not (yet) a phenomenon everywhere. There are many young people who live insecure lives (no access to mortgages etc) because of the gig economy. Young people want skills and experiences that make them transferable for jobs, not necessarily one life-long career. On the other hand, the other parts of society, such as employers or other systems, adapt. If there are banks where the mortgage success rate is decreasing significantly, they change their

systems. The whole society needs a change of mind.

Independence: in terms of accommodation and family formation there is likely to be increasing dependence on family, often extended family. Young people will become increasingly used to high levels of financial debt where it is available and will normalise dependent relations on family to cope with an inability to become fully independent

The focus needs to be shifted. Youth unemployment is not a youth problem, it's a social problem. There are many factors leads to housing problems. We can recognise the "structure vs agency" debate here, where we should focus on the lack of opportunities within the system, rather than the independence of individual. There are also cultural differences when it comes to independence of young people - the South of Europe vs the North, for example.

Health: The current generation of young people are projected to be at risk of worse health in later life than their parents. The effects will be unevenly felt as there are trends in both positive and negative directions. A rise in sedentary lifestyles and poor diet will result in greater levels of obesity and associated morbidity. On the other hand, aggregate reductions in youth smoking and alcohol consumption suggest that associate health problems will decline. Mental health problems are rising and are likely to continue to do so. The extent to which this is partly to do with better diagnosis rather than a steep rise is open to question.

Young people today won't live as long as their parents, and mental health problems will increase - it will become important to public policy expenditure in the years to come. There is an increasing diagnosis of mental health, but perhaps it was always there, and we are just talking about it differently now.

Mental health is being considered differently now. Research findings have

shown in the US, that the number of people dying as a result of drink/driving accidents is decreasing significantly, but the number of suicides increasing.
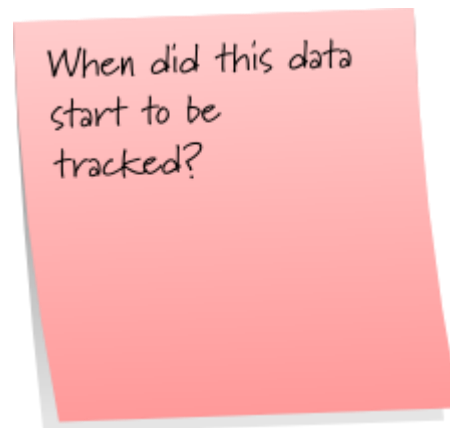
Young people live in an increasingly complex context, when you consider changing family roles, gender expectations etc. The borders are blurry, so young people struggle to find their place in this. The place for intervention is for the practitioners.
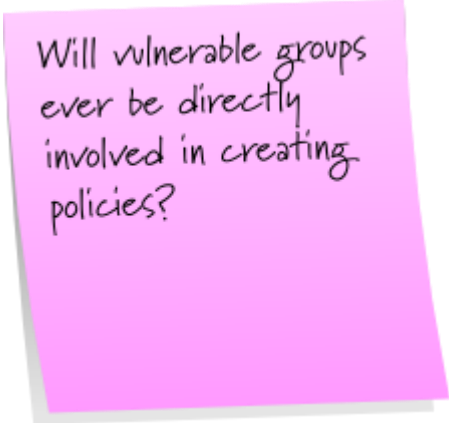
*Young, as well as old, will increasingly be at risk of poorly regulated social media and will struggle to evaluate the **degree of truth in stories**. Perceived plausibility of a story is likely to be at least as important as the credibility of the source*

Considering true or false news, traditional media have always been full of fake news and still very often present selective information which is tailor-made, in line with governments or private interests. Nowadays individuals can interact more directly with it, and target groups cannot be so easily controlled. The important aspect is teaching critical thinking and freedom of speech, and not 'saving' young people from the bad influence of social media by censorship.

*Vulnerable, marginal and 'hard to reach' groups of young people will continue to be **disproportionately underrepresented** in most engagement-based initiatives. This will result in highly stratified opportunity*
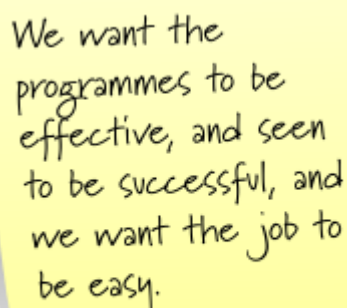
structures which will systematically exclude many young people seen as the most important to engage with

Some young people are disproportionally represented in youth mobility. There is a lack of honest approach in implementing policies, there is no real inclusion. We want the programmes to be effective, and seen to be successful, and we want the job to be easy.

Even when we are evaluating, we are not willing to see mistakes and learn from them, rather pretending it was successful. Just think about the numbers of university students that took part in Erasmus+ activities like EVS - where are the other young people? We must be truthful about inclusion. An honest measurement of inclusion projects would help.

In the face of the groundswell of support for parties and policies which reflect **populist sentiment,** *it will become increasingly difficult to develop educational material that satisfies a broad range of political opinion. Concepts which have long been regarded as unquestioned pillars of society such as press freedom, democracy, tolerance and openness, will be subject to debate*

So where is the line between encouraging free speech, and allowing offensive/discriminative speech? And which (trained/skilled) people are facilitating that? Are our bubbles affecting our perception? What was "unacceptable to say" was probably always there. Politically correct speech is often not honest or useful as people hide behind it, and you don't know what they actually think.

Linking Research to Your Work

Where is the block?

Lack of awareness of what is out there? The Pool of European Youth Researchers are hoping to produce an online journal. It will be a bit more than a blog, but less than an academic journal. It should also have representation of practice inside. First steps should be ready for the next EPLM conference in April 2019 Ostend.

Communication? People don't read scientific work. The vocabulary can be impenetrable. The style/tone/format in which research is published is not attractive to practitioners. It needs to reach them where they are and be 'translated' for them already. They like the science to be explained to them in a relevant way. It should start from their position and perspective and relate to their daily life. The translation of learning theories is desperately needed.

Choosing the right method? For example, is measuring intercultural sensitivity on a number scale really the best way to show comparisons and

30

learning? It might not be the best method - but you didn't need extra funding and it allowed the project to happen. It's important to balance what you give with what you get, as well as the balance between money, time and resources etc. It's important to consider relevance when choosing though. Very often people will copy evaluation approaches (questionnaires etc) from others, when they are not appropriate, or finding the relevant information for different projects.

The research 'monster'? Practitioners often think research is too big, too complex, too difficult to do. It's distant and unapproachable. Is it trustworthy?

How do you know whether a measure is good or not? Youth workers can't be good at everything. That's why researchers are there. "Without data, you are just another person with an opinion" It's important to be able to gather data and then know how to analyse it. The moment you ask the 'Why', it's explanatory research. And for the link in the triangle - once it's been explained, it can inform policy.

Funding? To have meaningful research it needs to be quite a big project, usually over a certain amount of time, which in turn demands more money. The first question in the Erasmus+ form is 'explain the context of your project' - if you add in research results or policy directions, you score higher points on the assessment.

Awareness? Are young people ready to contribute to research? Verbalising and reflecting on learning If you don't touch on that in a training, and support people to start thinking those In RAY data - Learning to Learn is always lowest rated competence. Young people very often don't know how they learn, or whether they did or not. First level of recognition is self-recognition.

Practice becoming more important? There is now a methodology debate in social sciences. The stress now is mixed methods. If they want the funding, researchers are required to do field work

as well as participatory observation. Applied research should always be connected to practice. Practitioners could have a real role to play in providing connections for those explanations.

Research and practice are closest to each other, it's policy that's furthest away
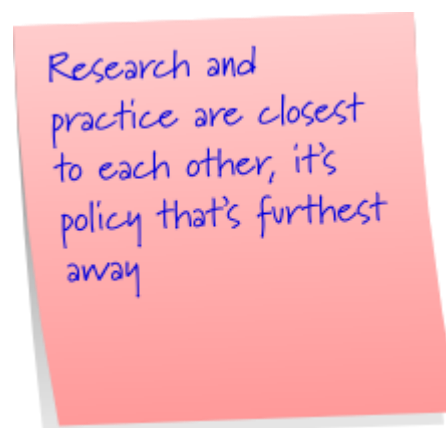
What research needs that youth work doesn't have? There can be a scale problem - it needs to have a critical mass. The timelines are not the same: research takes time and you must be careful to be objective.
Youth work is often faster, project work has a different speed.

But! Observing when working with young people IS descriptive research. Perhaps the gap isn't so big to bridge?

Structured Dialogue

"How can we help young people to develop their talents?"

Structured dialogue with youth is a way to ensure that the opinion of young people is taken into account in defining youth-related policies of the European Union. Structured dialogue brings together young people and policy-makers from across the EU to jointly discuss and feed into youth policy at national and European level.

Consultations are organised with young people and youth organisations at all levels in the EU Member States, and at EU level during the each of the EU Youth Conferences organised by each EU Presidency country every 6 months. The

structured dialogue is implemented in work cycles of 18 months that have a common overall thematic priority and are divided into three rounds of consultations (one for each presidency).

Discussions were held around the process and challenges of the structured dialogue process.

Language! Translating needs into policy, and back down the chain again to grass roots can be a challenge. The style of the European strategy for youth is not youth friendly writing. When the young people do get the document, they can hardly understand where their needs were integrated because the language is fancy and targeted towards high-level policy makers.

SPACE
VOICE
AUDIENCE
INFLUENCE
(Lundy's model of participation)
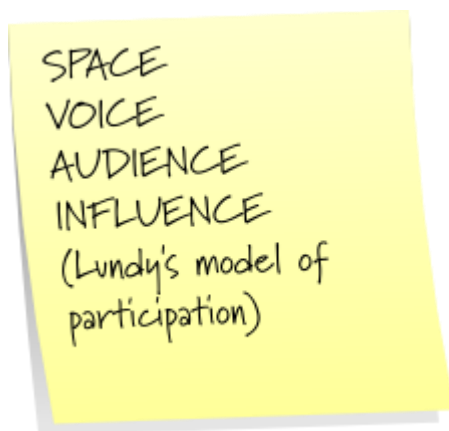
Supported process? Was there a safe space for children to express themselves? Are there procedures to ensure that the young people's views have been taken seriously? In Ireland the Lundy model of participation is used for the structured dialogue process. The model includes space, voice, audience, influence, as factors to consider in integrating young peoples' voices in decision making. There is also a helpful report on the impact of using young people's views in decision making.

Where do my messages go? It's very important that young people know what will happen after, so they don't think 'we give something and there's no follow up'

and they feel they really made some change. It can also be a challenge to guarantee that feedback is included when it's greater than the local level. Also - do children know who their views are communicated to?

Makes a difference! See the current structured dialogue results - the Youth Goals. To be further debated at the Austrian Presidency youth conference in September 2018.

Impact

impact

NOUN
1 The action of one object coming forcibly into contact with another.
2 A marked effect or influence.

From the Oxford English dictionary

There are several uses of research to raise impact:
- instrumental use (info for helping decision taking...)
- conceptual use (improve/change practices based on knowledge)
- mobilization of support (evidences)
- wider influence (link to society or impacts for society)

It is important to have in mind that impacts are influenced by perceptions and expectations. Researchers have to describe the world as it is, whereas policy makers have to change it for the good of everybody! We should also question ourselves on how the knowledge is being (or not) used by practitioners and policy makers.

Even if results are well researched, and impact is shown, there is still a great need to improve their dissemination to support general improvement at both practical and policy levels.

CHAPTER THREE - Handbook and App

Why a quality framework?

It has been over a decade since the previous Recommendation was approved in the Quality Charter for Mobility. It was established as a reference document "for stays abroad in order to ensure that participants, both young people and adults, have a positive experience". It was created in order to be implemented on a voluntary and flexible basis. With its broad scope it was good for framing discussions but had its limitations in the practical context.

The 2006 Recommendation was an EU-initiative covering all types of mobility and target groups at a very general level.

Over the years, many European youth exchange and volunteering organisations and networks have developed quality management and assurance systems, but again there has been the question: how transferable are they?

At the previous EPLM conference in Istanbul, the need was raised by participants to have a support framework to raise the quality of learning mobility in Europe. It should develop the 2006 Recommendation further and be focused on youth and non-formal learning, not mobility in all other contexts; something that is shared by all, to be used as a basis of discussion of what we understand as quality in each of our geographical contexts; something more detailed, more hands-on, that provides practical help and advice - especially for organisers who are new to the field and who do not do youth mobility on a regular basis, or those who do it for the first time. It should be built on the accumulated experience of youth work mobility practice, also taking into account evidence that has been increasingly provided by research over the last decade.

The new Quality Framework should be easy to access, understandable and feasible to implement in communities across Europe.

Background of the quality framework

So, in 2015, the Partnership between the European Commission and the Council of Europe in the field of youth launched the work on developing a Quality Framework for Learning Mobility in the Field of Youth under the aegis of the European Platform for Learning Mobility (EPLM). The Quality Framework's chief aim is to provide advice and guidance to organisers of mobility projects – especially first-time organisers, or organisers who do not work with transnational mobility on a regular basis – on how to improve the quality of mobility activities undertaken in the field of youth and mainly in a non-formal context.

The Quality Framework consists of three elements:

1. A set of overarching quality principles for mobility, which constitutes a tool for reflection to frame the overall discussion of what "quality in mobility" is;
2. A set of detailed quality indicators that function as a targeted check-list in the planning phase to ensure that learning outcomes of the project, as well as issues linked to inclusion, health and safety for participants, their active participation in the process etc. are safeguarded;
3. Practical products: A quality Handbook that underpins the principles and the indicators with more extensive explanations and references to relevant sources of

information and examples of good practice. This is also being translated into an online project management-style support through a quality App.

The work on developing the Quality Framework is done by teams of selected experts and is financed by the Partnership between the European Commission and the Council of Europe in the field of Youth. As of Spring 2018, the status of the work on the Quality Framework is that the principles and the indicators have been finalised and validated by the EPLM Steering Committee, and they have both been published on the EPLM-website. The work on the handbook has just been initiated, and the expert team in charge of this element will finalise their work by the end of this year.

As an outcome of the validation process of the principles and indicators, it has been proposed to develop an App to bring the EPLM Quality framework to life through interactive and collaborative digital features (eg rate your project, project management tips and tools, collaborative project writing). The app is a parallel initiative and is one way of ensuring that the outcome of the work in developing a quality framework reaches out to a broader circle of users. As the work process on the handbook and the development of the app will be partly overlapping, a close coordination is foreseen.

Rationale and form of the Handbook

The term "handbook" is a working title and does not denote a particular form of publication of the results of the work carried out under this heading (paper version, website, app etc.). It has been chosen to denote the intended use of the material developed – namely as a supporting tool for the other elements of the Quality Framework. The focus is therefore not on theoretical aspects of learning mobility, but on providing a hands-on, practical guide to be used by the target group (primarily organisers with only little or no previous experience or knowledge on learning mobility).

The text of the handbook is closely linked to the indicators, which exist in the shape of a checklist of 119 individual points that organisers of learning mobility projects can hold their activities up against to ensure that all aspects of quality are covered. These indicators are formulated briefly and succinctly in a line or two, and it is inevitable – given the extreme heterogeneity of "learning mobility in the field of youth" – that questions of interpretation and/or the need for further explanation will arise. It is therefore necessary to back up the indicators with a more extensive text and provide references to resources that can support their application in different contexts and their integration into practice.

Each of the indicators will be treated separately, so that users can quickly find the input they need without having to search through vast amounts of text. For each indicator, there will consequently be from ½ to 1 page with explanatory text + a signposting box with references/links to resources (tools, relevant publications and texts, sources of further information, examples of good practice etc.). Users would typically not read the handbook all in a stretch but employ it like a "dictionary" to find out more about the exact meaning of the principles and indicators that they are unsure of, as well as acquiring supplementary information and helpful examples.

With 119 indicators + introduction and user instructions etc. this would reach an estimated 100-120 pages of text

The handbook – like the principles and the indicators – is intended for use in the planning phase of a mobility activity.

Rationale and form of the App

The App should motivate youth leaders to try a mobility project, giving advice for each of the steps in a project management logic and (especially for newcomers) it should make them more self-assured that they can do it. We hope this will result in more organisations and youth workers being encouraged to participate, and then persuaded by the power of learning mobility and therefore have more positive impact on young people's lives.

The aim of the App is to use the power of technology to provide a tool that conveys the Quality Framework in an interactive way

In the same way that the Handbook will provide a common quality framework for youth workers, it's hoped the App will provide a more common concept on how best to structure international mobility projects. This common understanding of quality should unite the sector and increase professionalisation. The App should support project partners to develop and manage a common project (despite distances, but also when they are in the same prep-meeting) that will be as good as possible. It should also support them in getting funding, using appropriate vocabulary. It will help overcome any existing gaps in funding applications - between application, implication and reporting - providing a centralised space to connect and resources to bridge gaps of knowledge or experience, especially for newcomers. Experienced project organisers can 'measure' themselves against the European Quality principles, using critical self-reflection to see 'how well they are doing'. It should stimulate questioning, encouraging them to reflect on how much they comply with the quality principles and how they assess themselves. There will be a possibility to track improvement. They can also get nudged to question/improve their practices with some new approaches, with suggestions provided by the app.

It will be structured in a project management cycle approach, in the following way:

1) How good is your mobility project?
•Assess your project against the EPLM Quality Principles (and indicators)
•Score and diagnostic about what you can do better (link to resources)
•Save your assessment and compare to previously saved project assessments (evolution)
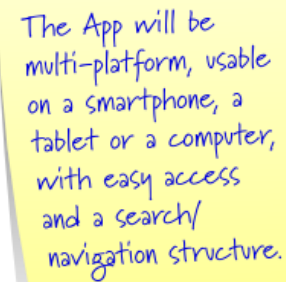

2) Stepping stones to a quality project
•Overview of the project cycle steps – guiding questions through a project
•Indicators and resources that help you meet them (eg check lists, videos, templates, ex)
•Star (like), pin (on dashboard), share (on social media), report (bugs, content) resources
•Add resources & receive VIP status
•Search easily through the knowledge base

3) Create your own quality project
•Linked to the project cycle steps – fields to respond to the guiding questions
•Invite project partners
•Collaborative work on same project
(most common application form fields)
•Download function
•Copy & paste to application form

X) Dashboard

- Overview of your 'assessed projects'
- Possibility to compare
- Overview of projects you are developing
- Partner management
- Possibility to download
- Pinned content
- Subscription to notifications

The App will be multi-platform, usable on a smartphone, a tablet or a computer, with easy access and a search/navigation structure.

The technology used will not be native android or iOS, but a responsive web-interface that mimics an app and that can work offline as well as online on all devices. It will be multi-lingual, and will be adaptable/expandable, especially with the resource support that can be edited and contributed by the public.

#WeNeedYouToMakeItHappen

The process of developing the quality framework

Handbook

After a call published in January this year, a team of 4 experts were selected for an editorial team with the task of drafting the handbook. Including the feedback and suggestions from the Lille seminar, the text for the Handbook aims to be complete by the end of 2018. The launch would probably be at the EPLM Conference in Ostende in April 2019: "The Power of Learning Mobility - changing lives, changing society", showing that we have support to create quality projects - and now what should we use them for?

App

SALTO Inclusion & Diversity Resource Centre is leading on the development, in its role connected to the EPLM Steering Group. National Agencies from Erasmus+ are supporting the finances and development. Open consultation is being held with the field for as many aspects of the development as possible. There is a testing group of identified people, representing different organisations, networks, user types and expertise, who will provide feedback along the process. Specific moments of testing are also being planned with several stakeholders, training courses and online discussions. The aim is to have a Beta Version by the Tool Fair in November 2018 in Croatia, with the final version also being launched together with the Handbook at the April 2019 EPLM conference.

The Lille expert seminar

The Lille seminar (May 2018) represented an excellent opportunity to "draw a line in the sand" already at this stage and discuss the work on the handbook and app with experts from all over Europe.

Several concrete questions were asked of this group, including:

- Tone and formulation of the Handbook text in relation to the target group
- How/when/where would you use the Handbook?

- Identification of relevant 'resources' to further illustrate key messages and/or the application of the indicators in specific contexts.
- For the App:
  - Functionality: overall feel of the functionalities, and suggestions for others
  - Crowdedness: amount of information on the screen
  - Clarity: Does the screen convey the purpose of the different elements

Feedback from the expert seminar - Using the Handbook

The aim of the Handbook is to provide a support tool that can be used at little or as much as necessary. It is not intended to be read in order in one continuous sitting, but rather as an 'a la carte catalogue' or a dictionary approach. Practitioners, researchers and policy makers discussed and proposed the following feedback:

Common ground

The Handbook gives a very comprehensive picture of what quality really means, in our

> **lexicon**
>
> NOUN
>
> **1** The vocabulary of a person, language, or branch of knowledge.
>
> **1.2** *Linguistics* The complete set of meaningful units in a language.
> *Oxford English Dictionary*

understanding of learning mobility projects. It's a common framework that provides an umbrella and a vocabulary that brings us together. "I won't have to think of the principles to define a quality project - it's already there. To start a discussion with partners, it's already there!" quotes one participant. It can also be a way for recognition of our work and the impact of learning mobility and could be used as promotion among youth organisations. It overcomes national standards and creates a common framework in the international space between youth organisations and young people in their projects.

Partner Working

It can be used as a prompting tool to talk together with a group of young people to discuss a project. It can help practitioners when developing a project idea, for example not to forget a significant dimension. It will be useful to talk together with colleagues, to use directly with projects, especially at the initiating stage, to select the particular principles that seem most legitimate to work with on a project. It will help divide tasks between partners. Providing so many indicators and so many resources for each little piece is very useful. Some saw it as a way to encourage other youth workers to understand the learning mobility field, and as a training resource to encourage them to put together their own checklists and thinking around topics. It would be useful for building capacity in organisations, as well as for crisis and risk management during projects.

It should be framed in a way that you don't necessarily have to have partners to work with it.

First steps for newcomers

In providing support for others, especially newcomers, the Handbook provides a common introduction that would hopefully answer many of the first questions that people might have. This means that support and training could then be on the next levels, reducing the need for capacity and resources in initial support approaches. It can be used as a tool when providing

trainings for future possible applicants to grant funding programmes. When an individual may be stuck in the process or doesn't have the information or experience of what to do next, the Handbook could support in that.

Experienced users

For those that have established systems it can be an inspiration, especially for co-ordinators of youth projects on the ground who have mobility as just a (small) part of their activity programme. It can act as a tool for reflection, for reviewing existing standards and processes, for cross-checking approaches, and for identifying weaknesses so they can be improved. Indeed, it is seen as vital that the the book should not be tailored only for beginners.

After the project

In the evaluation stage, it provides support for evaluating a project too, which can be useful for researchers. This is also true for practitioners, who could use it in many ways for evaluation and follow-up: short-term, long-term, individual learning, in the form of an 'evaluation project checklist' etc.

Grants

As the European Programmes are currently developing (specifically Erasmus+ and European Solidarity Corps) we will soon go to 'mass production' in terms of youth mobility projects. It will be more and more difficult to compete, especially for smaller organisations. It's important to have more people who act in a qualitative way, so they can compete against the bigger organisations for the larger grants. For grant application project writing, it would give more chance of success in funding. It might help with aligning wording, for example employing specific vocabulary used in applications. As it is conceived to support many learning mobility types, it is equally applicable to various mobility schemes, regardless of the funding (not only Erasmus+). The Handbook might not be the only solution, but if it can serve for training or qualification opportunities, it can help newcomers or smaller organisations to stay in the programme.

Quality label and training

It is easy to see how it could be used in the training/qualification of organisations and applicants, as well as of trainers and evaluators. With the development of the 'quality label' of European Solidarity Corps, it could provide a parallel complementary approach to that, and would work well as a reference for organisations to show ("we comply with these indicators"). It could even be translated by funding schemes in their criteria, as a list to fulfil to be eligible.

It could drive mobility programmes in the appropriate direction in the future - focusing on quality, not just quantity.

Improving the Handbook

What would be important for us to know for further development of the Handbook?

- Cartoons, comics, visuals...
- gender perspective
- Project management cycle structure easier for practitioners to use
- Clarity over what has already been decided and why
- Take time to discuss our flipcharts
- Need a checklist
- how do we imagine the implementation and also the recognition of it?
- Not to discourage new comers with ideal case scenarios
- Put theory into practice and take our advice/needs into consideration

User-friendly

Many participants felt that it needs to be more practical and user friendly, and that there is a danger if it's too long that some readers will get lost inside. 119 indicators can seem scary and daunting for many readers, especially for newcomers. It should be clear and simple. Users should feel encouraged to use it, otherwise they will just 'drop' it in the bin.

Navigation

It would be good to provide guidance on how to use it in the introduction. A message should be clear to whom the handbook is for. The contents could be signposted, such as "If you are interested in X, go to this page...". Page numbers, or section numbers, will be vital, and each dimension should have its own page. Having specific concepts and words highlighted will help with navigation through the long text and help make a point.

Signposting

It is a large amount of information. It would be completely unrealistic to expect that everyone will read everything, so working out what is relevant to whom will be important.

It was requested to develop a way to point users with different level of expertise to different sections? (e.g. within each indicator something for beginners and then deeper explanation, and then resources).

Another suggestion was to start with a description/summary of the indicator, followed by practical tips that are visually more designed (flow charts, infographics etc), and then a 'further reading' section.

If the book is digital, there could be a version with a summary of the indicators, and then further sections within indicator that can be clicked and unfolded.

Visuals needed!

A large proportion of the participants feedback that there is too much text. The suggestion was made from many of the experts that the Handbook needs more visuals such as: pictures, images, infographics, graphs, colours, cartoons, icons, sketches, photos. Some specifics should definitely be visualised, such as processes in a flow-chart format etc.

Cartoons that have been used in previous publications (such as those used by JINT in a Handbook for something similar) can be a fun way to tell people how not to do something.

Style of the language

The complicated language should be reduced. It should be easy to read, in short accessible plain English sentences. The request was made to have fewer nouns and more verbs, to decrease yes/no questions, and to stick to the same vocabulary as used in the indicators. Explanations should be concrete with information adapted to a diverse audience. The language should be motivating, less demanding and more inviting - perhaps a young editorial team could be invited to revise it?

A glossary would be good, to give a definition on words which might be commonly understood by a select group, but not by everyone (for example a definition of 'mobility in the youth field' and key concepts, such as 'accessibility').

The formality of the tone should be balanced in the whole text, not varying between each indicator.

Format

The format could be a bit different so more people understand it, the current logic is not set up in a way that everybody thinks. One suggestion was to have a shorter, more easy-to-use version, or to have a pocket book version? Or to include a checklist format?

Suggestion was made to include hyperlinks (if it will be a pdf version) or QR codes that link to the resources in the App. Spiral binding was requested.

Indicators

Several participants voiced a dissatisfaction with the present number, prioritisation and formulations of indicators, and the EPLM took note of this.

The phrasing of the indicator would be more helpful if it was a statement rather than a question.

Are all the indicators equal? Some indicators seem critical, others are more long-term issues - perhaps it would make sense to define which ones are the critical success factors and which ones are just good advice? 'Basic conditions' for just making the project happen could be distinguished from indicators that support the 'improvement of quality'. Or another way to look at it could be to have general indicators (logistics) vs learning mobility indicators (quality).

Some participants felt that certain indicators will be more important for certain types of mobility and that this should be emphasised in the description e.g. for long-term mobility especially cultural preparation (indicator 98) is crucial and should be emphasised in the preparation stage.

Specific feedback on the Handbook sample indicators provided

- No. 68 - remove the word 'physical' (not all disabilities are physical!)
- No 99 Tolkien: Lord of the Rings example/quote is maybe too specific?
- Maybe more imaginative stories would be welcome?

- Indicator 99: Psychological issue is not only homesickness, it should address a broader range of mental health issues.
- No. 37 is a bit absurd
- Gender Equality and Gender Mainstreaming are founding principles of the EU, but Gender Dimension is missing from the Handbook

Feedback on the APP

The aim of the App is to support better quality projects. It should reduce some of the dramas for the beginners, but also be helpful for the more advanced to improve their existing systems.

Proposed names for the App:

Profiting from the experience of those present at the Lille Expert Seminar, the following feedback was collated:

Suggestions to improve the App

- Video tutorial on how to use the app
- Chronology of project management cycle needs to be clear
- Developing your own project:
    - Important to have continuous saving, so that if connection breaks, all is saved. No need to press 'save' button to have the entered text safeguarded.
    - Possibility to connect to other online apps such as Google Drive/Dropbox etc.
    - Add gamification/animation elements eg confetti when you export your 'finished project' with EPLM congratulations: "you are project nr X" in the app.
    - Make your finalised project visible (to inspire others) or 'share'
- Dashboard:

- - Possibility to compare assessments of same project by different project partners
  - Make your finalised project(s) visible (to inspire others) or 'share'
  - Pinned content = direct links to the project cycle knowledge base
  - Allow users to drag & drop starred content to re-order it on their page
  - Possibility to change colour scheme of app
  - Possibility to add picture as avatar (so it shows up if i am partner in someone's project)
- Pop-up with 'rating instructions' (eg information that 1 star is lowest, 5 star highest, no star = will not be taken into account because it's not relevant)

Assessment - how good is your project?

The aim of this is for project leaders to check through their approach in a project management logic. It is a self-assessment, to be used for development and improvement of quality - nothing will be externally recognised or validated.

The proposal is to provide some diagnosis text for each different Quality managment step, which would read something like: "You rated yourself like X, here are a few things that can help you to improve your approach and support the quality of your project".

Suggestion was made to be able to export the assessment, to be able to use it for internal meetings and evaluation. Question was raised on who exactly would be doing the assessment? Would it be possible for participants to also evaluate the project? Could the rating of the project (this was wonderful/not great) also be done directly by the young people involved? And would it be possible for more than one person to rate the same project, so teams can use it for discussion about different interpretations?

Aspects not to forget

- Accessibility for speech browsers (for visually impaired) and other disability tools
- Support for e.g. non latin scripts (eg Bulgarian, Russian, etc)
- Responsive design (but this comment was due to the fact that the Wireframes/invision in Lille was not scalable)
- Installable on mobile for offline use (when no internet connection)
- Direct connection with inter-operationality to other databases and sources (for example Youthpass)

Look and feel of the App

A few keywords about our app for the designers, so that they have more direction to develop some mood-boards that the EPLM can choose from. When we are considering branding, we should keep in mind that this is an EPLM project to bring the quality principles alive, so there should be clear connection with that. The app should convey:

- **Quality :), assurance, professional , improvement**
- International spirit, crossing borders
- **Friendly, user-friendly, 'projects are easy', 'you can do it', practical, joy, positive energy**

- Youth work, learning in mobility projects, (personal, social, educational development, reach their full potential)
- **Make it visual and appealing (colourful/symbols/etc)**, to counterbalance too much text - but no colour book either- **this is for you!**
- Young people's ideas from grass roots - bottom up (not top-down)
- **Non-formal, fun, cool, social, friendly**
- Aspiration, changing lives, influence society, making a better world (environment, cross-community diversity, skill development, volunteering, inclusive/participative approach etc).
- For youth workers (not directed to young people) - can be both volunteers or professionals
- Not for profit, non-commercial
- Initiative, creativity, drive, enterprise.

Specific 'triangle' feedback from the grass

Barriers to using the App

Some participants commented that they prefer to do reflection in their teams in other ways, or that they don't work in a context with remote partners that they don't know and doesn't seem set up for them.

Existing tools are already used by the field, and to encourage a switch to a new one will be a challenge.

How difficult or easy it will be to use will depend on how user-friendly and intuitive it is. For many who are not talented with technology, it could put them off. If it is a friendly tool, one youth worker participant commented that it might be an opportunity to push themselves to start using more technological tools.

"We definitely want to use it – whether we definitely will, I'm not sure!"

Participant from seminar

Easy to use?

The App seems that it will be more visual and more practical to use. It's easier to search, and the functions are obvious.

Having a web-function means that project leaders who work directly on a computer might fit it better in their daily work life, or in the way they work with a team. It could be used as a shared space for partnering organisations, and when there is an assessment meeting online (through Skype etc), then it could be the place to put their thoughts together.

The possibility of editing and uploading new resources from the public is a great advantage. However, if there is too much information flowing it might be overwhelming and blur things: making the objectives clearer and more definite, providing hard choices how to use it, would in fact make it a better tool.

The ability to customise it will be vital. If there has to be double-checking with other systems or resources, then project leaders won't want to use both systems, and probably the new one (the App) will be the one that is ignored.

Project management cycle

There is a lot of material structured in a project cycle approach, which means for many project leaders it has an easy-to-follow logic. Incorporating use of it from the very beginning, as a pre-assessment of an idea, and then following step-by-step through will allow partners, organisers and individuals to get to the quality of learning mobility.

Dissemination ideas for Quality Framework

Statements have been made during the seminar on the assumption that organisations are magically going to find and use the Handbook and App. For newcomers to mobility projects, how can we be sure that they can find it? How can we reach people? When is the best moment? The EPLM is well-placed for this as it has the stakeholders around the table that can spread the information. However, there are many other options, networks and links that the experts present at the seminar can contribute.

Here are some further brainstorm suggestions for dissemination ideas for the Handbook and App (also available online here: https://coggle.it/diagram/WwaXNtZe3htZ4eNR/t/dissemination-of-quality-framework)

coggle
made for free at coggle it

Dissemination of Quality Framework

Networks

(green/teal branch)
- European Youth Circus Organisation
- Trainers forum
  - Trainers guild
- Youth for Exchange and Understanding
- South East European Youth Network (SEEYN)
- https://www.western-balkans-alumni.eu/
- European Univers foundation
- BOND network (Uk orgs working in international dev't)
- Workcamp networks (CCIVS, Alliance of European voluntary Service Orgs, SCI)
- Information networks
  - Eurodesk
    - Eurodesk multipliers at local level
    - EYCA
    - ERYICA
  - European Youth Capitals network
- Youth work networks
  - Ambrassade (support structure youth work BE-FL)
  - National youth work networks/umbrella bodies
    - UK - NNVIA, SCVO, NCVO, Youthlink Scotland,
    - Youth work England network
- Municipal level
  - Network of municipalties
  - http://intercityyouth.eu/
  - Federation of municipal youth services
- Erasmus Student network

Other
- Outdoor advertising
- Targeted social media posts (paid advertising)

Events

Schools
- Local level
  - European/international level
    - Bridges for Trainers (Prague Nov 18)
    - Toolfair (Croatia, Nov 2018)
    - Leadership summer school
    - Europe goes local/partnership study visits
    - AFS Global conference, Sept 18, Budapest
    - Global disability summit - London July 24th
    - RAY summit Sept 18 Vienna
    - New meeting of practitioners, use the tool to share practice, trainer development (roll out suggestion?)
  - National level
    - National youth policy events
    - Youth workers training
    - National tool fairs
    - National E+ Info days
    - Annual youth festival on August 12th (youth capital of Latvia - each year another municipality)
    - Harvesting workshop - Insbruck (Austria), Autumn 2018
    - EVS live @HNNOARY Dec 2018

Meetings
- Youth working party meeting
- IFISO meetings
- Staff training E+ officers
- Life long learning platform
- EVS/Trainers gathering
- ESC staff
- Individual TCA activities
- TCA meetings
- Trio presidency
- Presidency youth events
- NA meeting in June

Structures
- Structures and networks that implement EU Youth Strategy at national level
- Networks that are working with EYF to implement the CoE 2017 Recommendation on youth work
- Government Dept of International development
- Government department for working/volunteering (or that provides funding for volunteering)
- Advisory Council on Youth (CoE)
- National Agencies of Erasmus+ (YiA)
- Youth Parliaments
- Scouting and Guiding

Youth councils
- National
  - Go for (Turkish Youth council)
  - All listed on the EYF website
  - KEKS (swedish)
  - FRYSHUSET (Swedish)
- European

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CHAPTER FOUR - Resources

The EPLM is developing quality tools to support the development of learning mobility projects for the youth field in Europe: the Handbook and the App. There are over-arching quality principles, more detailed quality indicators, and then resource blocks that link to those to support the project leader to improve their competence in that particular area.

The resources can be in many formats:

- Publications
- Weblinks to support websites
- Checklists
- Infographics/visuals
- Template documents (excel sheets etc)
- Models/theories
- Case studies/testimonies that are good practices
- Quotes and examples
- ...

From the Lille expert seminar there were many suggestions for these resources from practitioners, policy makers and researchers and they can be found under Annex I.

CHAPTER FIVE - Evaluation of the Seminar

General Feeling of the seminar, gathered from evaluation forms submitted after the event

What was useful at the seminar

Connecting and networking with other participants was rated the most useful aspect – especially with those outside of the 'normal' field of work, and within a friendly atmosphere. The informal moments were appreciated for this reason too. The link between research, policy and practice was highly valued – especially the presence of policy officers and EU partnership the whole time.

Sharing of practice, resources and increase of knowledge was also important to participants, helping to develop a better understanding of the broader picture of learning mobility. The size of the group helped with this, allowing both diversity and informal exchange.

A deeper knowledge on the development of the Handbook and App and being able to contribute to that was appreciated. An understanding of the preparation for the new European Youth Strategy was rated well, and an update on the current state and development of the EPLM as a platform.

Suggestions for improvement for future EPLM seminars

There were several suggestions related to the timing: too little time for each workshop which allowed only 'flagging' of issues and no time to explore and discuss; programme too intense; more time should be given to share with researchers; it was felt that many things were already decided so the discussions were unwanted and some sessions felt superficial.

For the moderation, it was received as quite formal, and needed to have clearer instructions. The group needed to get to know each other more, and have space for a stronger connection.

Specific comment was made related to making it clearer about why people were there, and that the Quality Tools are relevant for all levels of experience, not just newcomers.

The organisation was appreciated by some, but not others, as were the digital tools.

Stronger involvement from policy makers was requested.

Usefulness of the Quality Framework

From the evaluation responses received, approximately 50% of respondents felt the Quality Framework is a very useful resource for the youth field, 33% felt it was moderately useful, and a small proportion that it is only slightly useful:

How useful do you rate the Quality Framework as a resource for the youth field?

■ Very Useful   ■ Moderately Useful   ■ Slightly Useful
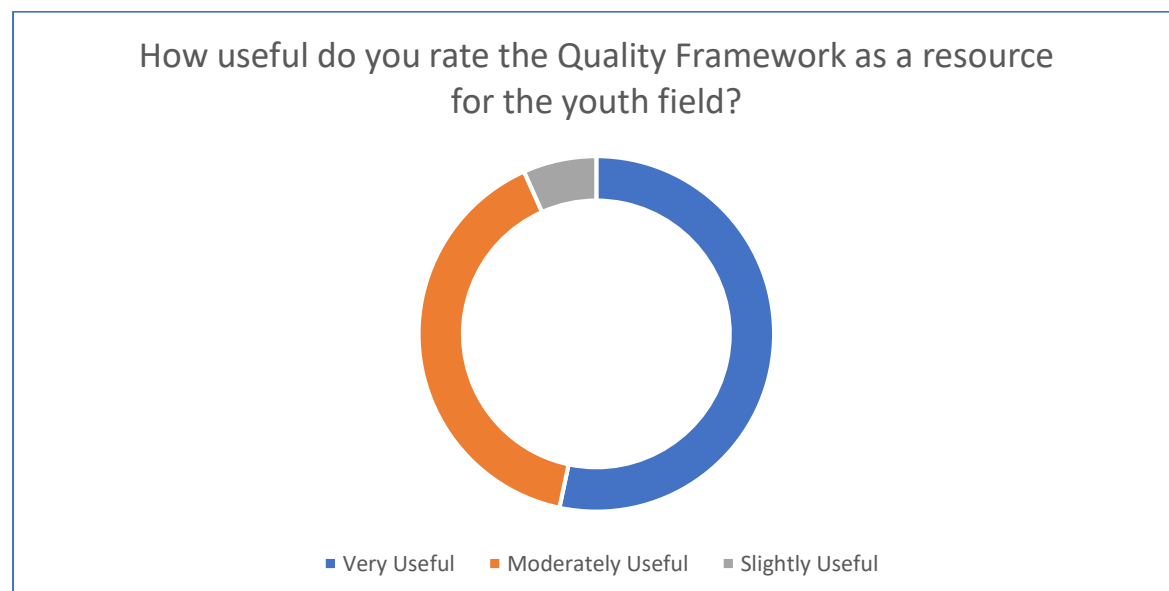
Suggestions for supporting quality in youth field

- Training rollout:

- o For newcomers to build projects, using the principles and indicators as a framework
  - o Bring the information to the local level

- Networking spaces:
  - o Interdisciplinary to exchange on good/bad practices
  - o Combine practice/policy/research to have impact on policy
  - o Mixer event: practitioners with researchers who would be willing to accompany the process
  - o Promote host-and send connections between participants
  - o Peer-mentoring between more experienced and newcomers (combine the target groups in same event)
  - o Support on national level (with translated resources)

- Research approach
  - o Give overview of existing quality research (mapping) and then identify gaps and undertake new research as necessary
  - o Systematic gathering of evidence to show what is happening in the project related to quality
  - o Showcasing the projects that have good quality

- Inclusion approach
  - o Fewer white middle-class public

- 'Quality Standard'
  - o Some pilot projects apply to have in their projects, communicate/disseminate process well
  - o National Agencies give 'qualification' certificates (stars/badges) to the organisations that realise basic qualifications
  - o Link to ESC Quality standard?

Appendices

Appendix One – Resources Shared through Padlet

Appendix Two – Final Programme of the Experts Seminar

Appendix Three - List of Participants

Appendix One

Resources shared through the Padlet

Mapping the Resources

The space for you to share all the wonderful resources, tools, documents, charts, check-list, good examples of practices in the DIGITAL FORM :)

TEAM EDIT MAY 17, 2018 02:04PM

TEAM EDIT MAY 24, 2018 09:40PM

(Principle 1) Revised Bloom's taxonomy

Formulation of the learning objectives could be done using the **updated** Bloom's taxonomy (not the 1956 version) + there is a variety of adaptations of Taxonomy to different contexts (even online learning).

Revised Bloom's Taxonomy - CELT

The knowledge dimension represents a range from concrete (factual) to abstract (metacognitive) (Table 2). Representation of the knowledge dimension as a number of discrete steps can be a bit misleading. For example, all procedural knowledge may not be more abstract than all conceptual knowledge. And metacognitive knowledge is a special case.

IASTATE

TEAM EDIT MAY 24, 2018 09:41PM

(Principle 1) Quality Assurance of Non-Formal Education Manual

Quality Assurance of Non-Formal Education Manual: A Framework for Youth Organisations by European Youth Forum
Friendly way of how to identify the needs and turn them into objectives.

Quality Assurance of Non-Formal Education Manual: A Framework for Youth Organisations

Quality Assurance of Non-Formal Education Manual: A Framework for Youth Organisations

EUROPEAN YOUTH FORUM

TEAM EDIT MAY 24, 2018 09:30PM

Tranzit Platform of the Youth Department of the Council of Europe

Examples of good practice in the youth field.

Good practices

Good practices of the project "Planning, monitoring and evaluation of trade union activities for a 3 years term (2013 - 2015)" of NTUC that incorporates several directions and one of them is youth.

TRANZIT

TEAM EDIT MAY 24, 2018 09:28PM

Participation methods

From FInnish research - some good recommendations/models useful for examples.

youthparticipation_goodpractices.pdf
PDF document

TEAM EDIT   MAY 24, 2018 09:28PM

Recognition

A list of different recognition tools from across Europe

Mapping of tools and good practices

Mapping of tools and good practices for better recognition of youth work and non-formal learning/education at European and national levels

TEAM EDIT   MAY 24, 2018 09:28PM

Sharing of practices

Long list of collated stories, under specific headings, about international you work. Some good quotes (especially for Handbook) .

Good practices

Throughout the years, the partnership between the European Commission and the Council of Europe was involved in several projects that collected and analysed good practices, testimonies and other similar formats of showcasing of youth work, policy and research going on in Europe. On this page, you can find information about these projects.
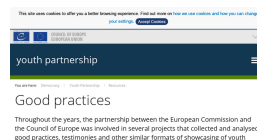
TEAM EDIT   MAY 21, 2018 01:05PM

Ask Gary Pollock (researcher)

Grass-roots project started at University, because a charity for student mobility scheme for cultural awareness (in Africa). Use their info in the App/Handbook?

TEAM EDIT   MAY 17, 2018 04:11PM

7. Inclusion

TEAM EDIT   MAY 18, 2018 09:43AM

6. selection

selection interview guideline

Accueil - Service Civique

Le portail d'information et de services sur le Service Civique. Tout ce qu'il faut savoir sur le Service Civique, annonces de mission, postulez en ligne et forums d'échanges.

TEAM EDIT   MAY 24, 2018 09:45PM

3. adapt to profile of paricipants

TEAM EDIT   MAY 24, 2018 09:45PM

2. fits needs

EVS charter

evs-charter-2014_en.pdf

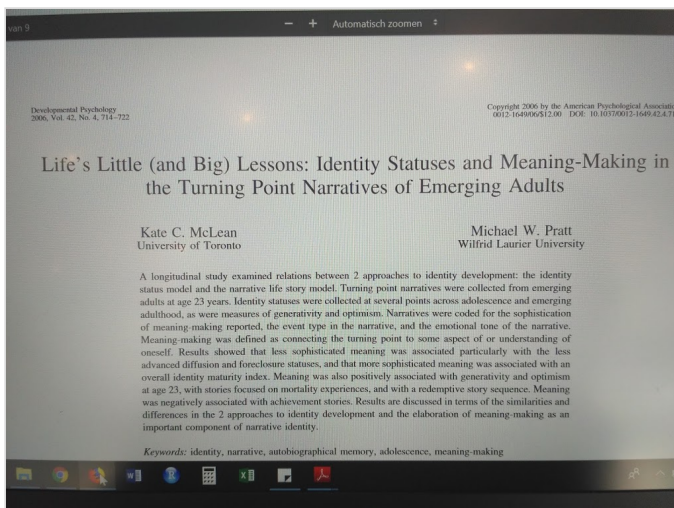PDF document

EUROPA.EU

How-to-make-info-accessible-guide-2016-Final.pdf

PDF document

CHANGEPEOPLE.ORG

ANONYMOUS   MAY 17, 2018 04:05PM

Example study of narrative approach research

SHELLEY44   MAY 24, 2018 09:45PM

Making information easy read

NILAYKUME   MAY 17, 2018 03:54PM

Cards - Learning out of the Box
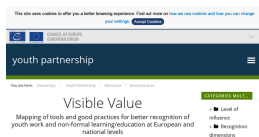
LB_cards_1.pdf

PDF document

PADLET DRIVE

ANONYMOUS   MAY 24, 2018 09:46PM

(Principle 20) Tools of recognising learning:

Mapping of tools and good practices

Mapping of tools and good practices for better recognition of youth work and non-formal learning/education at European and national levels

YOUTH PARTNERSHIP

VET mobility charter

VET Mobility Charters

Mobility ChartersThe Erasmus+ VET Mobility Charter is intended to encourage organisations that have track records of proven quality in organising VET mobility for learners and staff to further develop their European internationalisation strategies.

EUROPA

ANONYMOUS   MAY 24, 2018 09:47PM

The ICS inclusive content guidance gives information on creating accessible and youth friendly written and web content.

You can also check web accessibility using this website - **http://www.w3.org/WAI**

Key considerations for inclusive content

Introduction

Inclusion is an organisational practice that ensures that individuals from different backgrounds and with protected characteristics are given fair access to opportunities and treated with respect. This includes being both culturally and socially accepted by all around them. Inclusive practices should be embedded into the practice of all work delivered across the ICS consortium.

The first quality principle of ICS is that 'A diverse range of young people are given the opportunity to participate in the programme'. Over the course of the programme, ICS has remained committed to this key quality principle and has continued to develop good practice, improve processes and establish learning to enable a diverse range of young people successfully participate. The ICS programme has committed to ensuring that the UK volunteer applicants are a reflection of the UK population, which is highlighted in the UK volunteer diversity targets.

When designing new content, whether it is a marketing tool, content for the website or a guidance/information sheet, there are a number of things that should be considered to ensure it is accessible to a diverse audience. It is not possible to make each piece of work accessible to all due to the varying and often opposing needs of different audiences, therefore you should create each piece of work with your specific audience in mind.

This guide will give you information and ideas to consider when creating new documents or web content, where appropriate it is important to implement as many of these as possible to ensure the ICS programme is attracting and able to support a diverse range of volunteers.

There are likely to be occasions when specific content will need to be produced to meet the needs of different groups, e.g. regional groups, this should be done on a case by case basis and the ICS inclusion specialist can offer advice on this when needed.

It is important that diversity is reflected throughout the ICS programme as much as possible. Below are some good practice tips to support with making accessible content for diverse groups:

- Show an equal gender split in imagery and case studies/quotes etc.
- Show information on where volunteers are from where possible
- Mention the development of employability skills, there appears to be some correlation between regions of higher unemployment and below target applications
- Use case studies, quotes and images of disabled volunteers

ICS Inclusive Content Guidance.pdf

PDF document

PADLET DRIVE

Disadvantaged young people

Showing how ypwfo benefit from learning mobility.Publications
1) "International youth work: participation, diversity, intercultural awareness"
2) International youth work: promoting the integration and social participation of young people from the immigrant community"

[Ask Daniel Poli - EPLM SG]

Quality Assurance of NFE

Manual by the European Youth Forum - friendly way to identify the needs and turn them into objectives.

QUALITY
ASSURANCE
OF **NON-FORMAL**
EDUCATION
A FRAMEWORK FOR
YOUTH ORGANISATIONS

MANUAL

european
youth forum
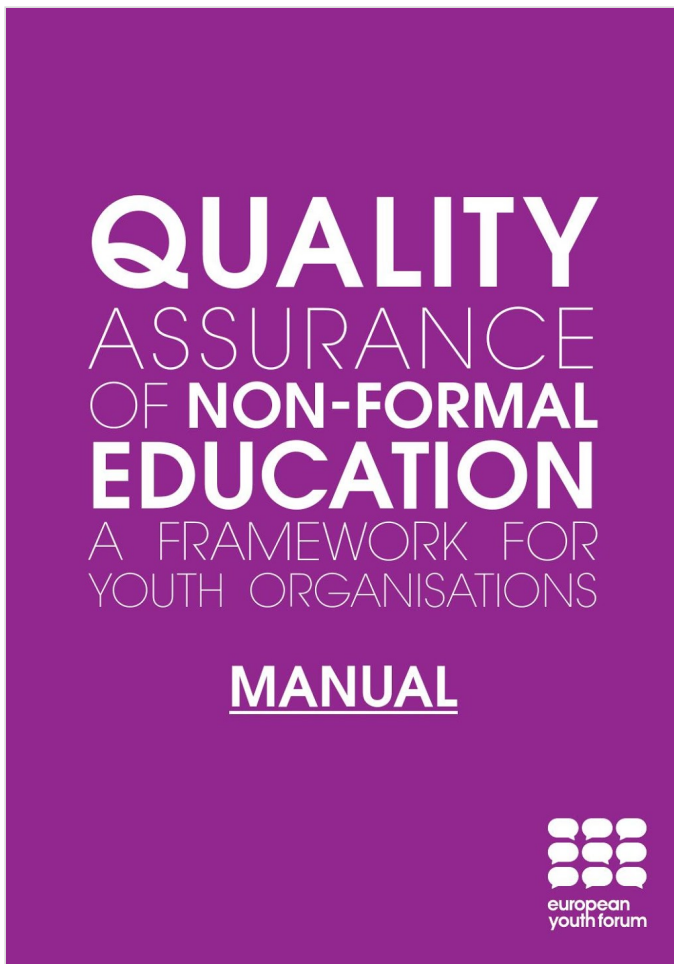
YUNUS DUMAN   MAY 24, 2018 09:48PM

Recognition of EVS in Turkey (research, thesis) but in Turkish..

https://www.academia.edu/33432799/AVRUPA_GÖNÜLLÜ _HİZMETİ_NİN_TÜRKİYE_DEKİ_TANINIRLIĞININ_İNCEL ENMESİ
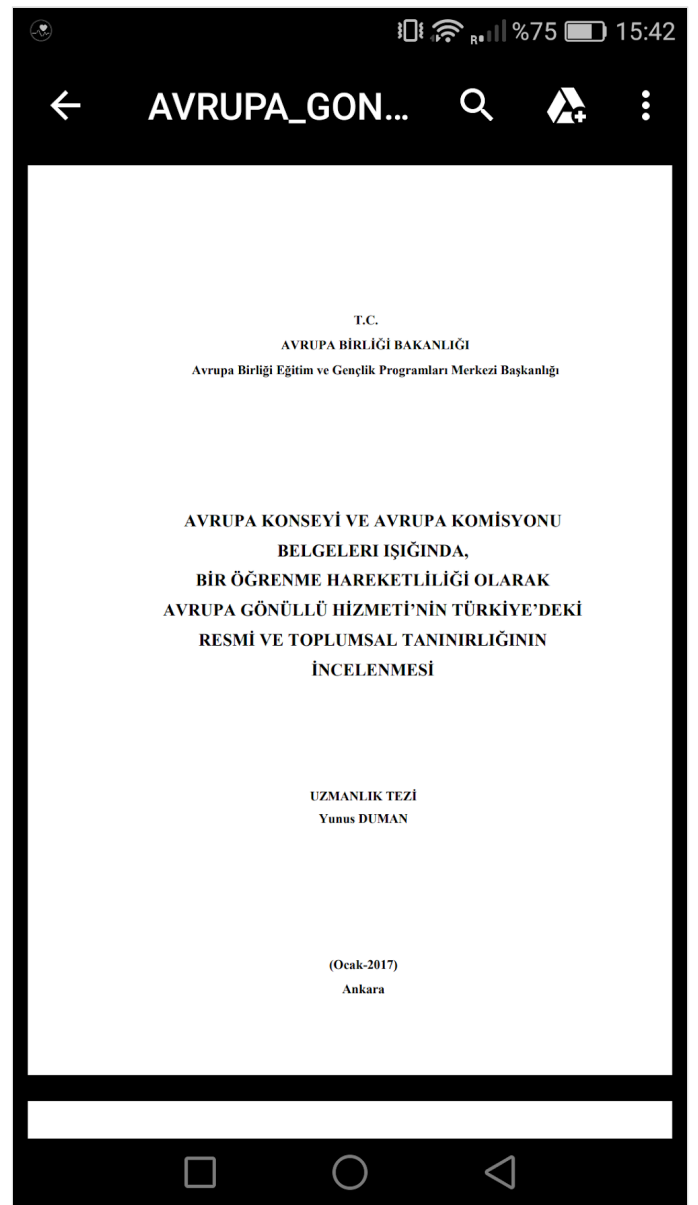
ANONYMOUS   MAY 24, 2018 09:48PM

intercultural learning guidelines (principles, indicators and examples in a handbook):

Intercultural dialogue guidelines

Skip to Content First of all, the tool requires motivated people who want to improve the quality of their activities through the use of a coherent approach to intercultural dialogue and intercultural learning. Intercultural dialogue is a process that takes place between people with different backgrounds.

YOUTH PARTNERSHIP

ANONYMOUS   MAY 17, 2018 03:44PM

Example audit

IVO4all example of a completed self-audit

Example Self-Audit Submission (Appendix 1)

Below is an example of what a self-audit might look like. All self- audits should be specific to the context of your programme and use evidence relevant to your organisation.

1. Accessibility
All information, communication and projects should be accessible to diverse groups of young people and should not create barriers to participation at any point in the volunteer journey.

Evidence area	In place	Partially in place	Not in place	Details of evidence available
Marketing		✓		Marketing methods and content have been reviewed to determine how accessible it is. Key changes have been made, including new diverse case studies and clear messaging about required skills. Some recommendations have yet to be implemented e.g. better regional marketing. Consultant report available
Processes and policies	✓			New Inclusion strategy shared with all staff which outlines our commitment to diversity and inclusion
Research			✓	Currently we do not have information on the diversity of our target demographic
Recruitment	✓			Each volunteer is assessed based on their individual circumstances. Flexible assessment criteria has been developed
Staff training	✓			Staff have received training on how to adapt the recruitment process for diverse volunteers

Progress made and key learning
Key progress made in marketing, a review was carried out of all marketing materials and methods by a consultant who made recommendations on how to improve practices. We have seen an increase in diverse applications since implementing the changes.

Examples of good practice
The inclusion strategy was shared with all staff which enabled us to ensure all staff were aware of our commitment to inclusive practices. Training for staff on diverse recruitment has really increased their confidence and has allowed us to create a fairer and much more inclusive assessment process.

1

IVO4all Quality Assurance Framework example self-audit submission (Appendix 1).pdf
PDF document

IOOI Workbook

The 1-0-1 on Impact Measurement.

Impact measurement workbook.pdf
PDF document

ANONYMOUS   MAY 17, 2018 03:43PM

IVO4all QAF

IVO4all Quality Assurance Framework & Self - Audit Tool
March 2017

IVO4all Quality Assurance Framework.pdf
PDF document

ALEXANDER VANIEV   MAY 17, 2018 03:41PM

Impact Measurement 101

Input-Output-Outcome-Impact model

TEAM EDIT   MAY 17, 2018 03:41PM

Why are we so white middle-class in learning mobility?

Different ways of learning, different realities,
(Steven - contact him for more resources/methods).

ANONYMOUS   MAY 17, 2018 03:42PM

For Principle 17 - DEBRIEFING MANUAL (more info - subevica.inese@gmail)

- years ago it was on SALTO published but cant find now)

Debriefing
Manual

Debriefing Manual.pdf
PDF document

ANONYMOUS   MAY 17, 2018 03:43PM

QA training

Training that was developed for IVO4all QAF,

Introduction to the Quality Assurance Framework

IVO4all

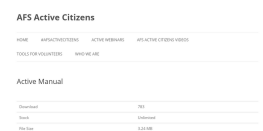**IVO4all Quality Assurance Framework Training.pdf**
PDF document

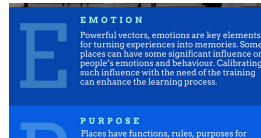**SNEZANA BACLIJA KNOCH**   MAY 17, 2018 03:53PM

Publication for quality planning and implementation of youth exchanges

SALTO-YOUTH - "Cherry on the cake" -Advice for quality planning of Youth Exchanges
How can a Youth Exchange developed within Erasmus+: Youth in Action be used as a complementary element of youth work? This handbook explores all phases of Youth Exchanges and provides insights on what young people can learn in each phase, and how youth workers and youth leaders can facilitate the learning process.

ALEXANDER VANIEV   MAY 17, 2018 03:38PM

For Principle 18 - Kirkpatrick model

Kirkpatrick levels of training evaluation:

1. Reaction,
2. Behaviour,
3. Learning,
4. Results.

The Kirkpatrick Model
The Kirkpatrick Model, or four levels of training evaluation, consists of Reaction, Learning, Behavior & Results. Read on for a description of each level.

Level 3: Behavior

Level 2: Learning

ANONYMOUS   MAY 24, 2018 09:49PM

Manual on connecting exchange to the home and host communities

Active Manual | AFS Active Citizens
Download the active Manual A set of 10 activities split into before, during and after the exchange. The activities guide exchange participants to bring intercultural competences and change-making in their host- and home community. Within AFS activities, see the AFS Student Learning Journey Curriculum for more information on the educational goals of each phase of the...

AFS Active Citizens

HOME   #AFSACTIVECITIZENS   ACTIVE WEBINARS   AFS ACTIVE CITIZENS VIDEOS
TOOLS FOR VOLUNTEERS   WHO WE ARE

Active Manual

Download	783
Stock	Unlimited
File Size	3.23 MB

ALEXANDER VANIEV   MAY 17, 2018 03:36PM

Learning Space Design

To consider the learning environments

Learning Space Design - infographic

When designing an epic learning experience, as trainers, we have many variables in mind: starting from content and main learning points, designing the flow of the session and experience for the...

TRAINERS TOOLBOX BY MIRNA

NILAYKUME   MAY 17, 2018 03:29PM

"Gender Perspective in EU Mobility Programs"

WHAT CAN YOUNG PEOPLE DO TO STRUGGLE WITH GENDER BASED VIOLENCE DURING THE MOBILITY PROGRAMS?

GENDER INEQUALITY IS A FORM OF SOCIAL INEQUALITY THAT WE ENCOUNTER IN EVERY AREA OF SOCIAL LIFE. Accommodation, socializing, accessing health services, accessing appropriate mechanisms in case of emergency have a CRITICAL IMPORTANCE FOR YOUNG PEOPLE'S SURVIVAL WHILE TAKING PART IN A MOBILITY PROGRAMME.

Throughout the process of obtaining those services especially young women and LGBTI+ need to struggle with series of discriminative action, moreover, THEY MAY BE SUBJECTED TO SEXUAL HARASSMENT AND ASSAULT IN SOME STEPS BECAUSE OF THEIR GENDER IDENTITY AND/OR SEXUAL ORIENTATION.

Gender Perspective in EU Programs Project is granted under the action of strategic Partnerships for youth, Cooperation for innovation and the exchange of good practices and "Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein"

Co-funded by the Erasmus+ Programme of the European Union

brosur2.pdf
PDF document

PADLET DRIVE

OZGEHAN   MAY 17, 2018 03:43PM

No.11

Super cool movie to show by German director Hannes Stoehr (2005)
About Interculturality in Europe

official site: http://www.one-day-in-europe.de/html/synopsis_en.html

---

My camera! My camera was stolen, with all my photos!

One Day in Europe Trailer
by peccadillopictures

YOUTUBE

NILAYKUME   MAY 24, 2018 09:49PM

What can young people do to struggle with gender based violence during mobility programs?

VIDEO_2_SON_2.mp4
by ibrahim yeşilbaş

GOOGLE DRIVE

ALEXANDER VANIEV   MAY 17, 2018 03:33PM

For Principle 17 (Structured reflection)

4F model of active reviewing

Training Activities Debriefing

... where learning happens!

How do you reflect upon the outcomes of an activity, meetings, sessions, discussions? How to extract the learning from any direct experience?

Debriefing is the facilitation of learning from experience. It allows the analysis of an experience from various aspects.

Here is the *active reviewing model*, developed by **Roger Greenaway**. This debriefing method offers sequencing focus areas to create a suitable flow and direction to the learning conversation. The process tackles 4 main aspects you may consider in order to fully understand what is going on: **Facts, Feelings, Findings** and **Future**.
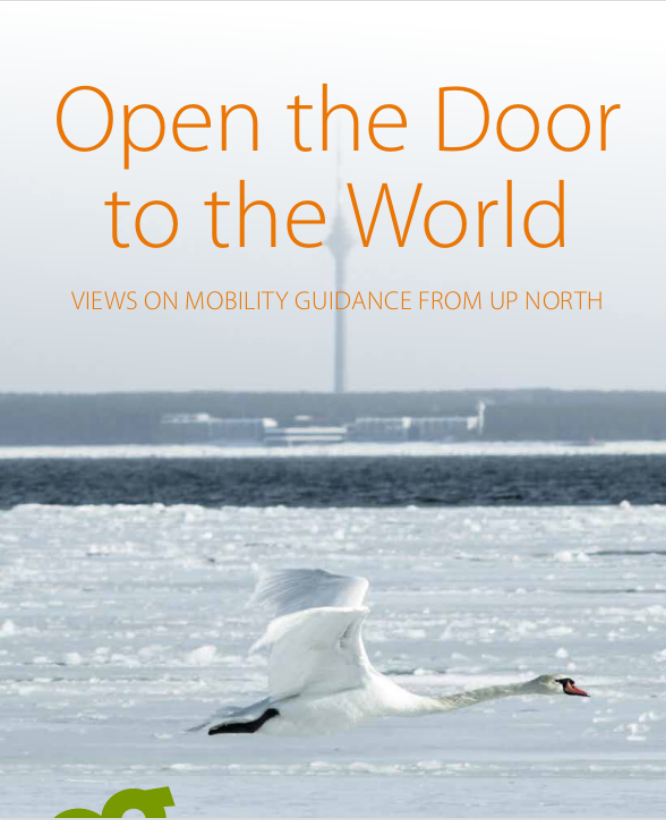
The process captures rhythm of learning and change, from direct experience to specific elements participants will take away. Each step brings focused questions to highlight the evolution of the activity and participants' perceptions.

FACTS

The main point of this very first step is to make participants detail what happened during the exercise in factual terms, perceived by senses.

What happened?

FEELINGS

The focus here is about sharing the feelings participants went through during the activity. It's important to help them name these feelings out loud as they may influence the learning.

How did you feel?

FUTURE

The last phase is where participants draw a conclusion that is useful and project themselves in the future equipped with new and tested set of skills.

Where to use it?

FINDINGS

The third stage's aim is to take distance from the experience and draw out learning points from it. The focus is on the discovery and weave potential connections.

What did you learn?

Information provided by
Trainers' Toolbox

Open the Door to the World

VIEWS ON MOBILITY GUIDANCE FROM UP NORTH

final_open_the_to_the_world_web_spreads.pdf
PDF document

VIAA.GOV.LV

NILAYKUME   MAY 17, 2018 03:26PM

https://togvak-my.sharepoint.com/:b:/g/personal/nilay_ku e=ydkubh
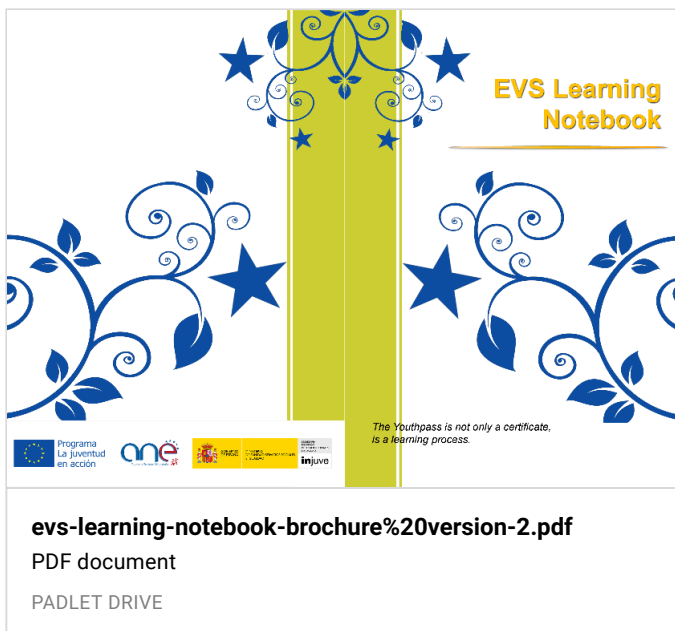
Tips for how to apply international mobility projects (Source Nilay, TOG)

NILAYKUME   MAY 17, 2018 03:24PM

SOFIJA PETROVIĆ   MAY 24, 2018 09:49PM

21

Identifying Skills Acquired Through Mobility - a grid that can also be used for self-reflection:

evs-learning-notebook-brochure%20version-2.pdf
PDF document

MAY 17, 2018 03:25PM

Diary-for-EVS.pdf
PDF document

ALEXANDER VANIEV   MAY 17, 2018 03:30PM

For Principle 1 - Formulating DIGITAL Learning outcomes

TONY GEUDENS   MAY 24, 2018 09:50PM

15 Appropriate methods

*Handbook for people working with youth groups

SOFIJA PETROVIĆ   MAY 24, 2018 09:50PM

21

Coping skills and strategies:

https://euroguidancemobility.wikispaces.com/Coping%20skills%20for%20mobility

Coping-skills-flyer.pdf
PDF document

NILAYKUME MAY 24, 2018 09:50PM

Prepared for those who would like to improve language skills. (For further info Nilay)

Sign in to your account

ANONYMOUS MAY 24, 2018 09:51PM

Council of Europe materials on working with young people on human rights and citizenship education, anti-discrimination and social inclusion:

Manuals and handbooks

The Books in the Living Library are people representing groups frequently confronted with prejudices and stereotypes, and who are often victims of discrimination or social exclusion. In this library, Books cannot only speak, but they are able to reply to the readers' questions, and the Books can even ask questions and learn themselves.

ANONYMOUS MAY 24, 2018 09:51PM

SDGs

Good website to introduce the Sustainable Development goals

The Worlds Largest Lesson

In September 2015, the United Nations are launching global goals, a series of ambitious targets to end extreme poverty and tackle climate change for everyone by 2030. To realise these Goals everyone, however young they are, needs to take part.

ANONYMOUS MAY 24, 2018 09:51PM

Principle 20

Open Badges used in the AFS European Citizenship Trimester Programme

Badges

During a three month exchange you learn a lot, from everyday differences like greetings, clothing and food, to language learning and integrating into your host family and your class.Imagine you can collect evidence of what you have learned through Badges! When you see how much progress you have made, it will motivate you to learn even more!

ALEKSANDRA GLIGOROVIC MAY 24, 2018 09:53PM

Principle 9: Learning environment. Presenting concept of Art of hosting

The Art of Hosting

This is a space for Art of Hosting practitioners around the world, created for and with you. We depend on your input and energy to make this a valuable place to keep coming back to.

ALEXANDER VANIEV MAY 17, 2018 03:30PM

For Principle 1 - Formulating Learning outcomes

Updated Bloom's Taxonomy (2012)

Revised Bloom Handout.pdf
PDF document

NILAYKUME MAY 17, 2018 03:20PM

Diary-for-EVS.pdf
PDF document

ANONYMOUS MAY 17, 2018 03:33PM

For principle 11 and 14 can be applied - for preparation of participants there are great tool by CoE we used since 2016 and disseminate online and offline. Available also in Russian, Latvian, Lithuanian aand Estonian TEACHINING CONTROVERSIAL ISSUES https://rm.coe.int/16806948b6

TEACHING CONTROVERSIAL ISSUES

Education

Professional development pack for the effective teaching of controversial issues developed with the participation of Cyprus, Ireland, Montenegro, Spain and the United Kingdom and the support of Albania, Austria, France and Sweden

Teaching Controversial Issues_professional development pack for teachers_EN.pdf.pdf
PDF document

TONY GEUDENS MAY 24, 2018 09:55PM

18 Learning Outcomes

* T-Kit

T-Kit 10: Educational Evaluation in Youth Work
Reproduction of texts and pictures is authorised provided the source and author are quoted. The views and opinions expressed do not necessarily express the official view of the European Commission or Council of Europe, their member states or the organisations co-operating with the institutions.
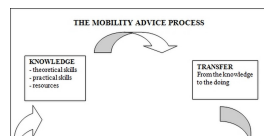
SOFIJA PETROVIĆ MAY 24, 2018 09:53PM

Principle 21

Resources for guidance practitioners offering mobility advice:

The process of mobility

ANONYMOUS MAY 17, 2018 03:25PM

Volunteer support

ICS have created support guidance for a range of additional support needs. Below is the Dyslexia example

ICS Support Guidance Dyslexia.pdf
PDF document

ANONYMOUS MAY 17, 2018 03:26PM

Article 3 - Adapted learning objectives (paricipatory approach)

http://www.sos-childrensvillages.org/getmedia/79173c00-4e67-4d41-8d6b-1588bb03459f/2012-pmefor-working-with-children-appendix-final.pdf?ext=.pdf

ANONYMOUS   MAY 24, 2018 09:56PM

Principle 5

Example of public quality standards and conditions for participation - AFS programs

ANONYMOUS   MAY 24, 2018 09:56PM

Coaching

Useful website for training on coaching -

They also have a youtube page -

Grow Model	
by MindToolsVideos	
YOUTUBE	

ALEKSANDRA GLIGOROVIC   MAY 24, 2018 09:55PM

Principle 2: fits to the needs.

I like this video and use it for initiating disscusion on how often we create projects just because WE think they are needed. It is about listening and assesing the needs of comunity/target group... Ernesto Stiroli: Shut up and listen!

Ernesto Sirolli: Want to help someone? Shut up and listen! TED	
by MASTERCODEAV	
YOUTUBE	

TONY GEUDENS   MAY 17, 2018 03:25PM

17 Reflection

* Holding the space = https://www.reflecting.eu/wp_cont/uploads/2016/08/Holding-the-space-website-small.pdf
* Digital open badges = https://openbadges.org/
* My EVS diary = http://mydiary.e-evs.eu/
* Greenaway - Doing review (1992) = http://reviewing.co.uk/
* Solidarity Tracks = http://www.tamonopatia.org/

https://www.badgecraft.eu/en/about
— JUSTINA GARBAUSKAITĖ JAKIMOVSKA

ANONYMOUS   MAY 24, 2018 09:56PM

Several principles

Training kits on several relevant topics:

T-kits	
The training kits are thematic publications written by experienced youth trainers. They are easy-to-use in training and study sessions	
YOUTH PARTNERSHIP	

TONY GEUDENS   MAY 17, 2018 03:25PM

19 Evaluation RAY inspiration - for evaluation of projects (have a look at the kind of questions used)

RAY	
office@researchyouth.net: General RAY subjects (Interkulturelles Zentrum)	
RESEARCHYOUTH	

ANONYMOUS   MAY 17, 2018 03:25PM

Principle 1

Example of learning objectives: for participants of AFS programs (individual long-term host family-based exchange for age 15-18)
https://d22dvihj4pfop3.cloudfront.net/wp-content/uploads/sites/27/2016/09/24094211/AFS_Student_Educational_Goals.pdf

TEAM EDIT   MAY 17, 2018 02:57PM

Inclusion A to Z

I use it as a background reading when working on including young people with fewer opportunities into our work, and also share it with my partners.

SALTO-YOUTH - Inclusion A to Z	
An compass to international Inclusion projects. The best of the SALTO Inclusion youth work manuals in one publication.	
SALTO-YOUTH	

TEAM EDIT   MAY 17, 2018 02:57PM

How to establish a group in a YE?

I am using to explain to new organisations how to build groups for youth exchanges.

2.3 Establish a Youth Exchange Group
by MOOC on Erasmus Plus
YOUTUBE

✽✽✽✽✽✽

Linkception

https://padlet.com/eplmquality/Resources

Appendix Two

Final Programme of the Experts Seminar

DAY	TIME	ACTIVITY	WHO
Mon, May 14	14h00 – 17h30	Team meeting	–
	16h00 – …	Arrival of researchers	–
Tues, May 15	9h00 – 13h00	Researchers meeting	–
	13h00 – 14h00	Lunch	
	14h30 - 17h30	Researchers meeting (continuation)	–
	17h30 – 19h00	Team meeting - handover from researchers day. Confirm technicalities, responsibilities	–
	19h00 – …	Arrival of seminar participants	–
Wed, May 16	9h00 – 9h30	Intro to team & Welcome & Programme	Ludovic Abiven, French NA
	9h30 – 9h50	Keynote "Why learning mobility is important? What difference does it make? Personal and Organisational story"	Safi
	9h50 – 10h10	Get to know each other	Facilitation team
	10h10 – 10h45	EPLM intro: What is EPLM? History of other conferences?	Davide	(SS Kahoot - technical q's)
		State of play: What is going on? What is being done already? Next steps (link to Principles and handbook); Update on policy developments (COM package); How Handbook and App link to them?	Manfred
	11h15 – 11h45	Coffee Break	
	11h45 – 13h00	Open space: Share my work	Participants & Rapporteurs
	13h00 – 14h00	Lunch	
	14h30 – 14h45	Present the updated padlets	Rapporteurs
	14h45 – 16h15	Meet the researchers: 2 x 30 min. sessions	Researchers
	16h15 – 16h45	Coffee Break	
	16h45 – 17h15	Plenary activity to wrap up researchers session. Digital wall showing. Mentimeter about today	Facilitators + Snezana
	17h15 – 17h30	What's coming up the next days	Facilitation team
Thu, May 17	9h00 – 9h15	Intro to the day	Facilitation team
	9h15 – 10h00	Quality - importance of having good tools to address it. Good and bad experiences.	Tony

	10h00 – 10h15	Intro to the Quality Framework, Indicators, Handbook, Handbook sample, App	Søren & Snezana
	10h15 – 11h15	**Group work on Handbook:** Feedback on Indicators	Snezana
	11h15 – 11h45	Coffee Break	
	11h45 – 13h00	**Group work to test/feedback on the App (**digital wall for comments + replies from Kanga developers**)**	Tony
	13h00 – 14h00	Lunch	
	14h30 – 15h00	Energizer + Intro to the **Principles Tour**	Facilitation team
	15h00 – 16h00	**Resource sharing**	Facilitation team
	16h00 – 16h30	Coffee Break	
	16h30 – 17h00	**Outside Triangle:** Will you use the handbook? the app?	Facilitation team
	18h45 – 20h15	Dinner	
	20h45 – …	Old town ballade. 'Une bule sur les pavees"	French NA
Fri, May 18	9h00 – 9h15	Intro to the day	Facilitation team
	9h15 – 10h00	**Policy Developments**	Corrina
	10h00 – 10h15	**Intro to 2019 EPLM Conference**	Sofie
	10h15 – 10h50	Seminar Evaluation	Facilitation team
	10h50 – 11h00	Farewell Speeches	Davide & Anne-Laure Barres

Appendix Three

List of Participants

Participant List

ID	Name	Surname	E-mail address	Country of Residence	Name of your organisation/institution:
1	Nilay	Kume Yıldırım	nilay.kume@tog.org.tr	Turkey	Youth for Exchange and Understanding is
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