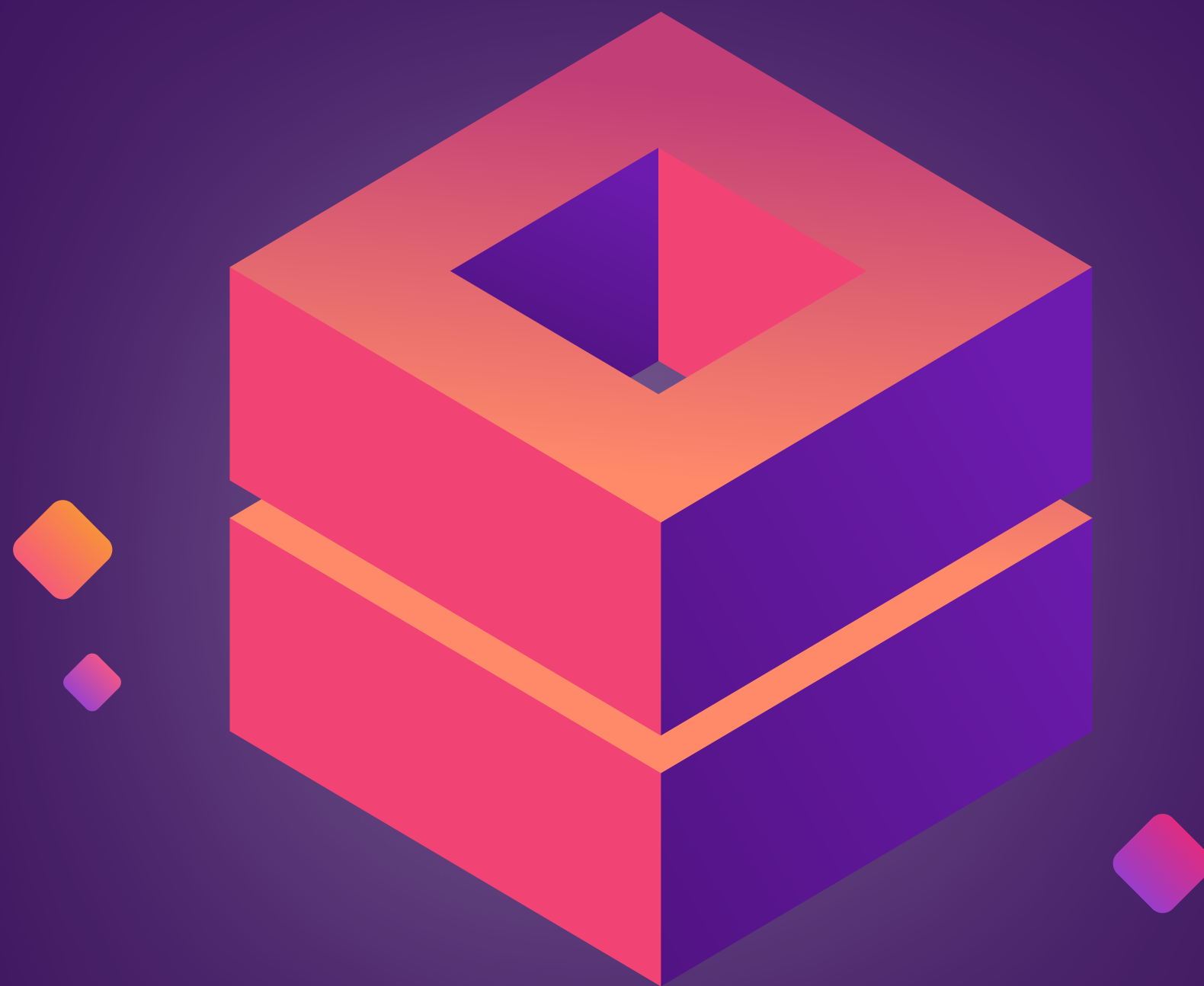<Back2the
Future>

TIME
MACHINE

SET OF RECOMMENDATIONS TOWARDS
YOUTH ORGANISATIONS AND INSTITUTIONS

TIME MACHINE

SET OF RECOMMENDATIONS TOWARDS YOUTH ORGANISATIONS AND INSTITUTIONS

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2022

BACK2THEFUTURE PROJECT CONSORTIUM

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Your future hasn't been written yet. No one's has. Your future is whatever you make it. So make it a good one.

— *Doc Brown*

BACK TO THE FUTURE (1985)

<Back2the Future>

BACK2THEFUTURE - REDEFINING THE POST-MOBILITY PERIOD IS AN ERASMUS+ STRATEGIC PARTNERSHIP TO DEVELOP GUIDELINES AND CAPACITIES FOR QUALITY FOLLOW UP OF DIFFERENT YOUTH PROCESSES, TRANSFER OF LEARNING FROM INTERNATIONAL TO LOCAL AND NATIONAL ENVIRONMENT.

FROM EXPERIENCE, WHEN WORKING ON AN INTERNATIONAL LEVEL THERE IS ALWAYS THE CHALLENGE ON HOW TO TRANSFER THE OUTCOMES OF DIFFERENT MOBILITIES WITHIN THE LOCAL ORGANISATIONS AFTERWARDS. THE AIM OF THE STRATEGIC PARTNERSHIP IS TO DEVELOP GUIDELINES AND CAPACITIES FOR QUALITY FOLLOW UP OF DIFFERENT YOUTH PROCESSES, TRANSFER OF LEARNING FROM INTERNATIONAL TO LOCAL AND NATIONAL ENVIRONMENT, AND OFFERING SPACE FOR MORE ACTIVE ENGAGEMENT OF YOUTH LEADERS WITHIN THE CIVIL SOCIETY AND YOUTH FIELD.

PHOTO: ROBERT NESIRKY

TIME MACHINE
FOREWORD

THIS PUBLICATION INCLUDES SPECIFIC PRACTICES, CASES, AND EXAMPLES OF WHAT CAN BE DONE AND IMPROVED IN YOUTH ORGANISATIONS TO ENSURE PROPER TRANSFER OF KNOWLEDGE. THE RECOMMENDATIONS ARE BASED ON THE CONSORTIUM'S REFLECTION AND ANALYSIS OF THE RESULTS OF PREVIOUS INTELLECTUAL OUTPUTS, AS WELL AS FEEDBACK AND EXPERIENCES FROM TRAINERS WHO HAVE RUN TRAINING COURSES AND YOUTH EXCHANGES AND THEIR FOLLOW-UP PRACTICES BEFORE, DURING, AND AFTER THE PROJECTS, IN ORDER TO GAIN VALUABLE INPUT ON USING FOLLOW-UP INSTRUMENTS, REFLECTIONS ON, AND TRYING TO MAKE THEM MORE USER-FRIENDLY.

MOREOVER, THE PARTNERS HAD THE RESPONSIBILITY TO USE AND TEST THE IO1 AND IO2 DURING THE ACTIVITIES OF THEIR ORGANISATIONS (MULTIPLIER EVENTS). THE EXPERIENCES OF PARTNERS WERE COLLECTED, ANALYSED, AND DEVELOPED INTO RECOMMENDATIONS FOUND IN THIS PUBLICATION. THE RECOMMENDATIONS REFLECT THE DIVERSITY OF DIFFERENT ORGANISATIONS AND THE DIFFERENT SIZES AND SCOPE OF THEIR WORK. THE AIM OF THIS PUBLICATION IS FOR OTHER ORGANISATIONS TO FIND GOOD PRACTICES THAT THEY CAN IMPLEMENT IN THEIR WORK, DEPENDING ON THE TOPICS AND TARGET GROUPS THEY ARE WORKING WITH.

TRANSFER OF KNOWLEDGE IS NOT A COMMON MECHANISM, ESPECIALLY IN SMALLER ORGANISATIONS, THEREFORE FOR MANY, THIS WILL COME AS AN INNOVATIVE ASPECT IN THEIR PRACTICES AND BE A PART OF THEIR OWN PROCESS OF IMPROVEMENT. REGARDING INSTITUTIONS, RECOMMENDATIONS WERE DEVELOPED IN A WAY THAT THEY CLEARLY PORTRAY THE NEEDS OF YOUTH ORGANISATIONS IN IMPACTING COMMUNITY BUILDING ASPECTS OF THEIR WORK AND HOW THESE CAN BE SUPPORTED WHEN BUILDING NEW YOUTH PROGRAMS WITHIN ERASMUS+ PROJECTS.

— consortium of the project

<Back2the Future>

PHOTO: EDUARD OGANYAN

ERASMUS+ POLICIES
IN YOUTH WORK

THE LANDSCAPE OF YOUTH WORK IS ALWAYS GROWING, AND WITH GROWTH COMES CHANGE. YOUTH WORK IS CONSTANTLY EVOLVING WITH NEW PRACTICES AND ACTIVITIES EMERGING. HOWEVER, THE VALUE AND CONTRIBUTION OF YOUTH WORK IN THE LIVES OF YOUNG PEOPLE STILL NEEDS TO BE FULLY RECOGNIZED, WHILE AVOIDING FALLING INTO A STANDARDISED DEFINITION. ONE OF THE KEY STRENGTHS OF YOUTH WORK IS DIVERSITY. THIS CONSORTIUM ARGUES THAT INVESTMENT IN FOLLOW-UP PRACTICES IS CRUCIAL FOR DISSEMINATING AND EXPANDING PROJECT RESULTS AND ACHIEVEMENTS, AND FOR ACTIVELY AND SUSTAINABLY UTILISING NEWLY ACQUIRED COMPETENCIES, RESULTS, AND OUTPUTS OF THE CARRIED-OUT PROJECTS IN ONE'S OWN WORK AND/OR LIFE.

EVEN THOUGH YOUTH WORK IS NOT A NEW PHENOMENON, IN THE LAST FEW YEARS THERE HAS BEEN A DEVELOPMENT IN POLICY MAKING FOR YOUTH WORK, BRINGING MORE FOCUS INTO THIS FIELD. THIS IS CONNECTED WITH THE PROLIFERATION OF SEVERAL DOCUMENTS COVERING THE DIFFERENT AREAS OF YOUTH WORK, WHICH TRANSLATES THE NEED FOR MORE RECOGNITION AND REGULATION OF YOUTH WORK WITHIN THE EU BORDERS. IN ORDER TO DEVELOP YOUTH POLICIES, IT IS NECESSARY TO INVOLVE YOUTH WORKERS AND YOUNG PEOPLE - THIS WAY IT IS POSSIBLE TO REFLECT THE IMPORTANCE AND CORE VALUES OF YOUTH WORK AND THE NEEDS OF YOUNG PEOPLE.

AS IT IS NECESSARY TO CREATE INTERACTIONS WITH THE WHOLE YOUTH WORK COMMUNITY, THE "BACK TO THE FUTURE" PROJECT WAS CREATED IN ORDER TO PROVIDE NEEDS ASSESSMENTS WITHIN YOUTH WORK, TO DEVELOP GUIDELINES AND CAPACITIES FOR QUALITY FOLLOW UP OF DIFFERENT YOUTH PROCESSES, TO TRANSFER KNOWLEDGE, AND OFFER SPACE FOR MORE ACTIVE ENGAGEMENT OF YOUTH LEADERS WITHIN THE CIVIL SOCIETY AND YOUTH FIELD. THROUGH THESE ACTIONS, WE DEVELOPED SOME RECOMMENDATIONS FOR THE IMPROVEMENT OF YOUTH POLICY AND YOUTH WORK IN GENERAL, SO THAT FOLLOW UP PRACTICES ARE FURTHER RECOGNIZED AS ESSENTIAL FOR THE SUCCESS OF YOUTH RELATED PROJECTS AND THEIR SUSTAINABILITY.

poli

**POLICY
RECOMMENDATIONS**

FOLLOW-UP SHOULD HAVE MORE WEIGHT IN APPLICATION GRADING AND IN THE IMPLEMENTATION OF PROJECTS

WHEN APPLYING FOR FUNDING (FOR EXAMPLE, A SOLIDARITY PROJECT UNDER THE ESC PROGRAM), THERE IS USUALLY A SECTION DEDICATED TO IMPACT AND DISSEMINATION OF RESULTS. THIS SECTION IS CRUCIAL TO UNDERSTAND WHY A CERTAIN PROJECT IS BEING PLANNED AND WHY IT SHOULD RECEIVE FUNDING.

PROJECTS ARE DEVELOPED FOR A REASON, AND THAT REASON USUALLY REVOLVES AROUND THE PROJECT'S IMPACT, WHICH DOES NOT STOP AFTER THE PROJECT IS OVER. THEREFORE, THERE IS A NECESSITY OF PLANNING FOLLOW-UP PRACTICES AND ACTIVITIES.

IT IS EXTREMELY RELEVANT THAT THE PRODUCTS DEVELOPED DURING THE PROJECTS ARE STILL AVAILABLE TO THE PUBLIC AFTER THE PROJECT IS OVER, AND IT IS NECESSARY TO GUARANTEE THAT THEY ARE NOT ONLY WELL-PRODUCED BUT ALSO SATISFY THE TARGET GROUPS' NEEDS. SO, IT IS IMPORTANT TO HAVE THE PROJECT'S INTENTIONS CLARIFIED IN THE APPLICATION PROCESS IN THE LONG RUN. GIVING MORE WEIGHT IN THE APPLICATION GRADING TO THE "IMPACT/DISSEMINATION" SECTION WILL REINFORCE THE IMPORTANCE OF COMING UP WITH A PROJECT THAT IS WORTH SPENDING RESOURCES ON AND THAT WILL IMPROVE SOMEONE ELSE'S LIFE (EITHER PROFESSIONALLY, ACADEMICALLY, OR EVEN PERSONALLY).

TRAINING COURSES ON FOLLOW-UP

AS A SECTOR, WE VALUE NFE AS A TOOL FOR DELIVERING EDUCATION, FOLLOWING UP ON THE PREVIOUS RECOMMENDATION, IF THERE WERE TO BE A BIGGER FOCUS ON THE IMPACT AND DISSEMINATION SECTION, IT IS ALSO NECESSARY TO MAKE SURE THAT YOUTH WORKERS AND TRAINERS ARE WELL AWARE OF THE FOLLOW-UP PRACTICES THAT HAVE BEEN DEVELOPED OVER TIME.

AS SUCH, INVESTING IN TRAINING COURSES ON FOLLOW-UP BEST PRACTICES AND ACTIVITIES WOULD IMPROVE THE QUALITY OF YOUTH ACTIVITIES IN GENERAL, BUT ALSO IMPROVE THE REACH AND QUALITY OF THE PROJECTS THEMSELVES. INVESTING IN EDUCATING YOUTH WORKERS AND TRAINERS ON THIS MATTER WILL BRING A BETTER EXPERIENCE FOR THE PARTICIPANTS, KEEP THE RELEVANCE OF THE PROJECTS AND THEIR CONTENT OVER TIME, AND DISSEMINATE AND EXPAND THE PROJECTS' RESULTS.

I guess you guys aren't ready for that, yet. But your kids are gonna love it.

— **Marty McFly**

BACK TO THE FUTURE (1985)

PROMOTE MORE EXCHANGE BETWEEN YOUTH WORK ORGANISATIONS TO SHARE KNOWLEDGE AND HAVE A PLATFORM PROVIDED BY THE NATIONAL AGENCIES TO DISCUSS FOLLOW-UP ON ACTIVITIES

IN ORDER TO FOSTER A SUSTAINABLE DEVELOPMENT OF YOUTH WORK IN EUROPE, AN EQUAL DISTRIBUTION OF KNOWLEDGE IS NEEDED. THERE IS A LACK OF COORDINATION AND SUPPORT FOR PROJECTS TO FURTHER DEVELOP, MAINLY WHEN IT COMES TO YOUTH WORK POLICY, QUALITY ASSESSMENT, AND YOUTH WORK SUSTAINABILITY.

ACCORDING TO THE PARTNERSHIP BETWEEN THE EUROPEAN COMMISSION AND THE COUNCIL OF EUROPE IN THE FIELD OF YOUTH, THE CREATION OF A SUPPORT MECHANISM FOR YOUTH WORK IS NECESSARY IN ORDER TO CLOSE THE EXISTING GAPS AND AVOID CREATING NEW ONES WITHIN THE FIELD.

FOR THAT, WE RECOMMEND MORE EXCHANGES BETWEEN YOUTH WORK ORGANISATIONS, WHERE NETWORKING, SHARING KNOWLEDGE ON SOFT AND HARD SKILLS, AND DISCUSSING IS POSSIBLE. AS SUCH, WE CALL ON THE NATIONAL AGENCIES TO PROVIDE MORE SPACES FOR DISCUSSION OF GOOD FOLLOW-UP PRACTICES TO IMPROVE FUTURE PROJECTS AND THEIR IMPACT.

PHOTO: MARINA BYKOVA

RECOMMENDATIONS TOWARDS
YOUTH ORGANISATIONS AND INSTITUTIONS

RECOMMENDATIONS REGARDING THE FOLLOW-UP OF PROJECTS

1. **INVOLVE PARTNERS AND STAKEHOLDERS IN THE PLANNING PROCESS**: INVOLVING PARTNERS AND STAKEHOLDERS IN THE PLANNING PROCESS CAN HELP TO ENSURE THAT THEY HAVE A SENSE OF OWNERSHIP OF THE PROJECT AND ARE MORE LIKELY TO BE COMMITTED TO THE FOLLOW-UP ACTIVITIES.

2. **IDENTIFY FOLLOW-UP ACTIVITIES AT THE PLANNING STAGE**: WHEN PLANNING THE PROJECT, IT IS IMPORTANT TO IDENTIFY WHAT FOLLOW-UP ACTIVITIES WILL BE NECESSARY TO ENSURE THAT THE PROJECT'S IMPACT IS SUSTAINED BEYOND ITS DURATION.

3. **ALLOCATE RESOURCES FOR FOLLOW-UP ACTIVITIES:** IT IS IMPORTANT TO ALLOCATE RESOURCES (TIME, PERSONNEL, AND FUNDING) FOR FOLLOW-UP ACTIVITIES AT THE PLANNING STAGE. THIS ENSURES THAT FOLLOW-UP ACTIVITIES ARE GIVEN THE NECESSARY ATTENTION AND RESOURCES NEEDED TO BE SUCCESSFUL.

4. **ASSIGN CLEAR ROLES AND RESPONSIBILITIES** TO PROJECT TEAM MEMBERS FOR FOLLOW-UP ACTIVITIES AND ENSURE THAT THEY HAVE THE NECESSARY RESOURCES AND SUPPORT TO CARRY OUT THEIR TASKS.

5. **USE A VARIETY OF COMMUNICATION CHANNELS** TO MAINTAIN REGULAR CONTACT WITH PROJECT PARTNERS, INCLUDING EMAIL, VIDEO CONFERENCING, AND SOCIAL MEDIA.

6. **ENCOURAGE ONGOING COLLABORATION AND KNOWLEDGE-SHARING** BETWEEN PROJECT PARTNERS, EVEN AFTER THE PROJECT HAS OFFICIALLY ENDED. CONTINUOUS LEARNING DOESN'T STOP ONCE THE PROJECT ENDS. ENCOURAGE YOUR TEAM TO CONTINUE LEARNING AND APPLYING THE SKILLS THEY ACQUIRED DURING THE PROJECT IN THEIR PERSONAL AND PROFESSIONAL LIVES.

7. **CELEBRATE AND PUBLICIZE PROJECT SUCCESSES AND OUTCOMES**, BOTH INTERNALLY AND EXTERNALLY, TO ENSURE THAT THE PROJECT'S IMPACT IS WIDELY RECOGNIZED AND APPRECIATED. CELEBRATING SUCCESSES AND MILESTONES CAN HELP KEEP TEAM MORALE HIGH AND MOTIVATE EVERYONE TO KEEP WORKING TOWARDS PROJECT GOALS. MAKE SURE TO ACKNOWLEDGE AND CELEBRATE THE HARD WORK AND ACHIEVEMENTS OF YOUR TEAM THROUGHOUT THE PROJECT.

8. **DEVELOP A CLEAR AND STRUCTURED PLAN** FOR FOLLOW-UP ACTIVITIES, INCLUDING REGULAR CHECK-INS WITH PROJECT PARTNERS, EVALUATIONS OF PROJECT OUTCOMES, AND DISSEMINATION OF PROJECT RESULTS.

9. **USE TECHNOLOGY TO YOUR ADVANTAGE**: THERE ARE VARIOUS TOOLS AND PLATFORMS AVAILABLE FOR REMOTE COMMUNICATION AND COLLABORATION, SUCH AS VIDEO CONFERENCING, ONLINE DOCUMENT SHARING, AND PROJECT MANAGEMENT SOFTWARE. MAKE SURE TO UTILIZE THESE TOOLS TO STAY IN TOUCH WITH YOUR TEAM AND MONITOR PROJECT PROGRESS.

10. **PEER SUPPORT**: CREATING A PEER SUPPORT SYSTEM CAN HELP PARTICIPANTS STAY MOTIVATED AND ACCOUNTABLE. THIS CAN BE DONE THROUGH GROUP CHATS OR VIRTUAL MEETINGS.

11. **MENTORING**: PAIRING PARTICIPANTS WITH MENTORS WHO CAN GUIDE AND SUPPORT THEM DURING THE FOLLOW-UP PERIOD CAN BE AN EFFECTIVE WAY TO ENSURE THEY STAY ON TRACK. THIS INVOLVES PAIRING PARTICIPANTS WHO HAVE COMPLETED A PROJECT WITH A MENTOR WHO CAN PROVIDE GUIDANCE AND SUPPORT IN IMPLEMENTING THE SKILLS AND KNOWLEDGE GAINED DURING THE PROJECT. MENTORING CAN HELP PARTICIPANTS STAY MOTIVATED, SET GOALS, AND DEVELOP A PLAN FOR HOW TO APPLY WHAT THEY HAVE LEARNED IN THEIR FUTURE WORK AND PERSONAL LIVES. MENTORS CAN ALSO HELP PARTICIPANTS REFLECT ON THEIR EXPERIENCES AND IDENTIFY AREAS FOR FURTHER GROWTH AND DEVELOPMENT.

12. **GAMIFICATION**: TURNING THE FOLLOW-UP ACTIVITIES INTO A GAME OR COMPETITION CAN MAKE THE PROCESS MORE ENGAGING AND MOTIVATING FOR PARTICIPANTS.

13. **ONLINE LEARNING PLATFORMS**: PROVIDING PARTICIPANTS WITH ACCESS TO ONLINE LEARNING PLATFORMS OR COURSES RELATED TO THE PROJECT CAN HELP THEM CONTINUE THEIR LEARNING AND DEVELOPMENT DURING THE FOLLOW-UP PERIOD.

14. **HOLISTIC APPROACH TO THE ACTIVITIES**: BY KEEPING A FOCUS ON THE SAME TOPICS OR METHODS, THE ORGANIZATION DEVELOPS THE NECESSARY CAPACITIES AND EXPERIENCES TO ENSURE THE PREVIOUS PARTS WILL HAVE THE BEST POSSIBLE OUTCOME.

RECOMMENDATIONS FOR RUNNING YOUTH EXCHANGES

ORGANIZERS OF **YOUTH EXCHANGES** CAN TAKE SEVERAL ACTIONS TO ENSURE GOOD QUALITY FOLLOW-UPS, INCLUDING:

1.**CLEAR COMMUNICATION**: ENSURE CLEAR COMMUNICATION WITH ALL THE PARTICIPANTS REGARDING THE OBJECTIVES, EXPECTATIONS, AND OUTCOMES OF THE YOUTH EXCHANGE. IT IS ESSENTIAL TO ESTABLISH CLEAR LINES OF COMMUNICATION TO AVOID ANY MISUNDERSTANDINGS.

2. **EVALUATION**: CONDUCT AN EVALUATION OF THE YOUTH EXCHANGE AFTER IT HAS TAKEN PLACE. THE EVALUATION SHOULD BE AIMED AT ASSESSING THE SUCCESS OF THE EXCHANGE AND IDENTIFYING AREAS FOR IMPROVEMENT.

3. **REFLECTION**: ENCOURAGE PARTICIPANTS TO REFLECT ON THEIR EXPERIENCES AND LEARNING FROM THE EXCHANGE. ORGANIZE REFLECTIVE SESSIONS WHERE PARTICIPANTS CAN SHARE THEIR THOUGHTS AND INSIGHTS ON WHAT THEY LEARNED DURING THE YOUTH EXCHANGE.

4. **ACTION PLAN**: DEVELOP AN ACTION PLAN WITH THE PARTICIPANTS TO ENSURE THAT THEY CONTINUE TO BUILD ON THE LEARNING AND EXPERIENCES GAINED DURING THE YOUTH EXCHANGE. THE ACTION PLAN SHOULD OUTLINE SPECIFIC STEPS THAT THE PARTICIPANTS CAN TAKE TO APPLY WHAT THEY LEARNED IN THEIR PERSONAL AND PROFESSIONAL LIVES.

5. **FOLLOW-UP ACTIVITIES**: PLAN FOLLOW-UP ACTIVITIES THAT HELP PARTICIPANTS TO STAY CONNECTED AND ENGAGED AFTER THE YOUTH EXCHANGE. THESE ACTIVITIES CAN INCLUDE SOCIAL MEDIA GROUPS, NEWSLETTERS, ONLINE MEETINGS, AND OTHER EVENTS.

6. **SUPPORT**: OFFER SUPPORT TO PARTICIPANTS WHO NEED IT AFTER THE YOUTH EXCHANGE. THIS COULD INCLUDE MENTORING, COACHING, OR COUNSELING SERVICES.

RECOMMENDATIONS FOR RUNNING TRAINING COURSES

TO ENSURE GOOD QUALITY FOLLOW-UP FOR **TRAINING COURSES** FOR EDUCATORS AND YOUTH WORKERS, ORGANIZERS CAN TAKE THE FOLLOWING ACTIONS:

1.**PROVIDE PARTICIPANTS WITH CLEAR AND MEASURABLE LEARNING OUTCOMES** FOR THE COURSE, AND ENCOURAGE THEM TO SET PERSONAL GOALS FOR THEMSELVES.

2. **CONDUCT AN EVALUATION OF THE TRAINING COURSE** WITH THE PARTICIPANTS TO IDENTIFY WHAT WORKED WELL AND WHAT COULD BE IMPROVED. USE THIS FEEDBACK TO MAKE ADJUSTMENTS FOR FUTURE TRAINING COURSES.

3. **ENCOURAGE PARTICIPANTS TO DEVELOP AN ACTION PLAN** FOR APPLYING WHAT THEY LEARNED IN THEIR WORK WITH YOUTH, AND PROVIDE RESOURCES AND SUPPORT TO HELP THEM IMPLEMENT THEIR PLANS.

4. **ESTABLISH A SYSTEM FOR ONGOING COMMUNICATION AND SUPPORT,** SUCH AS A FOLLOW-UP WEBINAR OR ONLINE FORUM, TO ALLOW PARTICIPANTS TO SHARE EXPERIENCES AND SUCCESSES, ASK QUESTIONS, AND SEEK GUIDANCE.

5. **PROVIDE OPPORTUNITIES FOR PARTICIPANTS TO ENGAGE IN ONGOING PROFESSIONAL DEVELOPMENT**, SUCH AS ATTENDING ADDITIONAL TRAINING COURSES OR CONFERENCES, AND SHARE INFORMATION ABOUT RELEVANT RESOURCES AND OPPORTUNITIES.

PHOTO: GRIGORIY GRIGORYEV

RECOMMENDATIONS FOR RUNNING KA2 CAPACITY BUILDING ACTIVITIES

OVERALL, GOOD QUALITY FOLLOW-UP FOR KA2 CAPACITY BUILDING ACTIVITIES REQUIRES A COLLABORATIVE, ONGOING EFFORT THAT INVOLVES ALL PARTNERS AND STAKEHOLDERS. BY ESTABLISHING CLEAR GOALS AND OBJECTIVES, DEVELOPING A MONITORING AND EVALUATION PLAN, PROVIDING ONGOING TRAINING AND SUPPORT, FOSTERING COMMUNICATION AND COLLABORATION, AND SHARING PROJECT OUTCOMES AND BEST PRACTICES, ORGANIZATIONS CAN ENSURE THAT THEIR PROJECTS HAVE A LASTING IMPACT AND CONTRIBUTE TO THE DEVELOPMENT OF THE FIELD.

1. E**STABLISH CLEAR GOALS AND OBJECTIVES**: ORGANIZATIONS SHOULD ESTABLISH CLEAR GOALS AND OBJECTIVES FOR THE PROJECT, AND ENSURE THAT THESE ARE COMMUNICATED TO ALL PARTNERS AND PARTICIPANTS. THIS WILL HELP TO GUIDE THE FOLLOW-UP PROCESS AND ENSURE THAT IT IS FOCUSED AND EFFECTIVE.

2. **DEVELOP A MONITORING AND EVALUATION PLAN**: THIS PLAN SHOULD BE DEVELOPED AT THE OUTSET OF THE PROJECT TO HELP TRACK PROGRESS AND IDENTIFY AREAS FOR IMPROVEMENT. THIS SHOULD INCLUDE BOTH QUALITATIVE AND QUANTITATIVE DATA, AND INVOLVE ALL PARTNERS AND STAKEHOLDERS.

3. **PROVIDE ONGOING TRAINING AND SUPPORT**: ORGANIZATIONS SHOULD PROVIDE ONGOING TRAINING AND SUPPORT TO PARTICIPANTS THROUGHOUT THE PROJECT, AND BEYOND. THIS CAN INCLUDE FOLLOW-UP TRAINING SESSIONS, MENTORSHIP PROGRAMS, SO TO ENSURE THAT PARTICIPANTS CONTINUE TO DEVELOP THEIR SKILLS AND KNOWLEDGE.

4. **FOSTER COMMUNICATION AND COLLABORATION**: ORGANIZATIONS SHOULD ESTABLISH CLEAR LINES OF COMMUNICATION AND ENCOURAGE REGULAR COMMUNICATION BETWEEN PARTNERS, AS WELL AS OPPORTUNITIES FOR COLLABORATION AND KNOWLEDGE-SHARING.

5. **SHARE PROJECT OUTCOMES AND BEST PRACTICES**: ORGANIZATIONS SHOULD SHARE THE OUTCOMES OF THE PROJECT AND ANY BEST PRACTICES DEVELOPED WITH OTHERS IN THE FIELD. THIS CAN INCLUDE PRESENTING AT CONFERENCES, PUBLISHING REPORTS OR ARTICLES, AND SHARING RESOURCES THROUGH ONLINE PLATFORMS OR NETWORKS.

RECOMMENDATIONS FOR COORDINATING ESC VOLUNTEERING PROJECTS

FOR **ESC (EUROPEAN SOLIDARITY CORPS)** VOLUNTEERING PROJECTS, THE FOLLOW-UP IS EQUALLY IMPORTANT. ORGANIZERS CAN TAKE THE FOLLOWING ACTIONS TO ENSURE GOOD QUALITY FOLLOW-UP:

1. **REGULAR COMMUNICATION**: KEEP IN TOUCH WITH THE VOLUNTEERS DURING THEIR SERVICE AND AFTER THEIR RETURN. ASK FOR FEEDBACK, LISTEN TO THEIR EXPERIENCES, AND OFFER SUPPORT WHERE NECESSARY.

2. **REFLECTION AND EVALUATION**: ENCOURAGE VOLUNTEERS TO REFLECT ON THEIR EXPERIENCE AND EVALUATE THEIR PERSONAL AND PROFESSIONAL GROWTH. THIS CAN BE DONE THROUGH GROUP DISCUSSIONS OR INDIVIDUAL MEETINGS.

3. R**ECOGNITION AND VALIDATION**: RECOGNIZE AND VALIDATE THE SKILLS, KNOWLEDGE, AND COMPETENCIES ACQUIRED DURING THE VOLUNTEERING SERVICE. PROVIDE CERTIFICATES, REFERENCES, OR OTHER FORMS OF RECOGNITION THAT CAN BE USED FOR FUTURE EMPLOYMENT OR EDUCATION OPPORTUNITIES.

4. **REINTEGRATION**: HELP VOLUNTEERS TO REINTEGRATE INTO THEIR COMMUNITIES AND FIND WAYS TO USE THEIR NEWLY ACQUIRED SKILLS AND COMPETENCIES. PROVIDE OPPORTUNITIES FOR THEM TO SHARE THEIR EXPERIENCE AND INSPIRE OTHERS.

FOLLOW-UP ACTIVITIES: ORGANIZE FOLLOW-UP ACTIVITIES SUCH AS ALUMNI EVENTS, TRAINING SESSIONS, OR OTHER OPPORTUNITIES FOR VOLUNTEERS TO STAY CONNECTED AND CONTINUE THEIR LEARNING JOURNEY.

PHOTO: ROBERT NESIRKY

INFORMATIONS FOR PARTICIPANTS

APPLICANTS AND PARTNER ORGANIZATIONS SHOULD PROVIDE PARTICIPANTS WITH COMPREHENSIVE INFORMATION ABOUT THE PROJECT BEFORE, DURING, AND AFTER ITS IMPLEMENTATION:

1.**PROJECT GOALS AND OBJECTIVES**: PARTICIPANTS SHOULD BE AWARE OF THE PURPOSE OF THE PROJECT AND WHAT THE ORGANIZERS HOPE TO ACHIEVE.

2. **ROLES AND RESPONSIBILITIES**: PARTICIPANTS SHOULD BE INFORMED ABOUT THEIR ROLES AND RESPONSIBILITIES IN THE PROJECT, AS WELL AS THOSE OF THE ORGANIZERS AND OTHER PARTNERS INVOLVED.

3. **SCHEDULE AND AGENDA**: A DETAILED SCHEDULE AND AGENDA OF THE PROJECT SHOULD BE PROVIDED, INCLUDING INFORMATION ON WHEN AND WHERE THE PROJECT WILL TAKE PLACE, WHAT ACTIVITIES WILL BE INCLUDED, AND WHAT THE EXPECTED OUTCOMES ARE.

4. **LOGISTICS AND PRACTICAL INFORMATION**: PARTICIPANTS SHOULD BE INFORMED ABOUT LOGISTICS SUCH AS TRANSPORTATION, ACCOMMODATION, MEALS, AND OTHER PRACTICAL INFORMATION SUCH AS EMERGENCY CONTACT NUMBERS.

5. **EVALUATION AND FOLLOW-UP:** PARTICIPANTS SHOULD BE INFORMED ABOUT THE EVALUATION PROCESS AND HOW THE PROJECT WILL BE FOLLOWED UP AFTER ITS COMPLETION. THIS INCLUDES HOW FEEDBACK WILL BE COLLECTED AND USED TO IMPROVE FUTURE PROJECTS.

BY PROVIDING PARTICIPANTS WITH THESE INFORMATIONS, APPLICANTS AND PARTNER ORGANIZATIONS CAN ENSURE THAT PARTICIPANTS ARE WELL-INFORMED AND PREPARED TO CONTRIBUTE EFFECTIVELY TO THE PROJECT, AS WELL AS TO PROVIDE VALUABLE FEEDBACK DURING THE FOLLOW-UP PHASE.

RECOMMENDATIONS FOR PARTICIPANT SELECTION

TO SELECT PARTICIPANTS WHO ARE MORE LIKELY TO FOLLOW UP ON THE PROJECT, ORGANIZERS CAN CONSIDER THE FOLLOWING:

1. **MOTIVATION**: CHOOSE PARTICIPANTS WHO ARE GENUINELY INTERESTED IN THE PROJECT AND HAVE A STRONG DESIRE TO LEARN AND GROW THROUGH THE EXPERIENCE.

2. **COMMITMENT**: LOOK FOR PARTICIPANTS WHO HAVE A STRONG COMMITMENT TO THE PROJECT AND ARE WILLING TO DEVOTE TIME AND EFFORT TO COMPLETE THE FOLLOW-UP ACTIVITIES.

3. **COMMUNICATION SKILLS**: SELECT PARTICIPANTS WHO HAVE GOOD COMMUNICATION SKILLS AND ARE WILLING TO SHARE THEIR EXPERIENCES WITH OTHERS.

4. **ORGANIZATIONAL SKILLS**: CHOOSE PARTICIPANTS WHO HAVE GOOD ORGANIZATIONAL SKILLS AND ARE ABLE TO MANAGE THEIR TIME EFFECTIVELY TO COMPLETE THE FOLLOW-UP ACTIVITIES.

5. **DIVERSITY**: ENSURE THAT THE GROUP OF PARTICIPANTS IS DIVERSE IN TERMS OF THEIR BACKGROUNDS, EXPERIENCES, AND PERSPECTIVES TO FACILITATE LEARNING AND COLLABORATION.

BY SELECTING PARTICIPANTS WHO POSSESS THESE QUALITIES, ORGANIZERS CAN INCREASE THE LIKELIHOOD THAT THEY WILL BE COMMITTED TO THE PROJECT AND COMPLETE THE FOLLOW-UP ACTIVITIES.

PHOTO: MARINA BYKOVA

RESULT DISSEMINATION ONLINE PLATFORMS

ERASMUS+ PROJECT RESULTS PLATFORM: THIS PLATFORM ALLOWS ORGANIZATIONS TO PUBLISH THE RESULTS OF THEIR PROJECTS, INCLUDING KA2 PROJECTS. IT IS ACCESSIBLE TO THE PUBLIC AND PROVIDES DETAILED INFORMATION ABOUT THE PROJECT OBJECTIVES, ACTIVITIES, OUTCOMES, AND IMPACTS.

WEBSITE

EPALE: EPALE IS A EUROPEAN PLATFORM FOR ADULT LEARNING PROFESSIONALS. IT INCLUDES A DATABASE OF RESOURCES AND GOOD PRACTICES IN THE FIELD OF ADULT LEARNING, WHICH CAN BE USED TO DISSEMINATE THE RESULTS OF KA2 PROJECTS.

WEBSITE

ETWINNING: ETWINNING IS A PLATFORM FOR SCHOOLS IN EUROPE, WHICH ENABLES TEACHERS TO COLLABORATE ON PROJECTS WITH THEIR PEERS FROM OTHER COUNTRIES. THE PLATFORM INCLUDES A DATABASE OF PROJECT IDEAS AND RESULTS, WHICH CAN BE USED TO DISSEMINATE THE RESULTS OF KA2 PROJECTS IN THE FIELD OF EDUCATION.

WEBSITE

EUROPASS: EUROPASS IS A PLATFORM THAT OFFERS TOOLS AND RESOURCES TO HELP INDIVIDUALS MANAGE THEIR CAREERS AND LEARNING. IT INCLUDES A DATABASE OF GOOD PRACTICES IN EDUCATION AND TRAINING, WHICH CAN BE USED TO DISSEMINATE THE RESULTS OF KA2 PROJECTS.

WEBSITE

EURODESK: EURODESK IS A EUROPEAN NETWORK OF INFORMATION SERVICES FOR YOUNG PEOPLE. IT INCLUDES A DATABASE OF YOUTH OPPORTUNITIES, INCLUDING EDUCATIONAL AND TRAINING OPPORTUNITIES, WHICH CAN BE USED TO DISSEMINATE THE RESULTS OF KA2 PROJECTS AIMED AT YOUNG PEOPLE.

[WEBSITE]

SALTO-YOUTH: SALTO-YOUTH IS A NETWORK OF EIGHT RESOURCE CENTRES WORKING ON EUROPEAN PRIORITY AREAS WITHIN THE YOUTH FIELD. IT INCLUDES A DATABASE OF RESOURCES AND GOOD PRACTICES IN THE FIELD OF YOUTH WORK, WHICH CAN BE USED TO DISSEMINATE THE RESULTS OF KA2 PROJECTS AIMED AT YOUNG PEOPLE.

[WEBSITE]

EDEN: THE EUROPEAN DISTANCE AND E-LEARNING NETWORK (EDEN) IS A PROFESSIONAL NETWORK FOR OPEN, DISTANCE AND E-LEARNING ACROSS EUROPE. IT INCLUDES A DATABASE OF GOOD PRACTICES AND RESOURCES IN THE FIELD OF E-LEARNING, WHICH CAN BE USED TO DISSEMINATE THE RESULTS OF KA2 PROJECTS IN THIS AREA.

[WEBSITE]

EFVET: THE EUROPEAN FORUM OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (EFVET) IS A NETWORK OF PROVIDERS OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING. IT INCLUDES A DATABASE OF GOOD PRACTICES AND RESOURCES IN THIS FIELD, WHICH CAN BE USED TO DISSEMINATE THE RESULTS OF KA2 PROJECTS AIMED AT VOCATIONAL EDUCATION AND TRAINING.

WEBSITE

EPA: THE EUROPEAN PLATFORM FOR ARTISTIC EDUCATION (EPA) IS A NETWORK OF ORGANIZATIONS WORKING IN THE FIELD OF ARTISTIC EDUCATION. IT INCLUDES A DATABASE OF GOOD PRACTICES AND RESOURCES IN THIS FIELD, WHICH CAN BE USED TO DISSEMINATE THE RESULTS OF KA2 PROJECTS AIMED AT ARTISTIC EDUCATION.

WEBSITE

ERASMUSINTERN.ORG: ERASMUSINTERN.ORG IS A PLATFORM FOR STUDENTS AND GRADUATES LOOKING FOR INTERNSHIPS AND TRAINEESHIPS IN EUROPE. IT INCLUDES A DATABASE OF INTERNSHIP OPPORTUNITIES, WHICH CAN BE USED TO DISSEMINATE THE RESULTS OF KA2 PROJECTS AIMED AT PROVIDING INTERNSHIP OPPORTUNITIES TO YOUNG PEOPLE.
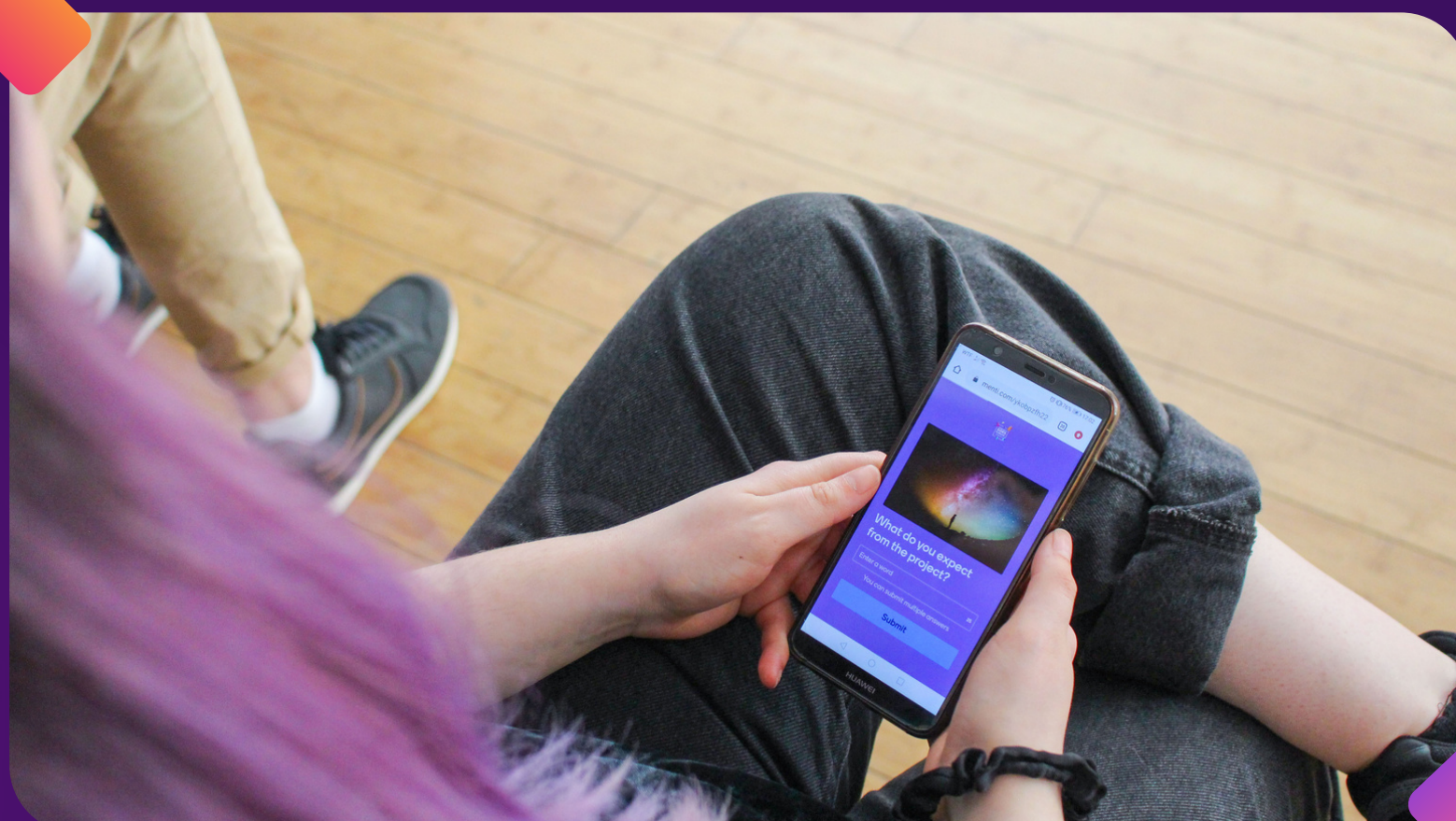
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PHOTO: MARINA BYKOVA

ONLINE AND DIGITAL TOOLS THAT CAN BE USED TO IMPROVE FOLLOW-UP

1. **ONLINE SURVEY TOOLS**: THESE CAN BE USED TO COLLECT FEEDBACK FROM PARTICIPANTS AND STAKEHOLDERS ABOUT THE PROJECT. EXAMPLES INCLUDE **GOOGLE FORMS, SURVEYMONKEY, AND TYPEFORM**.

2. **SOCIAL MEDIA**: SOCIAL MEDIA PLATFORMS SUCH AS **FACEBOOK, INSTAGRAM, AND TWITTER** CAN BE USED TO SHARE PROJECT UPDATES, PHOTOS, AND VIDEOS. THEY CAN ALSO BE USED TO CREATE ONLINE COMMUNITIES AND NETWORKS FOR PARTICIPANTS AND STAKEHOLDERS TO STAY CONNECTED AFTER THE PROJECT.

3. **ONLINE COLLABORATION TOOLS**: PLATFORMS SUCH AS **GOOGLE DRIVE, DROPBOX, AND MICROSOFT TEAMS** CAN BE USED TO SHARE DOCUMENTS, FILES, AND OTHER RESOURCES WITH PARTICIPANTS AND STAKEHOLDERS. **SLACK AND DISCORD** ARE ALSO GOOD ALTERNATIVES TO COMMUNICATE WITH PARTNERS AND/OR PARTICIPANTS AND SHARE DOCUMENTS.

4. **WEBINARS AND ONLINE MEETINGS**: WEBINARS AND ONLINE MEETINGS CAN BE USED TO PROVIDE TRAINING, WORKSHOPS, AND OTHER FOLLOW-UP ACTIVITIES TO PARTICIPANTS AND STAKEHOLDERS. PLATFORMS SUCH AS **ZOOM, SKYPE AND GOOGLE MEET** ARE COMMONLY USED FOR THIS PURPOSE.

5. **ONLINE LEARNING PLATFORMS**: LEARNING MANAGEMENT SYSTEMS SUCH AS **MOODLE** CAN BE USED TO PROVIDE ONLINE COURSES AND RESOURCES TO PARTICIPANTS AND STAKEHOLDERS.

6. **ONLINE PROJECT MANAGEMENT TOOLS**: PROJECT MANAGEMENT TOOLS SUCH AS **TRELLO AND ASANA** CAN BE USED TO TRACK PROJECT PROGRESS AND ASSIGN TASKS TO PARTICIPANTS AND STAKEHOLDERS. THEY CAN ALSO BE USED TO SCHEDULE AND MANAGE FOLLOW-UP ACTIVITIES.

LIST OF RECOMMENDED
ACTIVITIES FOR EDUCATORS

KNOW YOUR LOCALE

THIS ACTIVITY IS A POST-MOBILITY INITIATIVE THAT AIMS TO CONNECT PARTICIPANTS TO ORGANISATIONS AND NGOS IN THEIR HOME REGIONS. ONCE THE PARTICIPANTS RETURN TO THEIR HOME CITIES/TOWNS, THEY WILL BE TASKED WITH IDENTIFYING, COMMUNICATING WITH, AND POTENTIALLY COLLABORATING WITH LOCAL ORGANISATIONS FROM THE REGIONS THEY REPRESENT IN YOUTH MOBILITY. THIS PRACTICE HELPS TO ENSURE THAT THE RESULTS OF A PROJECT ARE DISSEMINATED ON A LOCAL LEVEL, THUS PROMOTING SUSTAINABILITY. ADDITIONALLY, IT ENSURES THAT PARTICIPANTS BECOME ENGAGED IN LOCAL INITIATIVES AND THAT ORGANISATIONS EXPAND THEIR LOCAL NETWORKS.

THE "KNOW YOUR LOCALE" ACTIVITY IS IMPLEMENTED IN TWO STEPS: FIRST, PARTICIPANTS RECEIVE A PRE-DEVELOPED TEMPLATE. THROUGH INTERACTING WITH A LOCAL ORGANISATION, SELECTED BY THE PARTICIPANTS THEMSELVES, THEY FILL IN INFORMATION ABOUT THE ORGANISATION, INCLUDING ITS MISSION AND PROMINENT ACTIVITIES. THEY ALSO SHARE THEIR MOBILITY OUTCOMES WITH THE LOCAL ORGANISATION(S) AND EXPLORE ANY ACTIVITIES THAT ARE RELEVANT TO THE MOBILITY ITSELF. IN THE SECOND STEP, AFTER THE VISIT AND COMPLETION OF THE TEMPLATE, PARTICIPANTS MEET IN A VIRTUAL MEETING, MODERATED BY THE HOST ORGANISATION. DURING THIS MEETING, THEY SHARE THEIR EXPERIENCES, CHALLENGES, AND ACHIEVEMENTS WITH THE ENTIRE GROUP, WHICH ALSO TRIGGERS A DISCUSSION ON IDENTIFYING MISSING GAPS AND DIFFERENT STRATEGIES APPLIED BY DIFFERENT PARTICIPANTS.

PHOTO: MARINA BYKOVA

MEMORY PORTAL

IT WILL BE AN ONLINE FOLLOW UP ACTIVITY THAT WILL HELP PARTICIPANTS OF MOBILITY PROGRAMMES OR VOLUNTEERS LIKE ESC TO RELIVE AND RE-THINK ABOUT THEIR EXPERIENCE AND THEIR LEARNING OUTCOMES THEY HAVE ACQUIRED DURING THE ACTIVITY. IT IS A GAMIFIED ONLINE MEETUP THAT USES PHOTOS AS ITS BASIC ELEMENT IN ORDER TO PROVOKE PAST MEMORIES AND EXPERIENCES AND PROVIDE A CURATED SOCIAL ACTIVITY THAT HELPS THEM SHARE IT WITH THE OTHER MEMBERS OF THE GROUP THAT IS TAKING PART, AS WELL AS DISCUSS FURTHER IDEAS OF WHERE THE ACQUIRED LEARNING CONTENT COULD BE APPLIED IN THEIR WORK AND IN THEIR DAILY LIVES.

IN "MEMORY PORTAL", EACH PARTICIPANT WILL BE PRESENTED WITH A PHOTO OF A CERTAIN MOMENT THAT THEY HAVE EXPERIENCED WITH THEIR GROUP DURING THEIR EXCHANGE OR VOLUNTEERING. BASED ON THIS SNAPSHOT, A TEMPLATE IS FORMED.

THE TEMPLATE WILL BE IN THE FORM OF A DIGITAL PHOTOBOOK WHERE THE PICTURES WILL BE PRESENTED AS POLAROIDS (ASSOCIATED SOMETIMES TO OLD, "FADED" MEMORIES), AND ON THE BOTTOM THERE WILL BE WRITTEN THE 5 BASIC QUESTIONS EVERY PARTICIPANT HAS TO ANSWER ABOUT THE DEPICTED SNAPSHOT: WHERE WAS THIS PICTURE TAKEN? WHEN WAS THIS PICTURE TAKEN? WHO WAS THERE DURING THIS SNAPSHOT? WHAT WERE WE DOING DURING THE EXACT MOMENT THE PHOTO WAS TAKEN? AND, HAVE YOU EVER USED THIS KNOWLEDGE/ ACTIVITY AGAIN SINCE THEN? IF NOT, HOW COULD YOU IMAGINE APPLYING THIS KNOWLEDGE IN YOUR WORK OR DAILY LIFE? THE ACTIVITY CAN BE DONE BOTH ONLINE AND IN PERSON. IN THE CASE OF THE ACTIVITY BEING ONLINE, DIFFERENT PLATFORMS CAN BE USED, LIKE ZOOM OR EVEN SPACE CHAT (A VIRTUAL IMMERSIVE MEETING ROOM) TO MAKE THE PROCESS MORE FUN AND INTERACTIVE.

LEARM MORE

FAST FORWARD

WHILE THERE ARE A NUMBER OF NEW SOFTWARE AND EVEN ARTIFICIAL INTELLIGENCE ASSISTANTS TO HELP YOU STAY ORGANISED, NOTHING BEATS AN OLD-FASHIONED MIND MAP AS A STARTING POINT. A PERSONAL MIND MAP HELPS YOU KEEP YOUR FOCUS ON THE BIG PICTURE AND IDENTIFY THE NECESSARY DETAILS, THE GRITTY DETAILS THAT MAKE IT UP.

A ZOOMED-OUT AND DETAILED MIND MAP CAN HELP ORGANISE AND ASSEMBLE THE MICRO-STEPS NEEDED TO REACH A BIGGER GOAL. WHEN CREATING A MIND MAP, ONE CAN INCORPORATE VISUAL IMAGES AND WORDS TO BETTER UNDERSTAND ONESELF AND ONE'S RELATIONSHIPS WITH OTHERS. FOR VISUAL LEARNERS, ELEMENTS LIKE COLOURS AND DASHED-SQUIGGLY LINES CAN PROVIDE ADDITIONAL MEANING THAT WORDS CANNOT. FOR THOSE WHO PROCRASTINATE OR HAVE A LOT ON THEIR PLATE, A HANGING MIND MAP CAN BE A GREAT REMINDER. IN RELATION TO FOLLOW-UP, MIND MAPS CAN ASSIST INDIVIDUALS IN VISUALISING OR STRUCTURING THEIR GOALS, ASPIRATIONS, AND ACTIONS - ALL ON ONE PAGE.

STAYING ALIVE

THIS MODULE EXPLAINS HOW TO KEEP A PROJECT'S RESULTS ALIVE, EVEN AFTER ITS COMPLETION.SPECIFICALLY, WE WILL SEE HOW TO CONTRIBUTE TO THE IMPLEMENTATION OF SPECIFIC PROJECT TASKS/ACTIVITIES OR SUPPORT THE DISSEMINATION AND SUSTAINABILITY OF THE PROJECTS. THE THREE CHAPTERS OF THE STAYING ALIVE MODULE ARE "ONWARDS & UPWARDS", "GETTING IT OUT THERE" AND "THE AFTERMATH".

ADDITIONALLY, WE WILL LOOK AT SOME GOOD EXAMPLES OF PROJECTS, LIKE THE CODE@YOUTH PROJECT, WHICH WAS AWARDED AS A GOOD PRACTICE PROJECT, AND SOME GREAT FOLLOW UP INITIATIVES, SUCH AS THE LEARNING HUB (AN INITIATIVE BY EMPHASYS CENTRE AND CITIZENS ACT) AND THE SOCIAL IMPULSE HUB (AN INITIATIVE BY CGE AND PLATTFORM).

LEARM MORE

TIME POD - EMAIL TO MY FUTURE SELF

THE METHOD OF WRITING AN EMAIL TO YOUR FUTURE SELF, ALSO KNOWN AS A "TIMEPOD," IS A POWERFUL TOOL FOR SETTING AND ACHIEVING GOALS. THIS METHOD BEGINS BEFORE THE END OF AN ACTIVITY AND IS USED TO REFLECT ON THE FOLLOW-UP THAT THE PARTICIPANT WISHES TO ACHIEVE. DURING THE ALLOCATED TIME OF THE ACTIVITY, THE PARTICIPANTS WRITE THEMSELVES AN EMAIL IN THE FUTURE, WHICH IS THEN SENT ON A SPECIFIC DAY THAT THEY CHOOSE. THIS COULD BE A GREAT OPPORTUNITY TO RECONNECT WITH THEM INDIVIDUALLY OR THROUGH A MAIL SERVICE LIKE MAILCHIMP. THE TIME REQUIRED FOR THIS ACTIVITY IS 20 TO 40 MINUTES, DEPENDING ON THE TYPE OF ACTIVITY OR NATURE OF THE EMAIL SENT TO THE FUTURE SELF.

POTENTIAL TASKS INCLUDE REFLECTING ON HOW THE PARTICIPANT SEES THEMSELVES IN ONE YEAR WITH THE LEARNING OUTCOMES FROM MOBILITY IMPACTING THEIR PROFESSIONAL AND/OR SOCIAL LIFE, CREATING A DIGITAL POSTCARD OUTLINING THE PEOPLE, ORGANISATIONS, CITIES, AND COUNTRIES THEY HOPE TO VISIT BY THE TIME THEY RECEIVE THE CARD, OR LISTING THREE ACTIVITIES IN THE EMAIL THAT THEY HOPE TO ACHIEVE IN LINE WITH THE PROJECT BY THE TIME THEY RECEIVE THE EMAIL. ADDITIONALLY, THE EMAIL CAN BE CONNECTED WITH A POST-SURVEY OR A GROUP ZOOM CALL TO DISCUSS SPECIFICS OR JUST CHAT. ELECTRONIC EXAMPLES INCLUDE COMPETENDO AND EMAILS.

PHOTO: MARINA BYKOVA

FOLLOW THE FOLLOW-UP

THIS METHOD, KNOWN AS "FOLLOW THE FOLLOW-UP," TASKS PARTICIPANTS WITH COMING UP WITH UNIQUE AND PERSONALISED FOLLOW-UP METHODS AND STRATEGIES THAT THEY BELIEVE ARE SUITABLE FOR THE PROJECT. THIS APPROACH GIVES INDEPENDENT PARTICIPANTS THE FREEDOM TO SHOWCASE THEIR METHOD OF CHOICE OR CRAFT ONE FROM SCRATCH. HOWEVER, THEY ARE PROVIDED WITH CERTAIN INSTRUCTIONS TO ENSURE THAT THEIR FOLLOW-UP ACTIVITY IS LINKED TO THE YOUTH MOBILITY PROJECT AND SHOWCASES ITS ELEMENTS IN THE LOCAL REGIONS WHERE THE PARTICIPANT TRAVELLED.

PARTICIPANTS ARE ALSO INSTRUCTED TO DOCUMENT THEIR METHODOLOGY THROUGH WRITING, TEMPLATES, VIDEOS, PHOTOS, PODCASTS, ETC. AND TO REPORT OR COMMUNICATE THE RESULTS OF THE EVENT, INCLUDING ITS UPS AND DOWNS, WITH THE HOSTING ORGANISATION. THIS METHOD ALLOWS INDIVIDUALS, UNDER CONTINUED GUIDANCE FROM THE HOSTING AND/OR SENDING ORGANISATION, TO CREATE AND IMPLEMENT A FOLLOW-UP ACTIVITY FROM SCRATCH, AND TO MAKE A CREATIVE IMPACT IN THE PROCESS.

LETTER TO MYSELF

THE EXERSISE IS OFTEN DONE AT THE END OF A WORKSHOP OR PROGRAM, THE PURPOSE OF THIS EXERCISE IS TO SUPPORT PARTICIPANTS IN APPLYING THEIR INSIGHTS AND LEARNINGS, BY WRITING A LETTER AND SENDING IT TO THEIR FUTURE SELVES. THEY CAN DEFINE KEY ACTIONS THAT THEY WOULD LIKE THEIR FUTURE SELF TO TAKE, AND EXPRESS THEIR REASONS WHY CHANGE NEEDS TO HAPPEN.

LEARN MORE

PHOTO: MARINA BYKOVA

THE "LIFE LINE"

THE "LIFE LINE" DEVELOPS THE PERCEPTION THAT PERSONAL DEVELOPMENT IS DETERMINED BY PERSONAL EXPERIENCE AS WELL AS BY COMMON EVENTS EXPERIENCED BY A LOT OF PEOPLE. THE METHOD HELPS US UNDERSTAND THE IMPACT OF OTHER PEOPLE ON PERSONAL DEVELOPMENT. "LIFE LINE" HELPS US UNDERSTAND THAT "I CAN MAKE DECISIONS MYSELF IN LIFE AND EVEN THOUGH I CANNOT CHANGE EVERYTHING, I AM RESPONSIBLE FOR MANY THINGS". THE METHOD IS INTENSE. YOU CAN DEDICATE AN ENTIRE DAY TO IT. IF YOU FINISH EARLIER, DO NOT START A NEW TOPIC, IT IS MORE ADVISABLE TO PLAY GAMES OR HAVE "FREE TIME".

LEARM MORE

VISUALISATION

1. **INCORPORATE VISUAL LEARNING SPECIFIC METHODS**
VISUALISATION AND MICRO INITIATIVES (3 POSTCARDS)- WITH THE EMERGENCE OF SMARTPHONES AND VISUAL PLATFORMS LIKE YOUTUBE, INSTAGRAM AND TIKTOK OFTEN PEOPLE ARE BEING BOMBARDED WITH LOTS OF INFORMATION AND IMAGES. WHY NOT INCLUDE SOMETHING THAT IS NOT VERY EXPENSIVE BUT REFLECTIVE AND DIFFERENT.

ARRANGE A NUMBER OF VARIOUS POSTCARDS THAT CAN BE SENT OR HAND DELIVERED. HAVE INDIVIDUALS CHOOSE 3 FROM THE PILE AND WRITE ONE TO: THEMSELVES IN NEAR FUTURE (1-2 MONTHS FROM NOW), ONE TO THEIR AFFILIATED INITIATIVE OR NGO, AND ANOTHER TO SOMEBODY CLOSE TO THEM - A FAMILY MEMBER, FRIEND, ETC. HAVE THEM THINK ABOUT THE PROJECT AND SHARE THOUGHTS ON THOSE POSTCARDS. THEY CAN WRITE WHAT THEY EXPERIENCED, WHAT NEW IDEAS THEY THOUGHT ABOUT, WHAT THEY WANT TO DO WITH THEIR NEW LEARNINGS, OR A NUMBER OF OTHER THINGS. AFTERWARDS, HAVE THEM ADDRESS THEM CORRECTLY AND IF POSSIBLE MAIL THEM OR LET THE PARTICIPANTS HAND DELIVER THEM.

2. THANK YOU ROLODEX/TREE

WHILE IT SEEMS THAT NETWORKS ARE GETTING BIGGER AND BIGGER, COULD WE SAY THE SAME THING ABOUT THEIR QUALITY? PERHAPS US AS INDIVIDUALS AND ORGANISATIONS CAN DO SOMETHING ABOUT IT. THANK YOU ROLODEX IS BASED ON SOME LUCK, LITTLE WORK AND LOTS OF GOOD KARMA.

AS YOU ARE FINISHING UP A PROJECT OR AN ACTIVITY AND THE PARTICIPANTS MADE CONNECTIONS WITH EACH OTHER, WHY NOT ENCOURAGE THEM TO KEEP IN TOUCH. HAVE EACH MEMBER WRITE THEIR NAME AND AT LEAST ONE, BUT RATHER NOT MORE THAN 3 FORMS OF HOW THEY KEEP IN CONTACT WITH THEIR FRIENDS AND FAMILY (E.G. EMAIL, PHONE, SIGNAL, INSTA, ETC.). IF THEY MENTION EMAIL, HAVE THEM WRITE WHICH EMAIL THEY MEAN; IF THEY MENTION WHATSAPP, HAVE THEM WRITE THE WHATSAPP NUMBER THAT THEY USE. AFTERWARDS, THEY CAN FOLD THE PAPERS AND PUT THEM IN A HAT OR A BOX AND THEN EVERYBODY CHOOSES ONE - WHENEVER POSSIBLE HAVE THE TRAINERS/ORGANISERS THAT WERE INVOLVED AND CAN RELATE TO THE GROUP DO THIS AS WELL.

THEN ASK THEM TO SAVE THIS DATA SOMEWHERE THEY WILL HAVE ACCESS AND TO REACH OUT TO THAT PERSON IN A WEEK. OR EVEN SOONER AS THEY WISH AND THEN POSSIBLE AFTER ANOTHER WEEK OR WHENEVER SOMEONE REACHES OUT TO YOU. IN THE END YOU WILL HAVE AT LEAST TWO BUDDIES YOU KEEP IN TOUCH WITH, ONE THAT DREW YOU AND ONE YOU DREW. JUST MAKE SURE WHILE EVERYONE IS CHOOSING THAT THERE AREN'T CLOSED LOOPS WHERE ONE PERSON HAS ANOTHER AND THAT OTHER HAS THEM. ALSO, IF IT HELPS HAVE THEM BE SECRET OR OPEN AND EVEN TRADABLE DURING THE ACTIVITY.

PHOTO: EDUARD OGANYAN

VOLUNTEER YOUTH WORKERS

YOUTH INVOLVEMENT IS CRUCIAL AND ADVANTAGEOUS FOR THE YOUNG PEOPLE INVOLVED, THE YOUTH GROUP, AND SOCIETY AT LARGE. THE VOLUNTEER YOUTH WORKER'S RESPONSIBILITY IS TO PROMOTE YOUTH ENGAGEMENT. WHEN YOUNG PEOPLE PERCEIVE THAT THEIR OPINIONS ARE VALUED AND TAKEN INTO CONSIDERATION, THEY GROW MORE SELF-ASSURED AND ENTHUSIASTIC. THEY EXPERIENCE A GREATER SENSE OF OWNERSHIP AND ACCOUNTABILITY FOR THEIR YOUNG GROUP. THEY DEVELOP NEW TALENTS, HAVE MORE SELF-ESTEEM, AND ARE MORE WILLING TO ACTIVELY ENGAGE IN OTHER ASPECTS OF THEIR LIVES (FOR EXAMPLE: THEIR LOCAL COMMUNITY, SCHOOL, POLITICS).

1. PLAN BOTH SHORT AND LONG TERM PROJECTS

SOME YOUNG PEOPLE CAN BE INVOLVED IN ONE-TIME EVENTS, AND SOME IN MORE DECISION-MAKING ROLES. IN THE LONG-TERM PROJECTS, YOUNG INDIVIDUALS CAN TAKE ON LEADERSHIP POSITIONS. THIS GIVES THEM A VOICE, WHICH WOULD INCOURAGE THEIR PARTICIPATION IN FUTURE ACTIVITIES OF THE PROJECT AND KEEP IT GOING. SO, BY KEEPING THEM ACTIVE AND INVOLVED FROM AN EARLY STAGE, THEY WOULD BE ENCOURAGED TO KEEP THE PROJECT ALIVE AND AFTER ITS COMPLETION. WE NEED TO ENCOURAGE YOUNG PEOPLE TO SHARE THEIR IDEAS, SUPPORT THOSE IDEAS, IN ANY WAY WE CAN AND IN GENERAL GIVE THEM A VOICE. SHOW THEM HOW THEY CAN IMPACT THEIR PERSONAL LIVES, ORGANISATION AND COMMUNITIES

2. THINKING ONE STEP AHEAD

A BIG ISSUE WITH FOLLOW UP IS THE FINANCIAL PART OF IT. SO, WHEN WRITING THE PROPOSAL, A GOOD IDEA WOULD BE TO THINK ON HOW THIS PROJECT COULD HELP THE ORGANISATION BRING IN PROFITS AFTER ITS COMPLETION. SO LOOKING ON HOW THE PROJECT PRODUCTS COULD BE MARKETED (FOR EXAMPLE, THE FAST FORWARD GAME, ADMINPROJECT WHICH IS AN ONLINE PROJECT MANAGEMENT PLATFORM, RETROSTEM CONSOLE WHICH IS A PHYSICAL CONSOLE TO ASSIST CHILDREN TO LEARN STEM ETC), IS A GOOD IDEA TO KEEP THE PROJECT ALIVE AFTER ITS COMPLETION AND ENCOURAGE ITS PARTICIPANTS TO FOLLOW UP ON IT INDEFINITELY.

PHOTO: MARINA BYKOVA

ADMINPROJECT   RETROSTEM

PROJECT INCUBATOR - YOUTH EXCHANGE

TO ENSURE THAT PARTICIPANTS HAVE A POSITIVE AND MEANINGFUL EXPERIENCE AND THAT A YOUTH EXCHANGE HAS A LASTING IMPACT ON THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT, ORGANIZERS OF YOUTH EXCHANGES CAN USE THE "PROJECT INCUBATOR" OR "PROJECT DEVELOPMENT LAB." ACTIVITY.

THIS ACTIVITY INVOLVES BRINGING TOGETHER A GROUP OF YOUNG PEOPLE WHO HAVE PARTICIPATED IN ERASMUS+ PROJECTS TO BRAINSTORM AND DEVELOP PROJECT IDEAS THAT ADDRESS SPECIFIC SOCIAL OR COMMUNITY ISSUES.

THE GROUP CAN RECEIVE SUPPORT AND GUIDANCE FROM EXPERIENCED YOUTH WORKERS OR TRAINERS, AND MAY HAVE THE OPPORTUNITY TO PITCH THEIR PROJECT IDEAS TO POTENTIAL FUNDERS OR PARTNERS. THIS ACTIVITY NOT ONLY ENCOURAGES PARTICIPANTS TO THINK CRITICALLY AND CREATIVELY ABOUT ISSUES THEY CARE ABOUT, BUT ALSO PROVIDES A TANGIBLE WAY FOR THEM TO APPLY THE SKILLS AND KNOWLEDGE GAINED FROM THEIR ERASMUS+ EXPERIENCES, LEADING TO GREATER LONG-TERM IMPACT.

JOURNALING

ONE EXAMPLE OF AN EXPERIENTIAL ACTIVITY THAT COULD BE USED FOR FOLLOW-UP IS A REFLECTIVE JOURNALING EXERCISE.

AFTER THE PROJECT, PARTICIPANTS CAN BE ASKED TO KEEP A JOURNAL AND WRITE ABOUT THEIR EXPERIENCES, WHAT THEY LEARNED, AND HOW THEY PLAN TO APPLY WHAT THEY LEARNED IN THEIR LIVES. THEY CAN ALSO BE PROMPTED TO REFLECT ON THE IMPACT OF THE PROJECT ON THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT.

THIS ACTIVITY NOT ONLY HELPS PARTICIPANTS PROCESS THEIR EXPERIENCES BUT ALSO PROVIDES VALUABLE FEEDBACK FOR PROJECT ORGANIZERS TO IMPROVE FUTURE PROJECTS. ADDITIONALLY, IT CAN SERVE AS A TOOL FOR ONGOING PERSONAL AND PROFESSIONAL DEVELOPMENT FOR PARTICIPANTS.

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