

2020

HANDBOOK

NEET in MOBILITY

EXPERIMENTAL AND EMPOWERING
LEARNING ENVIRONMENTS
FOR GROUPS



LIVE LEARNING



Co-funded by the
Erasmus+ Programme
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Project



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Handbook

NEET in Mobility

Experimental and Empowering Learning Environments abroad for NEET Groups

Methodologies for youth mobility organisers and educators

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Dear Reader,

international mobilities indisputably bring positive experience to young people. Education and working abroad not only promote personal development and enhance professional competences and career, but also help understanding European cultural differences and evoke feeling of unity within these differences.

Therefore, one of the goals at the European level and a priority objective in the Erasmus+ Program is to enable benefits of mobility to as many youngsters as possible – giving special attention to the disadvantaged youth and young adults.

Working with youth and young adults who has discouraging experience with formal education system and is not engaged in labor market requires a non-formal and often experimental methods. Praxis-based learning is essential for acquiring new approaches. Therefore, this handbook compiles methodological proposals, procedures and standards in the field of international mobilities of the NEETs. It is intended to provide some helpful information for mentors, tutors, social workers who accompany measures, providers (NGOs) who design and implement measures, and also managers who monitor and fund mobility and social actions.

This handbook was developed within the project "Live-Learning - A Path to Europe for All", and is supplemented with other offers created by the Live Learning project, aiming to help NEETs getting access to mobility programs and to enable the implementation of mobility measures for the NEETs. The handout as well as all other products will be updated, further developed and continuously expanded in the course of the following years after the project "Live Learning" will have ended in 2021. Should you wish to learn more about the said products, please visit the website www.live-learning.eu.

Live Learning was funded by the Erasmus+ Youth in Action Program. Our consortium was based on mutual experience with transnational mobilities in the Program Integration through Exchange (IdA) of the German Federal Ministry of Labor and Social Affairs.

We are pleased that you take interest in our work, as we are passionate to contribute our knowledge to more successful mobilities for disadvantaged youth (the NEET).

*Wolfgang Hillenbrand
Project Live Learning leader*

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Introduction

Live Learning project deals with implementing and analysing mobility as an efficient learning environment in non-formal education of the NEETs. Our role as project partners was to tackle various issues of each participant with a group of professionals, in order to offer various empowering, training and career opportunities. This handbook is a showcase of methods, structures and findings of empowering and educating the NEETs.

The first thing that needs to be mentioned is that the generations we have been working with have different set of priorities and values than their older counterparts. A bridge needs to be built and a mutual understanding established. Getting to know the younger generations therefore introduces this booklet, followed by the analysis of Learning environments (LE) and the methodological role they play in educating and training the youngsters. In connection to mobility, providing and enabling optimal learning environments is the main teaching tool of this project.

The third part of the booklet is an introduction of a German mobility programme IdA which modelled the Take Off Take In project, the core of this booklet. In reference to IdA, Take Off Take Inn is explained in detail, each step analysing and explaining its development and implication: Approach and procedures, role of partners and stakeholders, responsibilities of experts, innovative elements and most importantly, different phases of the project.

Following the description of the project is a methodological analysis of LE implementations, supported by comparable methodologies of different implemented projects. We conclude by emphasizing the strong points of our project as our recommendation to future programmes and projects undertaking action in field of NEET mobility.

We firmly believe in our accomplishments with our young participants. We have built a clear methodological path in leading them to their future prospects and we sincerely hope that you shall find our work useful and applicable for next potential endeavours.

1. Youth and Young Adults

In European context, youth and young adults are considered individuals aged between 15 and 29 years of age (<https://ec.europa.eu/eurostat/web/youth>). In sociological term, they are defined as a generation which share more or less the same period of childhood and adolescence in which they experience same or similar institutional changes and social developments (collective identity of the generation). Similar experiences shape a collective nature or a common identity in general, and it is understood that individual is considered with individual characteristics - that is in the forefront during learning process in the projects mentioned in this handbook.

1.1. The NEET

The abbreviation NEET is used in European vocabulary for definition of eligible beneficiaries in European funding measures or development opportunities. NEET are 15-34 year old individuals in transition from education to work 'Not in Employment, Education or Training'.

NEET is a heterogeneous generation of young people (youth and adults) with various characteristics and needs. And those also differ among nations in European countries. NEET have in common a lack in accumulation of human capital through formal pathways of education, training or employment, and that usually have a negative effects on their future social integration, employment and economical independence. Their social exclusion is often influenced by a combination of personal, economic and social factors. Therefore, at the European level, combating social exclusion of the NEET issue is addressed by various funding programs aiming at integration through tailored measures (Eurofound 2012, 149).

Eurofound (2012, 24) has defined five subgroups of NEET:

- ✚ conventionally unemployed: the largest subgroup of the short-term and long-term unemployed,
- ✚ young people not available: young people with family responsibilities, special needs and the sick,
- ✚ job seekers: active job seekers or training that is in line with their expectations regarding status and skills,
- ✚ excluded young people: they are not looking for a job and do not want education, they are without other restrictions or incapacities, with a risky lifestyle, socially self-isolated,
- ✚ voluntary NEET: travellers who work constructively in the fields of art, music and / or self-directed learning.

1.2. Generation Y & Z Characteristic

Working with young people, it is important to understand their ideas and views, priorities and challenges. The NEET target group involved in our project mostly belong to generation Z and some to generation Y.

The essence of generation Y (born roughly between 1980 and 1999) is to find a meaning in life and self-fulfilment on a private and professional level. They are well-educated and typically hold a university degree. Education is a key to their career. They are goal oriented, with high demands in regard to working conditions and professional development. This generation is the first to come of age in times of technological mobility. They are well versed with digital devices, new media and the Internet. They work and socialize online. Social networks are indispensable to them as a way to build their social image: self-confident, ambitious, flexible and independent. This utopian image of the generation Y has been enhanced by the media, presenting them as strong, free, self-determined, successful, open minded, tolerant, conscious about their private lives as well as their careers. Reality behind the social media image however presents another side to this generation:

they are perceived as impatient, demanding and selfish. They fear failure and underperformance, and live under constant pressure and stress.

Generation Z (born after 2000) is regarded as passive, self-absorbed, fun-seeking, incompetent, work-shy, disloyal and not focused. Some of these traits are perhaps seen as negative by older generations, where in fact Z'lers are merely adapting to their life reality of precarious jobs and multiple interests that demand flexibility. Raised by helicopter parents (generations X and early Y), they are not used to criticism or taking responsibilities. Z'lers replaced the ideals and enthusiasm of the Ypsiloners with a more clear materialistic expectations (regular employment and secure salary). They grew up using digital devices and are fast in adopting novelties.

Generation	X	Y	Z
Birth period	1965-1980	1980 - 1999	2000+
Age	51-37	36-17	16 and younger
Major global events	<ul style="list-style-type: none"> ➤ End of Cold War ➤ Vietnam War ➤ Fall of the Berlin Wall 	<ul style="list-style-type: none"> ➤ Technology ➤ 9/11 terrorist attacks ➤ Social media ➤ Google 	<ul style="list-style-type: none"> ➤ Global crisis ➤ Mobile devices ➤ Arab spring ➤ Data cloud
Device most frequently used	<ul style="list-style-type: none"> ➤ TV set ➤ Desktop computer 	<ul style="list-style-type: none"> ➤ Smartphone ➤ Laptop 	<ul style="list-style-type: none"> ➤ Tablet ➤ Smartphone
Most frequent communication methods	<ul style="list-style-type: none"> ➤ SMS ➤ Phone ➤ e-mail 	<ul style="list-style-type: none"> ➤ SMS ➤ Social media ➤ Online media 	<ul style="list-style-type: none"> ➤ Social media ➤ Online media
Technologies	<ul style="list-style-type: none"> ➤ Tool that I use 	<ul style="list-style-type: none"> ➤ Perfect tool that I use 	<ul style="list-style-type: none"> ➤ Real world and virtual reality are interwoven
Feeling of security	<ul style="list-style-type: none"> ➤ Permanent job ➤ Skills 	<ul style="list-style-type: none"> ➤ Skills ➤ Money 	<ul style="list-style-type: none"> ➤ Relationships
Work outlook	<ul style="list-style-type: none"> ➤ Career ➤ Job 	<ul style="list-style-type: none"> ➤ Work-life balance 	<ul style="list-style-type: none"> ➤ Working at home ➤ Multitasking
Major characteristics	<ul style="list-style-type: none"> ➤ Flexibility ➤ Individualism ➤ Scepticism towards authority ➤ Job security 	<ul style="list-style-type: none"> ➤ Technological convenience ➤ Global communications ➤ Optimism ➤ Freedom ➤ Flexibility 	<ul style="list-style-type: none"> ➤ Distrust of political systems ➤ Permanent connection with the Web ➤ Freedom ➤ Mobile generation

Source: https://www.researchgate.net/figure/Differences-between-Generations-X-Y-and-Z-based-on-external-factors_tbl2_335383234

Generation Y characteristics

The term is a logical (alphabetical) sequence of Generation X, but it is distinct from Generation Z. Moreover, the letter Y in English has the same pronunciation as "why". Generation Y is constantly asking itself the question and searching for the meaning of life. Media create a utopian image of a strong, free, self-determined and successful Generation Y.

First generation that grew up in a technologically mobile time and is well versed in the new digital devices. A relatively well-educated generation whose representatives have a university degree. Investment in education is a priority and a key to a career. It stands for self-fulfilment on a private and professional level and seeks the work-life balance. Generation Y has high demands with regard to working conditions and professional development. A self-confident and ambitious group of people who know exactly what their goals are.

This generation pursues its goals, but does not plan its life strictly. It is flexible, free, independent and knows an emergency exit to every situation. It is open and tolerant. New family constellations and models are its characteristics. Homosexuality, gender equality, paternity leave no room for controversy. One speaks openly of conscious pregnancy planning and conscious childlessness.

For Generation Y, dealing with the internet and new media is very important. The Ypsiloners are always available and ready for action, work online, make and maintain friendships on the net. Social networks are an indispensable part of their lives, where they report about their everyday

life. In reality they are not so strong, independent and happy. Even during their studies, many students of this generation cannot stand the pace and need performance-enhancing drugs, suffer from depression, are affected by procrastination or drop out of their studies. They live under pressure and stress. First professional experiences show that the working world is unscrupulous and everyone is interchangeable. It is not the job beginners who set the tone, but the employers.

Generation Z characteristics

Generation Z (also called Generation YouTube) is slowly entering the labour market. Like every generation, this one brings new ideals and priorities. Generation Z is generally regarded as incompetent, stupid, infantile, work-shy, childless and incontinent. They have helicopter parents who never criticized them and always represented them. For this reason the generation is not used to criticism. Z'ler pursue their own goals and are very focused on themselves.

This generation draws information from a wide variety of media. Digital natives communicate via social media even when it comes to professional issues. Work is increasingly sought via the internet, and online job interviews are part of everyday life. In contrast to the previous Generation Y, Generation Z is not prepared for teamwork. It is the generation of spoiled individualists who are disloyal to others. Some say that the letter "Z" stands for zero - the generation doesn't want to move anything and is passive. They want to allow itself more freetime and dedicate itself to its hobbies.

Z'ler know no loyalty to the company. On the other hand, many from Generation Z dream of a management position and career. They see everything too realistically and for this reason they are not prepared to develop new visions.

With this flood of information, the young people cannot be attentive and concentrated for long. The attention span of Z'ler is eight seconds.

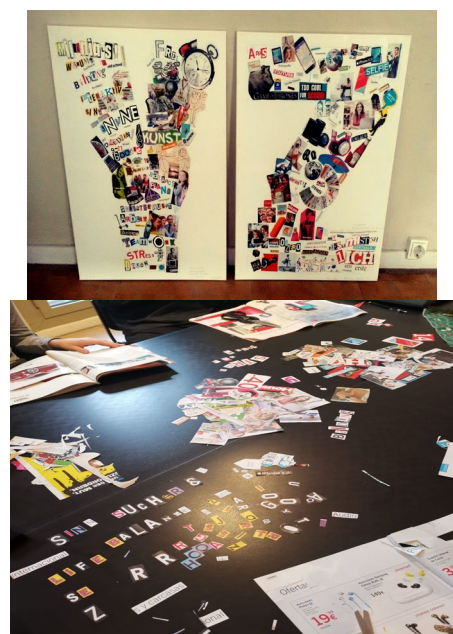
Z'ler like to find a job in public service. Generation Z needs a concrete plan and is looking for structures and a secure salary.

The development is as you can see, like the run of the world itself at present, rapid. Every decade, new descriptions and expressions are found for the adolescent youth who find themselves caught between technology, gender roles, expectations, lifestyles, working conditions and the constant change of almost all living conditions. No easy task we find, no, even an enormous challenge!

Of course one has to keep in mind that the result was only a random sample and is not the opinion of everyone. Not all people of one generation correspond to the typical characteristics, because within the generations there are also differences.

In general, we think that the characteristics are also dependent on the environment and upbringing. Partly the parents of children from Generation Z are from Generation X, partly from Y. Depending on this, more emphasis is placed on media skills or social competence. The parents of generation Y are also called helicopter parents. A pupil of 'Gen Why' could find and confirm this term in her circle of friends.

<https://www.zeit.de/2014/10/generation-y-glueck-geld> Youtube - Welcher Generation gehörst du an!?



2. Youth Inclusion in the EU: Key policies and programmes

Youth Inclusion Policies aiming at the specific needs of the NEETs is implemented in all 27 EU Member states. The three main frameworks and tools for youth employment, training, mobility and empowerment policies in the European Union are the following:

The **EU Youth Strategy** (European Commission, 2018) is the overall framework for common youth policy of European Member States for 2019 - 2027. It aims at helping young people “to become the architects of their own lives”, supporting civic engagement, helping to prevent social exclusion and at making sure all young people are empowered to play an active role in their society. These goals are achieved by youth policy cooperation of all EU Member States around three core areas: ENGAGE (fostering dialogue political dialogue with young people), CONNECT (mobility and European exchange programmes), and EMPOWER (strengthening quality youth work).

The **Youth Guarantee** (European Commission, 2020) has been launched in 2013 as a reaction to the 2008 European financial crisis, which had caused a massive rise in youth unemployment all over Europe. It reflects the European Union’s efforts to include the NEETs under the age of 25 into education, training or employment within 4 months after they have completed their education or lost their job. The Youth Guarantee is implemented by the Member States while the European Union supports it with the overall framework, funding and monitoring of all related activities.

As one of the European Union’s most renowned programmes, **Erasmus+** (European Parliament; Council of the European Union, 2013) highly contributes to the mobility of young people all across Europe and supports all three EU Youth Strategy key action areas. Erasmus+ incorporates a set of different programmes, each of them aiming at different target groups. The two key programme parts regarding youth inclusion are **Erasmus+: Youth in Action**, and the **ErasmusPro** programme in the field of **Vocational Education and Training (VET)**, formerly known as **Leonardo da Vinci**.

Youth Empowerment in the context of the NEET is understood not as much as giving power or redistributing power to the youth, but helping them find the power, strength and capacity within themselves. Whereas teaching new skills improves self-confidence and problem-solving abilities, empowerment is about regaining one’s self-worth – as he or she already is.

In our experience, defining and enhancing special personal characteristics, soft skills and talents of the participants were the tenets of their empowerment process. Learning environments provided for this were group evaluations where each participant was given a space and time to express themselves in whatever manner they felt the need to express. Upon this, reflection and debate were promoted to share views and arguments. In this way, not only were the participants invited to prioritize themselves in thinking about what their actual needs and wishes are, they were also on the recipient side of having to respect somebody else’s thoughts and opinions. This dialectic was a strong practice in communicating skills, debating, conflict solving, teamwork, leadership etc.

When structuring methodological elements and learning environments for this project, it was therefore important to give the young enough flexibility to practise these skills on their own as well. Living together in a shared apartment was for example a less formal extension of the group meetings and a chance to live up to their determination, enabling them being “the new selves” and as such involved in everyday life. Although more engaging, internship environments proved empowering as well as the participants got the chance to enter the unknown environment – and being unknown, therefore being whoever they like. Engaging in meaningful activities gives responsibility to become productive and independent.

What we learned in this project is that empowerment is giving the young people the experience of being their genuine selves without being judged, corrected and opposed – but nonetheless giving them boundaries. When they are heard, they are also willing to reach.

3. Learning Environments in Mobility

What non-formal learning does the NEET target group learn during mobility? How do they learn through this experience?

The Live Learning project partners have gathered extensive experiences with international mobility between 2010 and now, and during this time we have realised the strong link and high value of mobility and non-formal learning analogue to the "erfahrungsgeleitetes Arbeiten und Lernen" concept from GAB Munich. This approach assumes that acting and learning is guided by experience and that experience must be consciously formed and learned. Mobility offers a wide variety of experience, we call them Learning Environments (LEs).

A well planned and set up Learning Environment enables supervisors a better focus when creating individual learning schedules for non-formal learning and soft skills. We have looked at parameters for the Learning Environment set up in this chapter: situation, important aspects, method and reflection.

3.1. Definition of Learning Environment

The term Learning Environment is used in various situations with a different meaning and content. A common definition and usage seem to be connected with schools and the classroom setting. Wikipedia (June 2020) is expanding the term and its context into extracurricular activities and "knowledge experienced" by the student.

The definition of Learning Environments suggested by Bernard Blandin, a French researcher in education sciences, embodies the complexity of the concept; Learning Environments are "the elements delimiting the outlines and components of a situation, whatever they may be, during which it is possible to learn, i.e. to implement a process of change in behaviour and/or knowledge".

3.2. Learning Environment: history and trends

Historically the passive learning method, based on memorisation and lecture style format from teacher, was the most common learning method. Contrarily, active learning engages students in two aspects – doing things and thinking about the things they are doing (Bonwell and Eison, 1991). This active learning (learning-by-doing or "agile learning") method especially supports self-motivation and strengthens the sense of responsibility. Learning Environment is one of the modern learning approaches, based on the skills a person needs in society today in order to be successful in- and outside of the workplace. Digitalisation is a central issue within this method as is the cultural aspect in our globalised world and the active learning/learning-by-doing/agility elements.

3.3. Learning Environment in Mobility programs

The combination of Learning Environment and mobility has produced a wide variety of non-formal learning skills, which have proven to be useful when strengthening young adults individually. In the Live Learning project, our definition of a Learning Environment is based upon our experience of

working with the NEET target group and mobility: it is a space in which learning occurs. It is an educational approach found in formal, informal or non-formal education. The aim of a Learning Environment is to enable learners to acquire skills, knowledge and/or attitudes.

The way in which the Learning Environment is tailored, can directly influence the learning process of students. From the educator's perspective, the notion of a learning environment is directly linked to that of teaching, which has 4 interactive components:

- ✚ the space (in which one learns; location & situation)
- ✚ the intention (to teach, to give meaning and be understood; method)
- ✚ the people (with whom to learn; reflection)
- ✚ the tools that are used (situation, location, method, reflection).

3.4. Parameters in Learning Environment

The parameters of mobility Learning Environments are exemplified in the following situations: Art project, Internship abroad, and Media workshop.

(a) Situation

During a mobility/living abroad, one's life changes completely: new country, new language, new home/place to stay, new group of friends, new roommates, new job, new infrastructure. This offers a good opportunity for youngsters to activate themselves on various levels. The mobility is especially valuable for the NEET target group, as many might not have had any experience with foreign countries or travels abroad. Real life situations, starting with the mobility itself, are the most effective situations in which the target group learns. Secondly, the situation in which Learning Environment is set has an impact on how and what the participants learn. When sending youngsters on a mobility, pedagogues and supervisors can influence what situations a young person might benefit from the most in order to enable a positive learning outcome.

(b) Important aspects

Each "situation" occurring during mobility can be assigned a factor of success, effectiveness or potential of learning. These depend on the "important aspects" of this "situation". Important aspects defined in our mobility projects are:

- ✚ Professional supervisors instead of teachers (youngsters look up to people who "made it", who are experts in their field, role models)
- ✚ Clear expectations (art exhibition, model contest events, hen house etc.), or freedom from expectations
- ✚ Public / Semi-Public / Non-Public work
- ✚ Group dynamics (the group offers a base for social situations, social training in preparation for school, work, life, living together, inter-relationships, conflict handling etc).
- ✚ Guidance through social workers (help to reflect upon oneself, the situation, the aspects)
- ✚ Freedom of choice (an important aspect to motivate activation)
- ✚ Real responsibility (pretend tasks don't make the same impact on the youngsters as the real ones).

The "important aspects" are making the difference within a situation and the Learning Environment and can decide the amount of success and learning. Being aware of different situations a participant encounters during a mobility and important aspects needed to support non-formal learning, enables supervisors and pedagogues the opportunity to offer suitable support for the target group NEET.

(c) Location

The location defines the amount and kind of interaction and social contacts, communication, and responsibility among many other aspects. By placing an individual in a certain location, supervisor is able to tune the needs, strengths and growth opportunities in a desired direction.

(d) Reflection

To reflect upon the things learned is a vital part of transition of knowledge and experience into other life situations.

(e) Method

The method has a great impact as a framework within the Learning Environment. Its usage depends on the type of work, situation and the choice of project or task the participant is interested in; most methods however support the activation of the participant.

Within Live Learning mobility Learning Environments, two methods have been used:

- ✚ Experimental learning (learning by doing and through experimenting,
- ✚ Experiential learning (learning through reflection on doing; introducing new knowledge and skills, testing them out in new a safe environment, and connecting the experience to real life situations through a debrief).

Mobility has proven especially effective for the NEET target group when supporting and developing non-formal learning and soft skills. In order to optimise and plan the learning process for the individual better during a mobility, the Live Learning project has tried to visualise best practice Learning Environments (in the Art project, Internship abroad, Media workshop) and their parameters in order for supervisors to be aware of the "steering tools" and replicate them in a way best suited for the participant and the situation.

Examples for the results of non-formal learning:

- ✚ self confidence,
- ✚ motivation,
- ✚ empowerment (drive, motivation, ability to take action).

4. IdA: Integration through Exchange

4.1. Background and Characteristics (intercultural aspect)

Development

"Integration through Exchange" (IdA) was established as a German programme for international exchange of the NEET, sponsored and initiated by the German Federal Ministry of Labour and Social Affairs. It was implemented within the last two funding periods of the European Social Fund (2007 – 2014, 2014 – 2020). It aims to inspire, educate and empower the disadvantaged young people through international mobility. It also encourages the providers of mobility measures for the disadvantaged young people in Germany to internationalise their services.

Innovation

An international programme with focus on the NEET target group was a new approach, as opposed to highly inclusive programmes welcoming all participants. Cooperating partners have been recruited from the institutions working in fields of education, youth welfare and labour market promotion. At the same time, the programme wanted to involve a number of other actors, who are usually entrusted with the care of this target group in Germany, so that they would assign and prepare participants as local partners and then reintegrate them into the funding systems after their stay abroad. The programme thus established an approach that emphasised institutional cooperation far beyond the existing standards of group travel in international youth exchanges.

Approach and project format

The programme prescribed a format consisting of the modules Selection, Preparation, Abroad and Follow-up for action bearers. It was advised to have a well-formulated cooperation relationship with a host partner abroad and a cooperative relationship with a local labour market authority as a partner for allocation and legitimating of needs.

Participants

were not selected by application, but rather preselected by local labour market authorities and assigned to the institutions. All stays were organised as group stays and included extensive preparation and follow-up processes, which were binding for participants. Allocation from and reintegration back into the support system were important principles of the programme.

The learning processes during the stays were more or less a black box that had to achieve the success of "employability". In return, however, this also gave all participating institutions the freedom to carry out their own experiments and practical evaluations, depending on the competencies that the institutions were able to provide.

Composite approach

In accordance with the usual procedures in the care of the target group in Germany, a composite approach a creative combination of different methods and techniques, was also chosen for the projects in the programme. On the one hand, the network referred to the project elements in Germany: sponsors, referring institutions, host institutions or employers, and possibly also local politics, were to be involved. At the same time, a long-term association with a foreign partner (preferably an NGO) was also expected between partners who organised the exchange abroad.

Quantitative scope of the programme

In the period from October 2008 to 2014, more than 114 projects were funded in two rounds of funding (IdA I and IdA II) with a total budget of 157.5 million Euros.

Moving from a German programme to European joint initiative

Since the project was funded exclusively by the German ESF and German budget funds, the financial construction limited the non-German partners to the role of recipient organisations. From

2012 onwards, the German Federal Ministry of Labour and Social Affairs (BMAS) tried to develop the programme into a common European approach. The TLN Mobility initiative was launched with the participation of several countries¹, which established common quality standards ("Manual for Guidance") taking into account the different approaches to trans-nationality and the promotion of disadvantaged people. Since 2015, attempts have also been made to plan an international programme via "coordinated calls".

4.2. Project Examples: Take off & Take off Take in

Project partners of Live Learning were implementing IdA projects. The common projects were Take off and or Take off Take in which were analysed and described under. The Germans were the sending organisations, the others were having a role of a host organisations.

4.2.1. Aim, Model, Approach, Procedures, Processes

The aim

The aim of the "Take Off" project was to give disadvantaged young people the opportunity to improve their language skills, gain experience abroad, expand their general and social action skills and thus prepare themselves for the current demands of the labour market. This framework was provided by the funding programme Integration through Exchange.

The target group

The target group were NEETs aged 18 and over from the region of Upper Bavaria, predominantly customers of the Job Centre. These young people had a special need for support that was not available in the standardised measures of the German Social Code Book II.

Project approach

The project approach followed the prescribed IdA model: selection, preparation, international experience and follow-up/reintegration. Additional conceptual approach was developed, which aimed to use artistic activities. As nearly all participants in our project, the executing agencies and the local network in Upper Bavaria were new to transnational mobility field, mistakes were made and learnt from. The concept was based on the fact that the target group presented empowerment and self-optimization as the most important challenge and development opportunity of a foreign experience.

In the course of the project, different variants were developed depending on the destination country:

- ✚ in France: visual arts studios;
- ✚ in Slovenia: land-art projects in various regions and municipalities;
- ✚ in Ireland: music projects in a district of Dublin;
- ✚ in Sweden: a television studio in the middle of Smaland;
- ✚ in Spain: a studio in the docklands of Barcelona

All participants took part in the artistic work and created a product or performance open to local public. This objective aimed to integration of the participants into "the real world". During a series of stays, the art project was followed by individual internships in local businesses, initiatives, projects (one month). One of the vital elements of success in these mobilities was personal and social counselling as well as learning support. Without these, a stay would not be successful in our experience.

¹ Germany, Poland, Sweden, Slovenia, the Czech Republic, Italy, autonomous province of Trento, Spain, autonomous community of Andalusia, autonomous community of Galicia, autonomous community of Catalonia and Slovenia

Holistic learning opportunities

In the course of the project, the experiences and perspectives of the participants were often evaluated. Their emphasises differed from those of measure carriers and employees. We took this as an opportunity to reflect on and design our projects as a learning environment. Everything was a part of the learning experience of a stay - including travel, accommodation and everyday life... every setting was a potential learning experience. We chose art because it allows an open situation to create meaning, which fits well with the life situation of our participants. The success of the project was for them to achieve something constructive in incomprehensible situations.

4.2.2. Role of Partners and of Stakeholders (networks)

Granters and sponsors

The Federal Ministry of Labour and Social Affairs with ESF and German budgetary resources was main funding source, co-financing was initially provided by Munich foundations, later by the City of Munich. Both sides were heavily involved in the process of the project, the City of Munich mostly in the selection of participants.

Partners in project implementation

Local: Organisations Kontrapunkt e.V. (lead partner) and Popkultur Bayern e.V. (resigned in the course of the project) as specialists for culture and youth welfare/work, both had established contacts to foreign partners, and the Euro-Trainings-Centre ETC e.V. as an experienced course provider. The NGOs shared responsibilities according to their core competences (ETC: acquisition, preparation, follow-up, Kontrapunkt/Popkultur Bayern: stays abroad).

Foreign project partners (and local companies): the project had 7 partners in 5 countries with competences in artistic work and with good local roots; all of them had good relations with SMEs/NGOs for internships and were well known in the region. These partners were responsible for all aspects of the implementation of the placements and the related project work.

Acquisition, allocation and reintegration

Acquisition and motivation of the participants was effectuated by the youth welfare offices and social institutions for disadvantaged young people, and the selection process by the job centres in coordination with Take Off Take In. Contracts were signed with all of them in the course of the project. The cooperation with these institutions and organisations was the basis for the legitimacy of the project towards the funding bodies.

An important aspect was that these authorities continued to pay for the subsistence assistance (according to SGB II), on which most participants depended even during their stay abroad. After their return, the authorities continued to provide support.

External educational guidance

Two independent bodies acting as possible correctives were introduced: "ÜSA", the youth department of the City of Munich's educational counselling centre, supported the participants in the form of counselling interviews. The Youth Information Centre of the Kreisjugendring München-Stadt was available to the participants as an advice and contact point for all questions concerning stays abroad (organisational, political, offers).

Stakeholder

The business community was involved in supportive manner and showed a benevolent interest. Supporters were the Chamber of Crafts, the Chamber of Industry and Commerce, the Creative Industries Service Agency of the City of Munich and a number of commercial enterprises. The project had the benevolent support of political bodies - members of the Bundestag, state ministers and members of the city council of the state capital Munich. Finally, a number of social work associations and an institute of educational research were also involved.

4.2.3. Role Responsibilities of Experts

Take off Take in project was strongly oriented towards the cooperation of many institutions and sponsors. It was both difficult and crucial for project management to involve all these professionals in a common action.

Participating experts:

- ✚ **Lecturer** within the framework of the preparatory courses
- ✚ **Contact person/administrator** in participating authorities (assignment, etc.)
- ✚ **Abroad:** employer for internships / host for accommodation etc. / contact person in the group
- ✚ **Supervisors** (the most important role):
Always available during preparation / abroad / follow-up and accompanied the group. At the beginning of the project, this was always a social worker who also travelled abroad. For the stay abroad, this role was later divided into three:
 - ✚ a pedagogue for group support and social counselling / learning guidance;
 - ✚ an artist who guided the art project, but was also the contact person;
 - ✚ a contact person of the host organization.

4.2.4. Characteristics of the Target Group

The target group were NEET which was difficult to motivate for the development of new career perspectives, were long time unemployed with several personal challenges (addictions, poverty, diverse cultural backgrounds, homeless etc) and in a need for support in building up their personal competences (also with not finished education). They were provided to sending organisation by Job Centres.

These circumstances challenged them in social inclusion or participation and in enrolling training or entering labour market (they had a special need for support that is not available in the standardised measures of the German Social Code Book II).

4.2.5. Analyse of the implementation results

Definition of a success changed during the course of the IdA programme, depending on the institution that set the criteria. It has developed from an initially very occupation-related, technical or labour market-oriented approach to an approach that is strongly related to the so-called "key qualifications" of the German VET discussion and the participants' ability to act. It should be noted that success in IdA was evaluated solely according to the development of the participants and not according to other aspects of the project such as the results of projects or jobs abroad.

Regarding the Take Off Take In project, the success was the employment of all participants. According to the job centre, success was achieved when participants came home with a plan for their lives and an ability to act.

4.2.6. Phases

4.2.6.1. Recruitment of Participants

In the course of the project, the funding agency and the referring institutions in Upper Bavaria agreed on a fixed annual plan for the acquisition of participants (cooperation agreement) by way of allocation and a joint selection on the basis of a competence assessment.

The Job Centres organised promotional events 2-4 times a year during which the sponsor presented the stays abroad. The experts from the job centres and other institutions were also informed intensively about the project and the organisation of the stays abroad.

The project-executing agency also had a permanent contact point for admission and competence assessment, thus ensuring a coordinated and documented selection procedure for all assigned applicants. Competence assessment required information about personal situation and school, motivation etc. The selection of participants resulted in this one-week process. An individual ranking interview was performed with every applicant to define the psychosocial and vocational training needs, motivation for mobility, to clarify interests and discuss the contract and rules of conduct.

This is followed by an external educational counselling service at the City of Munich's educational counselling centre for young people.

In addition, the preparation programme was adjusted also on the basis of participants' needs.

4.2.6.2. Preparation for Mobility

The six-week preparatory programme opened with an introductory event at which all participants and project staff introduced themselves. The programme included the following modules:

1. language course (national language or English): 4 weeks differentiated by performance groups;
2. vocational orientation: inputs from company/chamber representatives/companies on possible occupations for the participants;
3. application preparation: practice-oriented a) as an element of the application for internships abroad (Profilpass®) and b) preparation of a Curriculum Vitae after return.
4. workshops on intercultural competence development: dealing with one's own culture/uncertainty situations/self-perception;
5. individual offers (often differentiated and extended in the course of the project):
 - a. Security training / dealing with a threat / how to avoid it,
 - b. Media training,
 - c. Creative workshops (approx. 3-5 days) as a preparatory experience for the artistic project;
6. organisational travel preparation;
7. a group weekend to conclude - teambuilding activities to acquaint and connect the participants, and agreement on objectives; second round for any remaining participants.

The presentations of the participants and results from the application training were also transmitted to the host organisation in the form of a self-presentation. Wherever possible, the foreign partners visited the participants in preparation (online or in person).

The **Profilpass®** was used in an adapted form as a methodological instrument to accompany the measure. It served as an assurance of competence and as an introduction to the EU curriculum vitae.

Participants were accompanied in the course of the preparation by a social pedagogue, who was also accompanied them abroad.

Entrance interview and goals agreement: each applicant received an individual counselling by a social pedagogue (clarification of interests and goals, life situation and social, educational and family background). The agreement was clarified to potential participant in detail. Parts of the agreements were introduced also to host organisation (self-presentation).

Wherever possible, the **host organisation mentor/organiser visited the participants** during preparation period for program introduction and goals clarification.

4.2.6.3. Implementation Abroad

The project offered a one-month **joint artistic project work** of the group participants under authentic production conditions and had an artistic instructor available for this purpose. Various art projects were available, contents depending on the recipient country. A **public final presentation** of the works of art was obligatory. As a follow-up to the group-related project work, a **one-month individual internship** took place in a company selected together with the participant during the group phase.

Accommodation was provided as a group in hostels or project partners' overnight rooms, depending on the country. Independent organisation of everyday life was part of the concept, but an accompanying social education worker and artists always lived in the immediate vicinity. **Continuous supervision** by pedagogical staff and Take Off was obligatory. They were available for reflection, evaluation and crisis management in individual consultations or group discussions/evaluations and were able to offer different levels of support according to their roles.

The **project rooms** (atelier, production studio, recording studio, warehouse) were available for the group to work on the project and also as a **contact point** for the group in unfamiliar surroundings. The only professional course offered was always a **language course** (often divided into beginners and advanced, national language or English for small countries), the continuation of the offer from the preparation. This was often also used as a level of group reflection and intercultural reflection.

4.2.6.4. Wrapping up and Integration

The three-week follow-up phase was a combination of consulting appointments and process-oriented offers in course form (full-time). This was a reflection of intercultural job-oriented experiences, implemented as intercultural training. The participants processed the return to their homeland reality, making the central theme of the training the development of their presentation. Certificates were handed out as well.

In parallel, consulting services were offered for several reasons:

- ✚ **Final discussion with the educational counselling centre:** The final counselling appointments at the counselling centre allow the participants to reflect on their expectations and goals in feedback to the initial counselling (perspective: outside the project).
- ✚ **Final editing of the ProfilPass:** With the completion, the own competence development is reflected (perspective: self-reflection).
- ✚ **Final discussions of project with participants:** The target agreements were discussed (perspective: reflection within the project).

During these final consultations, the participants had a chance to reflect on their experience and development and take a differentiated look at their career/life path.

4.2.7. Strengthening Competences through Mobility LE

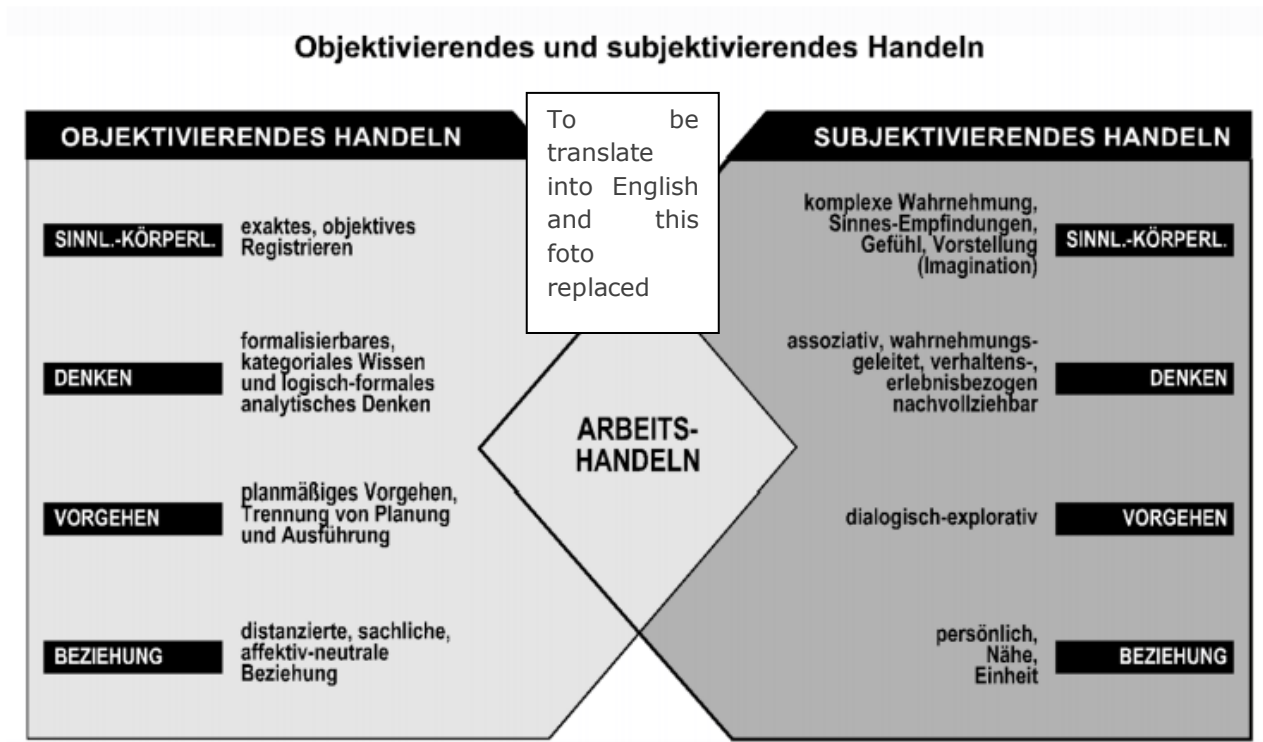
One of prime goals of mobility projects programs is to strengthen competences of NEET. Competences are key element requested on labour market. Identification of potential strong and

strong competences which can be activated, trained, boosted and strengthened are a key tool to motivate and empower NEET for learning and social inclusion.

During mobility program a learning-by-doing and (self) reflection is an embedded method for strengthening NEET competences. Abroad a plethora of learning-by-doing situations are enabled also during free or socialising time.

Association for Research and Development in Vocational Training and Occupations (GAB Munich) says that "experience-led learning" in order to become an expert, the following soft skills are necessary on the top of practical know-how and reflection:

- ✚ to have a sense / an intuition / an instinct and emotive strategies in place in order to use professional knowledge at the right time, in the right situation and with the right person;
- ✚ to have confidence to master improvisation and feel comfortable in unexpected situations;
- ✚ to approach an unknown situation with an open mind using all senses in order to "read the situation" as correctly as possible and confidently act accordingly;
- ✚ to stay curious and open to actively learn in every situation, stay willing to constant improvement and ready for new possibilities, no auto-pilot-action. Every situation or everyday task can be in some way different to previous days based upon internal and external parameters. (Kraus 2018)



Source: BIBB - Hightech-Gespür Erfahrungsgelitetes Arbeiten und Lernen in hoch technisierten Arbeitsbereichen, page 53.

The mobility has an additional element compared to other (non formal) trainings, the unknown environment for the NEET. The culture, language, people, supervisors, program, other NEET in the group, socialising, housing, self-catering, etc is all unknown and that is the factor that opens all the learning receptors at NEET. As nothing is familiar, they have to become receptive to be able to function during the mobility. That condition enables to test, improve and strengthen competences much faster and more profound. In addition, the experiences usually makes a solid imprint that NEET remembers and uses later on in life.

In mobility mainly soft skills can be well trained, as the program, even if internship, is not a formal training. Trained soft skills can strengthen various competences i.e. communication, creativity,

resilience, etc. A document outlining trained skills or strengthened competences can be provided by a host organisation (the organisation which organises training abroad).

4.2.8. Innovative Elements

IdA exchange format - implementation of a funding philosophy

The exchange measures in the "Integration through Exchange" programme have been designed according to a uniform format of mobility. Unfortunately not all support institutions were interested in sending "their" youngsters abroad and it took intensive persuasion over many years to find most (but not all) funding institutions involved willing to participate in international or European exchange activities.

Model IdA and project Model Take Off Take In

The standard procedure of an IdA exchange was to provide the participants with authentic work experience in foreign companies. Internships, a classic model of German labour market funding, were chosen as an alternative to school and leisure. Take Off Take In project included the experience-oriented project work. One-month art projects with public character were implemented, stimulating new learning environments. This format has been especially effective for participants with major personal problems and could even be adapted to the participants' needs. This offer was combined with subsequent individual work placements, which were spanning over entire stay abroad as a developmental step towards independent activity abroad.

Crucial features and innovations of this format are with regard to underprivileged target group. NEETs unlikely participate in a foreign measure by choice. Our experience with IdA programme offer some solutions on how to get the NEETs onboard:

1. Situation of the participants - how do they feel about a foreign measure?

NEETs join the measures for unspecific reasons, such as recommendation or a word of mouth propaganda or through pressure from funding institutions. Decisions are the result of a vote of confidence. They cannot be expected to self-organise their stay. As their previous experiences with school, education and work are mostly marked by failures, other training forms must be found.

2. Requirements for the educational offers abroad

Participants need the opportunity for self-organised learning, discovery and multidimensional experiences, while provided with a fixed structure. An integration into a real-life world is obligatory.

3. Support and advice during the measure

Professional guidance and counselling are indispensable for a successful stay. Underprivileged participants need every personal advice, learning guidance, and support they can get. The counselling in our projects was often the first not perceived as patronising. Personal role models and people to whom they could relate were decisive elements in the experiences and learning fields for the participants.

4. Local and transnational institutional cooperation - a programme philosophy

The institutions that care for participants from the disadvantaged environment must be involved *constructively and motivationally* by the project/measure sponsor. This cannot be left to the participants. The same applies to the host partners abroad. This requires much more complex agreements, coordination and (in the case of the foreign partners) intercultural clarification than is the case with projects that are self-organised or on a voluntary basis.

5. Individual preparation and reintegration of participants

Participants receive extensive personal pre-qualification for the measure: clarification of requirements, language skills and cultural information, legal information, preparation for work experience, empowerment and team building (up to 6 weeks). The reintegration period is between 2 weeks and 6 months.

6. **Financial support for participants**

Participants receive financial support for travel and stay abroad, continuation of social assistance, continued financing of housing etc. Personal contributions cannot usually be raised and families cannot be resorted to for funding.

7. **Necessary resources**

Care and preparation services for the participants require sufficient resources for personnel. A project in this format has considerable additional costs in terms of staffing compared to Youth in Action formats.

4.2.9. Summary of the Phases

Preparation in duration of several weeks before departure:

1. Individual consultation combined with an "agreement": aims and expected results of involvement in mobility, rules of conduct, obligations, etc.
2. Group weekend as a team building activities
3. Language course a host language or English
4. Intercultural Training getting familiar with host culture
5. Safety training as preventive measure how to deal with threats and what to consider to avoid them
6. Assessment of competences with tests for career orientation
7. Familiarization with options and expectations of internship
8. Start elaborating Profile pass® or Mahara as a companion instrument for the measure as an instrument of vocational guidance and a guide to the EU curriculum vitae
9. Compulsory educational counseling at an external institution
10. Start up trainings like media, art, etc

The **stay abroad** in duration of 1 to 3 months:

1. **Internships** and contact with local employers (small enterprises, social projects, cultural projects)
2. **Tutoring or mentoring** during internship
3. **Language course** (beginners and advanced)
4. **Joint ventures and cultural actions** with youth organizations
5. **Independent living** in at accommodation providers or at host families
6. Updating **Profillpass** or **Mahara**
7. **Permanently secured support, counselling, assistance** (individual or group processes, critical cases, daily organisation, etc.)
8. Option to **contribute to presentation events** to local stakeholders

Follow-up upon return from abroad in duration of several weeks:

1. **Follow up counseling** based on experiences from abroad by an independent institution
2. **Completing Profile pass or Mahara**
3. **Obtaining certificates:** 1) Learning diary 2) Measure certificate 3) Internship certificate
4. **Closing event** as presentation of achievements to the local public at home
5. **Provision of a social and integration counseling** according to individual needs for a longer period of time, even after the completion of the project
6. **Tracking the integration** process after the completion of the project if NEET is willing to share

5. Examples of LE within Take off (Take in)

Majority of project partners were involved in both IdA project Take off and in project Take off Take in. The sending organisation was from Germany and the other partners were having a role of host organisation. Even if the aim of the project was the same, host organisations tailored implementation to its own implementation options, staff, culture and local conditions. For an easier understanding of LE, some features of each model are presented in further subchapters.

5.1. Model of Eurocircle Association, F

Eurocircle benefits from a network of 160 companies and associations that operate in various fields and know the target group, which makes possible to find work or training placements. We aim to

- ✚ To give the young people, who have already gained work experience the opportunity to gain an insight into new fields, different to those in which they are trained and have already worked.
- ✚ To widen the young people's horizon who are often stuck in patterns that do not promote a healthy personal development.
- ✚ To facilitate the young people's choice in a professional project.

Recruitment is done by sending organisation (in our case from Germany) which collaborates with job centres - employment services. A 5-week training to prepare for an intercultural learning experience with non-formal methods, French language introduction, identification of 3 professional areas in which the NEET could evolve in Marseille.

In the meantime, Eurocircle is considering received potential participants CVs. Based on participants interest we are contacting companies to ensure placements. It is necessary to go to companies to explain profile of a potential candidate(s) and to estimate if there is a language barrier. In average, we get a group between 8 to 12 NEET participants.

In general, the program was designed as

- ✚ First week is for immersion: to get to know each other, city trips, create trust, individual accompanied meetings with the tutors in the companies, French classes and meeting with the future tutor in a company.
- ✚ During the internship: once per week a meeting with the group to speak about their learning process, their well-being and their wishes, needs and problems

We are responsible to:

- ✚ back up internships with regular face-to-face meetings and phone meetings between companies and Eurocircle;
- ✚ implement weekly group evaluation and meeting to determine goals and solve problems;
- ✚ implement field visit in the company by a tutor from Eurocircle;
- ✚ secure 24/7 emergency number and assistance and escort to doctor or official offices;
- ✚ get feedback by NEET about their whole mobility experience (use of a questionnaire);
- ✚ assist companies to provide individual certificates related to the completed internship.

Methods we use are:

- ✚ Collective and individual support by experts (i.e. social worker) from Germany and Marseille
- ✚ Tutoring for each young person in Marseille and field visits
- ✚ Guided learning
- ✚ Non-formal teaching methods
- ✚ French courses given in classic and in non-formal, priority is given to speaking skills.

After completed internship, the NEET returns to Germany where they continue with a 4 week program: completing Europass, assessing gained or improved competences and planning the future: prioritising the next steps and actions.

5.2. Model of Clase Barcelona Language School, ES

Program of a host organization was designed for a group from 10 to 15 NEET for a period of 2 months in art content. It was split to one month of learning with an artist and one month of internships in different companies in Barcelona. Social worker was present on the site for cases of challenges in their daily live.

The participants lived together in shared flats in Barcelona and had to organize themselves in their daily routine like grocery shopping, washing, cleaning the apartment etc. They had to show up at a agreed time in the morning in the gallery where they were working with the artist on their art work and the second month they had to show up in their working place for internship training.

The shared apartment was one of a perfect scenery of learning environment where they had to discuss to find solutions for daily problems ("who is doing the dishes", "what shall we have for dinner", "who is cooking today"..etc). They learned to listen to each other, find solutions, sort problems out, reconsider their own opinion if the others had other opinions.

Going to the studio for their art work was another learning environments which already started by buying a ticket for the bus, finding the right way to go there and arrive on time. They had to talk to Spanish people if they got lost without knowing the language, learn not to be afraid of other people even if they don't speak their language, the best way to work on communication skills.

Another very important learning environment was their working place where they did their internships. To understand what their working responsibilities were hard for a youngster who was not used to work. Learning team spirit and help to among colleagues was completely new for some of them. Some of them worked in public schools where they had to work for the first time in their lives with kids. So you have to learn to handle kids, play with them, communicate with them and be there if they asked you for help.

All in all it is very important to see that a learning environment is not just the place where you work but that you also find yourself in a learning environment only being together with your roommates at home.

5.3. Model of Horus, SI

LE was for participants a unknown territory in a foreign country and in a group of rather strangers. Pedagogical team was international. Mentors/tutors were professionals in certain occupation/job with no classical teaching background. Social workers were professionals.

LE was in a large extent outdoors. A variety of skills learning opportunity was offered, including social and cultural activities, as well as learning self-caring skills (cooking, cleaning, etc).

The project allowed the experiential part of the empowerment to be independently formulated and implemented for the group and not as a program for individuals. The model was designed as an expression of art, artistic creativity and landscape design. Philosophy was a conviction that it is important to bring not only opportunities to the participants of the program, but also the value and awareness of caring for nature. At the same time, working in nature has a beneficial effect on young people and that art can be better understood as a innovative (green) employment option. Participants were able to create with natural materials or nature-friendly materials, recognizing that such artistic creation has a shorter lifespan. Since the program is mostly done in nature, the

implementation is limited between April and October. In this setting it is also important that one task lasts no more than 5 days for the reason that the participants will soon achieve a result, which is important in terms of motivation.

Most of the participants in the group had typical characteristics of Generation Y. Although the program was aiming at artists, only a third possessed the talents of the artist, while less than half had inspirational or innovative ideas. The curriculum was designed so that participants could experience their potential in 4 situations:

1. performing creative work based on your own artistic inspiration,
2. creative work based on the basic guidelines of the desired product by the client,
3. performing creative work in a couple or group, according to a commonly agreed idea,
4. Perform creative work in a couple or group based on the client's guidelines.

This enabled participating NEET to recognize how and how much team work suits them, how they find themselves in the team and what roles they take on (organizer, idea leader, maker). They further learn how much the artist really owns and what it means to perform a service or produce a product for a client. Attention was put to not interfering with the creativity of the artist, but still reminded them that economic independence is important for a full, independent, creative life (we support creation for our 'soul', but if these products are not for sale, it is wise to make something commercially interesting income generating products).

The model took care to:

- ✚ Encourage the participant to identify their own strengths and weaknesses,
- ✚ Bring new approaches and motivations to participants to perform their work and tasks,
- ✚ Practice collaborating, creating and communicating in group tasks.

For implementation of the curriculum, multiple sites and a variety of mentor profiles were engaged. Examples of locations: municipal parcels designed for park management, sports and city parks, parks adjacent to motorway stops, salt pans, zoo, (social) farm, ponds and ponds. The owners of the locations were extremely supportive of this type of project and mentors cared that the group treated owners properties responsibly. Some examples of work: design, arrangement and planting of a park, production of children's playgrounds on a sports field, production of a small salt basin for children, production of wooden jigsaw puzzles for children, planting of smaller surfaces with ornamental plants, production of baskets for a pond and enriching of the surroundings with art installations, production wicker and tipi fences, making a herb garden, making wooden layouts for resting and stretching passengers on long runs, making wooden carvings and sports requisites, decorating rooms, jewellery, making pieces of clothing, making clay products, carving a cosmogram on marble, photo printing on wood.

During the learning process, mentors made sure that the participants conveyed the idea to the final product and that the products were aesthetic and useful. In doing so, participants were also aware of limitations such as funding for material purchases and time availability.

Several contents and locations for implementation of the program was prepared. The selection was made by the main mentor after learning about the group (interests, abilities). During the preparatory phase, the main mentor visited the group in their country to introduce the program and to get first impression about the interests and abilities of participants.

Implementation of the program was led by a main mentor (in our case a landscape architect and artist) who coordinates and directs the work of at least five other mentors (carpenter, clay designer, stonemason, salt works, gardener, photographer, zoologist, teacher of German language). The main mentor implements most of the practical program, ensures the motivation of

the participants and intensive cooperation with the social worker regarding individual development and group dynamics. Mentors pay attention to the fact that the theoretical presentation is short as participants in general rapidly lose interest. Communication is in English and German. Mentors did not have a pedagogical background or competences for teaching - which proved to be an advantage. Competencies such as mastery, communicativeness, leadership skills, patience, empathy, social intelligence and heartiness were key for success.

Social worker came from a German team and knew the group (participants) well from the preparation period. During the implementation of the program, social worker was present, as it often happened that the participant experiences moments of crisis during the working process. At the end of each week, the main mentor and the social worker conduct an evaluation with the group. The final group and individual evaluation was very important as the work of an individual was summarized in terms of his/her strong areas and inspired by reflection on the possibilities supported by their best qualities and skills.

Work according to the program was from Monday to Friday, usually from 9 am to 5 pm (35 hours per week). A traditional working (job) week was practiced, which also included further individual counselling hours with a social worker (2 hours) and learning the useful basics of the Slovenian language (3 hours). In addition, a short morning physical exercise was introduced with the aim of strengthening the weak motor skills of individuals. The weekend was for individual plans and group outings or activities. Group activities were aimed at relaxing, strengthening bonds, self-discovery, learning about Slovenia's natural and cultural assets (visiting an adrenaline park, swimming pools, botanical gardens, museums, subculture centres, trips to tourist destinations, guided tours, short hikes to the hills, guided night sightseeing of the stars, sports games and matches and meetings with artisans).

Attention was also put on opportunities to socialize with the local population. Participants consider their own cultural reflection which has a value as well. For this purpose, picnics were organized, socializing with Slovenian musicians and artists, visits to schools, cooking and baking lessons.

The participants were accommodated in apartments where they shared rooms and a larger socializing rooms. Most of the food was prepared on their own, which is quite a challenge for many participants. Many were not skilled in preparation of food and even less in planning meals.

The program was concluded with a closing event to which all involved locals were invited, municipality officials and media.

6. Comparable Methodologies

LIVE LEARNING partners have conducted other projects with similar elements to IdA projects, demonstrating the scope of possible learning environments is wide in terms of international mobility.

6.1. Envol Europe (France)

Project ENVOL was conducted in 2017 by Eurocircle. It focused on a medium-term volunteering (5 months) in the international civic service framework, responding to the needs of local populations and contributing to actions that benefit society. Participants took part in one of the following fields: culture and leisure, international development and humanitarian action, education for all, environment, emergency intervention in



case of crisis, memory and citizenship, health, solidarity, and sport. The project had a strong emphasis on a quality relationship between participants and tutors, providing collective and individual support in each phase of the project. Intense pre-departure preparation training was introduced to promote the group cohesion and reinforce the participants for their role abroad. The project concluded with post-mobility training supervised by tutors, in which participants developed their individual professional projects, acquiring new competences gained abroad.

Both IdA and ENVOL projects were designed to give the opportunity to young NEETs to broaden their horizons and experiences in foreign countries. Both projects aimed to enhance participants' learning progress and to develop their professional skills through contributing to the work of the host organisations. A focal point of both IdA and ENVOL project is the fact that the learning experience of the participants was enhanced through learning environment (a foreign country), emphasizing the role of mobility in non-formal education. The training staff applied non-formal methods. Collective and an individual support proved crucial in both projects.

The projects differentiate in a form of engagement of participants (volunteering/ENVOL vs. internship/IdA). In ENVOL, the learning environment was based on the assumption that the young person wants to participate in a project for the common good and has a need to feel useful. Through this project, volunteers promoted the cooperation link between their home and host city, which gave them a sense of integration, purpose and belonging.

More information about the international civic service, a French volunteering programme see <https://www.service-civique.gouv.fr/page/les-conditions-pour-m-engager>

6.2. The Access' Sport project (France)

Access' sport is the Eurocircle project. It was conducted in 2017 and supported by the Prefecture des Bouches du Rhône and the Consulate of the United States in Marseille. Based on "The English Access Micro-scholarship Program (Access)" which provides a foundation of English language skills to economically disadvantaged students, Access' Sport performed twofold objectives: 1. to upgrade the participants' usage and knowledge of English language (with aim to give them better job and career prospects), and 2. to teach them soft skills and introduce better health care and daily routine to their lives.



Access' Sport included 16 NEETs aged 18 to 25, coming from difficult areas and backgrounds in Marseille. The programme duration was 9 months; first phase (6 months) took place in France and consisted of informal English language classes (linguistic courses, culture and civilisation discoveries, discussions and role plays) and group sports activities (participants were encouraged

to play different roles : the player, the leader, the referee etc., in order to learn the according attitudes and behaviours). Volunteers were linked to Eurocircle and sport organization by a legal contract which models an outline for their future professional integration. Participants also had an opportunity to participate in a Youth Exchange activities such as workshops, exercises, debates, role-plays, outdoor activities and others. The second phase (3 months) was dedicated to an international civic service². Mobility training with modules on interculturality, citizenship and volunteering was provided, as well as a training focusing on intercultural learning and working in different organizations.

Both Access' Sport and IdA project were based on experiential learning methodology and active participation of the group. Both had a strong supporting and tutoring service.

In comparison to IdA, Access' Sports promotes English language skills that enhance professional integration and educational prospects of participants. Standardized evaluation in the last phase of the project provides participants with language certificates, which can be referred in future. Also, it is based on sports as a medium of sharing, citizenship and commitment.

More information about Erasmus+ opportunities see https://ec.europa.eu/programmes/erasmus-plus/opportunities/individuals/young-people/youth-exchanges_en

6.3. Space (Sweden)

The SPACE (former KRUT) project was international 6-month internship program. It aimed to improve participant's health, ability to activate themselves, and skills to enhance their employability. The project consisted of three phases. Look and learn phase was on-the-job-training in homeland, where participants practice their soft skills spontaneously in the work



environment, balanced and reflected by social pedagogues. During the job-training the participants observed the professional life and behavior. The second phase, re-activation, was an international mobility. During a 3-week internship abroad participants had a chance to reflect upon themselves and see their life situation in a different light. Due to the short period of time the internship was learning rather than accomplishing a project of their own. Upon returning, further support was available as participants were expected to return to their studies or apply for a job.

This project was based on holistic approach method. Besides mobility and on-the-job-training, other learning environments included joined weekly walks to promote active health, peer-to-peer learning interaction, soft skills training, and both individual and group support for participants. This helped them become more confident in a social context, it created trust, and enabled participants to meet other people in situation similar to theirs. The SPACE project has been cofounded by the Erasmus+ Programme of the European Union.

More information about the project <https://www.sjusam.se>

6.4. LTTA experiment in Live Learning

Due to the Covid19 pandemic, the partnership had to adapt the pilot training activity to a digital LE. Originally, an intercultural exchange of young French, Germans and Swedes in Marseille was planned, being supported by a French artist and having an exhibition at the end of the pilot. For

² cf. ENVOL project to have more information about the international civic service, a French volunteering programme.

digital LE it was decided to combine the projects FIT IN EUROPE and LIVE LEARNING and create a FIT IN LIVE online workshop.

THE FIT IN LIVE CONCEPT

The FIT IN LIVE pilot workshop was based on a variety of content and methods in order to provide an interactive online immersion into intercultural and socio-professional insertion. In addition to a virtual orientation week, participants completed a three-week online internship in Marseille. The emphasis during the internship was put on intensive training in language, culture, art, communication and soft skills. The content and methodologies of non-formal education were adapted to digital format.

The participants were NEETs. Their needs were put at the center of the activities. Strengths and weaknesses of participants were analyzed as well as their personal situation with the aim to tailor the program and to provide them with empowerment. The main goal was to map possible career paths in which they feel comfortable and confident (building on their strengths).

The program started with a virtual orientation week.

- a) Participants had a virtual city tour discovering Marseille. Participants had previously received a file containing different landmarks photographs that they had to link with the right place.
- b) To create a group dynamic, it was proposed to cook a French recipe together but in own home. Afterwards they were eating it as a common online lunch. The cooking had strengthened the cohesion of the group, created a good atmosphere and participants were able to open up, bond and talk about themselves.

Digital learning environment was adapted quickly and did create an online international LE.

French classes for a total of four hours a week were provided. The emphasis was set on positive learning experience and stimulation of their interest for French culture and learning the language. Focus was on oral communication and comprehension through different medias: videos, movie extracts, and songs, among others. They were eager to learn French because it had a concrete purpose and it catered their needs, both on a personal and professional level. They were taught useful quotes and expressions in French that can be used in everyday life. Consequently, they felt generally more at ease interacting with French speakers during the internship.

Facilitator of **Art workshop** focuses also on personal development (creativity, self-reflection, development of soft skills). It was scheduled two afternoons per week. Art was used as an outlet to develop the participants' creativity and as a tool for social inclusion.

At the beginning participants were skeptical but later on it became very important to participants and they started to enjoy very much. Workshop finished with a showcase to which motivation of participants was set.

Tandem was an 1,5 hours language activity on Fridays aiming at teaming French and German participants. It started with a playful introduction afterwards several German-French tandems were formed. During the first two meetings, a long jazz song was played to the participants. Associations evoked during the listening experience as a short stories. At the final meeting, previously written stories were presented in the way that French participants read the German texts, the German read the French.

While the digital coordination of a Franco-German tandem group proved to be a very successful element of the program, the organization of these meetings, which took place in large numbers, was not an easy undertaking.

Soft skills modules were developed in order to identify and develop participants soft skills. This activity requires a personal approach, games and multiple entertaining tasks served as tools. Facilitator had discussed soft skills topic with participants in order to be able to understand and identify soft skills. Facilitator also explained individually how they can relate to skills. Participants evaluated own skills and identified which ones they would like to develop. Employability was in the

focus of discussions about skills and competences.

Closing rounds scheduled for 30 - 60 minutes, have become an indispensable part of the program as participants greatly appreciated being together. This time was dedicated to reflect the day in pictures, words, drawings, songs and GIFs. Speaking in French was encouraged.

Participants finished the internship with elaborated **Europass**.

Insights

- ✚ Individual support by experts can be provided at much high quality of tutoring if they are having a smaller number of participants.
- ✚ Plurality of experts/facilitators contributes to a very dynamic digital LE and enables participants to benefit from available various approaches (avoiding one fits all).
- ✚ Short cycle and various activities fits to digital LE (to avoid decrease of attention span) therefore a balance between on and off screen time has to be well prepared by experts/facilitators.
- ✚ To mitigate the absence of physical meeting, a welcome and farewell gifts enabled participants to feel welcomed, acknowledged and valued.
- ✚ Experts/facilitators acted as a well integrated team due to intensive joint preparation of the concept.
- ✚ Experts/facilitators had to adapt teaching content, activities and methods to digital LE (many good digital tools are available).
- ✚ The created atmosphere and group dynamic enabled moments when all had forgotten that they are being in digital LE. Also intensive program in digital LE can create strong and genuine relationships.
- ✚ Situation of Covid19 worsened perspectives of NEET on the Labour market therefore discussions about skills and competences as well as individual guidance proved to be an encouraging and uplifting element.
- ✚ Learning language requires active practice therefore digital LE needs to facilitate with additional contacts to practice (preferably with native speakers).

7. Findings and Recommendations

The aim of Live Learning project was to provide the NEETs with a key opportunity to informatively plan their further life in a responsible, independent and mature way, as full and competent parts of society. Our task as project partners was to find way to reach out to the NEETs, provide alternative learning methods and accompany them on their journey – actual and metaphorical. Providing various learning opportunities, counselling and financial support is one thing, but flexibility when applying these to the often unpredictable worlds of the NEETs is something completely different. Following are therefore our experience and recommendations on how to successfully empower the young to make the personal transformation, to make realistic goals within their fields of interest and take first steps towards these goals.

1. **Motivation** is the key. It is important that young people are interested in what they are learning and that they can understand the prospects of learning. It is important to communicate opportunities, conditions and expectations sincerely, with an approach fit to NEET.
2. **Empowering** their abilities and confidence goes a long way. Identifying and building on NEET's strong skills and qualities gives self-assuredness. Empowerment is an inner generator that doesn't need additional external measures.
3. **Soft skill enhancement** delivers a chain effect. It supports stabilisation, improves self-awareness and motivation. These lead to personal development which is the key to life style changes, which further positively affects social integration and employability.
4. **The effect of the unknown environment** is the key element of a mobility which offers numerous learning potentials and enables deep personal insights. It is important to start working with participants from day one so that the deep learning starts before fences and domestic habits intervene with the new habitat. For many NEET, mobility is the first experience of independent life.
5. **Relatable mentors** who accompany participants during their stay abroad. Our experience show that participants find it easier to connect to tutors who are not part of educational system. Providing a safe, almost parental environment is crucial. A team of professionals is advised to support NEET at all times.
6. **Tailored working methods.** If NEETs didn't need them, school system and labour market would have worked for them. Experimental learning takes up where formal education system could no longer provide functional results. It includes intensive soft skills learning, socialising, exploring, practising first and reflecting upon it later. Outdoor activities and everyday chores efficiently complement any structured learning and training (such as language learning or internship).
7. **Regular group and individual evaluations** offer orientation to participants. Tutors get to know the youngsters better and the latter have a regular opportunity to express themselves, ask for help if needed and share their success. Some of them might have not had a chance to be heard before and briefings not only offer support but show them that their opinion matters and therefore they matter. It is important however that evaluations are uplifting and positively oriented.
8. **Follow up** is important in order to prevent familiar old patterns reclaiming control of NEETs lives in the aftermath of the programme. Stakeholders making future career plans with each individual and further monitoring their accomplishments offer valuable support in these first solo career steps. It is crucial that programme doesn't run of funds at this point.

When given the support and surrounding they need, the NEETs have proven to be as smart, as creative and as innovative as anybody. They deserve a chance to learn how to live their full potential. As accomplished individuals, they will also have a chance of social and economical

inclusion. Regaining the personal meaning and reclaiming social functionality, they are no longer the invisible satellites but productive parts of our culture.

8. Glossary

Attitudes: performance motivators, values, needs and priorities.

Best Practice: a method or technique that gives better outcomes in comparison to others and has therefore become a standard way of doing a certain practice.

Black Box: a system which can be viewed in terms of its inputs and outputs without any knowledge of its internal workings.

Competence: a set of knowledge, skills and attitudes.

IdA: 'Integration through Exchange Programme' is being conducted as part of the Federal Operational Programme for the European Social Fund (ESF) 2007 to 2021. Target group was NEET. With IdA, the Federal Ministry has adopted a new approach, because although mobility measures have been carried out for some time both at European and national level, most conventional programmes were aimed at students, trainees or young skilled labour.

Knowledge: the body of facts, principles, theories and practices that is related to a field of work or study.

Learning Environment (LE): diverse physical locations, contexts and cultures which optimise the ability of students to learn. The term refers to the context of educational philosophy or knowledge experienced by the participant.

Experiential learning: "A successful experiential-learning session should impart new knowledge and skills, allow the participants to test out those new skills in a safe environment, and connect the experience to actual situations in the workplace through a debrief. One reason experiential learning is so effective is that it is risk-free: participants can learn by doing but without any real-world consequences if they fail. Also, the use of a fun theme that doesn't feel like work makes participants more likely to try new things. And even if they don't fully succeed, they will learn something in the process. Through experiential learning, participants get the benefit of immediately seeing the effects (results) of their actions, making them more likely to apply their new skills in real life and retain the new knowledge."

Source: (<https://www.eaglesflight.com/blog/what-is-the-difference-between-activelearning-strategies-experiential-learning>)

NEET: an acronym for participant "Not in Education, Employment or Training". The classification comprises people aged between 16 and 30 years of age.

Non-Formal Learning: includes various structured learning situations which do not either have the level of curriculum, syllabus, accreditation and certification associated with formal learning, but have more structure than that associated with informal learning which typically take place naturally and spontaneously as part of other activities.

Practical Experiences: learning by doing experiences where the student could come up with ideas and is allowed trial and error. They relate to the real world as opposed to traditional learning.

Resources: personal resources (self-awareness and self-efficacy, motivation and perseverance), material resources (production means and financial resources), non-material resources (specific knowledge, skills and attitudes).

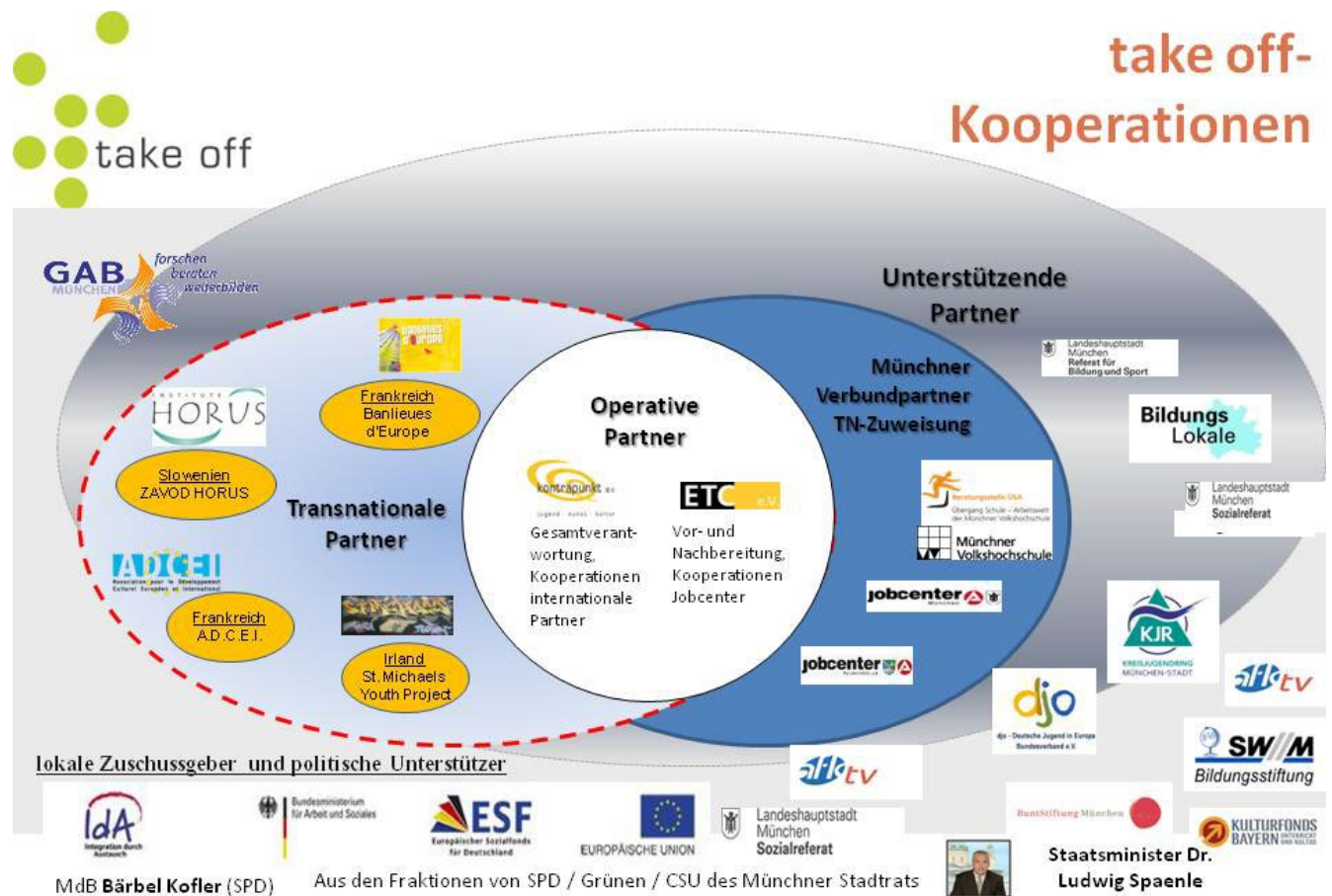
Skills: the ability to apply knowledge and solve problems. Either cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Stakeholders: individuals, groups and organisations with direct and indirect interest in value-creating activity and its impact.

Internship: a period of work experience offered by an organization for a limited period of time, preparing young people for their future careers by helping them to become 'work ready'.

9. Annexes

Example of local, national and international network (stakeholders)



Example of a training program LTTA experiment

2.Week 12.04 - 16.04	Monday 12.04	Tuesday 13.04	Wednesday 14.04	Thursday 15.04.	Friday 16.04
09h30 - 10h30	Internship	Internship	Internship	Internship	Internship
10h30 - 11h30	Intercultural training: Iceberg	Workshop: Non-violent commu	French class with Claire	Workshop: Non-violent comm	Intercultural training: 'True or false' Karambolage
11h30 - 12h30	French class with Claire	French class with Claire	Cooking of a french recipe	Discovering the Rap of Marseille	Reflexion: First week of internship - what is esay/difficult, strengths/weaknesses
12h30 - 14h00	Lunch break	Lunch break	Lunch break (together)	Lunch break	Lunch break
14h00 - 15h00	Activité Clare		Karen - art workshop	Karen - art workshop	Teammeeting with staff members (Without participants)
15h00 - 16h00	Presentation: Onlinetools		Karen - art workshop	Karen - art workshop	
16h00 - 16h30	Daily evaluation - Self-reflection		Daily evaluation - Self-reflection	Daily evaluation - Self-reflection	

Example of a training program abroad

TRAINING PLAN						
11.4. - 11.6.2016, Ljubljana						
Leader: Kontrapunkt		Take off Take in Group 1			SI organiser: Natasa	
Mentor: Andreja		Social worker: Silvia				
Date	Place	MORNING (from 9:00)	Lunch (cca 12am-1pm)	AFTERNOON (till 17:00)	Remarks	Mentors
11.4.	Muenchen - Ljubljana			Departure MUC 15:45, 20:39 Arrival to Ljubljana (bus). Transport to accommodation. Dinner in the apartment. Welcome by Andreja, Monika & Natasa: brief introduction of organisation.	Accommodation address	Natasa, Andreja
12.4.		Team meeting with Silvia (strategy); 10:00 meeting with participants: organisation, logistic & joint planning.	apartment	Visit of the town and neighbourhood. Introduction of urban green areas, visit of art installation, reading & drawing maps and orientation in the nature.		Andreja
13.4.	Podlipo...	Introduction of herb farm, some craft and of herbs. Visit of primary school.	Pri Jak...	Organising surrounding of herbs show garden.		Andreja
14.4.	Podlipo...	Preparing info tables for herbs and craft products and herb homemade creams.	Pri Jak...	Introducing photography: photographing details, about light.		Andreja, Peter
15.4.		Introducing urban land art in the city, visit of subculture Metelkova city, meeting with wood artist. Visit of a museum.	Odprta...	Participants introduce their work individually. Evaluation by Andreja (training) and by Silvia.		Andreja
16.4.						
17.4.				Sightseeing: town		
18.4.	Sport club	Introduction: stone sculpturing	Mre...	Stone sculpturing (individual work)	Evaluation & planning: Silvia, Andreja, Natasa	Andreja, Majda
19.4.	Library	Preparing diary, introduction of strip jam.	Vol...	Rog...: strip jam - introduction of animation. Drawings and recording (team work).		Andreja; Tom & AA
20.4.	Library	Preparing research text about colours, golden cut, etc (individual)	Vol...	Rog...: strip jam (drawing for animation) & working personal business cards		Andreja; Tom & AA
21.4.	Library	Photography on wood, learning Photoshop and about photo camera functions, moving objects, etc	Mre...	Land art: new attraction for kids at sport park (group work), craft products. Learning working processes.		Andreja; Peter
22.4.	Library	Morning exercise. Individual preparation of a basic research text. Evaluation about work process (Andreja) & evaluation about social competences (Silvia)	apartment	13:30 Rog...: strip jam - working on animation, drawings, photo editing.		Andreja; Tom & AA
23.4.		Sightseeing: Seaside				
24.4.						
25.4.		Slovenian language: numbers, colours, pronouns, verbs - present time, pronunciation. Morning exercise. Presentation of research text by 1st participant.	Volta	13:30 Rog...: strip jam - preparation of a short film (ant and butterfly), recording and drawing (work in pairs).		Monika; Andreja, Tom & AA
26.4.	Library	Slovenian language: revising previous words; question sentences. Morning exercise. Presentation of research text about composition by 2nd participant.	Volta	13:30 Rog...: strip jam - preparation of a short (stop motion) film (work in pairs).		Monika; Andreja, Tom & AA
27.4.		Familiarization with urbanism and architecture in the town, visit of open air exhibitions and of National gallery.	outside	Preparing wood for print, preparing photos for wood print, discussing photos (editing).		Andreja; Peter
28.4.	Library	Individual exercising compositions.	apartment	Photo print on wood.		Andreja; Peter
29.4.	Library	Slovenian language; Presentation of a seminar Golden cut, exercising golden cut; individual and group evaluation.	apartment	Photo print on wood. Presentation of internship options.	Natasa	Monika; Andreja; Peter
30.4.				Socialising at aqua park		Monika
1.5.						Silvia
2.5.		Slovenian language - preparations for interviews (CV in English & application letter)	apartment	Preparations for interviews		Monika

4.5.	Library	Profilpass; 11:30 Interviews for internship for placement.	app + other	13:30 Rog...: strip jam - adding music to animated film 16:45 Interviews for internship placement.		Monika; Andreja; Tom &AA
5.5.		Slovene language (repetition, question sentences, conjugation) & profilpass; 10:00 Interviews for internship placement.	Vol...	16:00 Rog...: finishing strip jam film animation. Sewing a dress.		Monika; Tom &AA
6.5.	Sport club	Stone sculpturing; Photography: coating of photos on wood.	Delivery	Finalising stone sculpturing. Evaluation.		Majda, Andreja, Peter
7.5.						
8.5.						
9.5.	Various places	Internship	at job	Internship. Evening: celebration of YY birthday.	cca 7 hours, 1h work with social worker.	
10.5.	Various places	Internship	at job	Internship	cca 7 hours, 1h work with social worker.	
11.5.	Various places	Internship	at job	Internship	cca 7 hours, 1h work with social worker.	
12.5.	Various places	Internship. Slovene language.	at job	Internship	cca 7 hours, 1h work with social worker.	
13.5.	Various places	Internship. Slovene language.	at job	Internship	cca 7 hours, 1h work with social worker.	
14.5.						
15.5.						
16.5.	Various places	Internship	at job	Internship	cca 7 hours, 1h work with social worker.	
17.5.	Various places	Internship	at job	Internship	cca 7 hours, 1h work with social worker.	
18.5.	Various places	Internship	at job	Internship	cca 7 hours, 1h work with social worker.	
19.5.	Various places	Internship. Slovene language.	at job	Internship	cca 7 hours, 1h work with social worker.	
20.5.	Various places	Internship. Slovene language.	at job	Internship	cca 7 hours, 1h work with social worker.	
21.5.						
22.5.						
23.5.	Various places	Internship	at job	Internship.	cca 7 hours, 1h work with social worker.	
24.5.	Various places	Internship. Slovene language.	at job	Internship	cca 7 hours, 1h work with social worker.	
25.5.	Various places	Internship	at job	Internship	cca 7 hours, 1h work with social worker.	
26.5.	Various places	Internship	at job	Internship	cca 7 hours, 1h work with social worker.	
27.5.	Various places	Internship. Profilpass.	at job	Internship	cca 7 hours, 1h work with social worker.	
28.5.						
29.5.						
30.5.	Various places	Internship	at job	Internship	cca 7 hours, 1h work with social worker.	
31.5.	Various places	Internship	at job	Internship	cca 7 hours, 1h work with social worker.	
1.6.	Various places	Internship. Profilpass. Slovene language.	at job	Internship	cca 7 hours, 1h work with social worker.	
2.6.	Various places	Internship. Slovene language.	at job	Internship	cca 7 hours, 1h work with social worker.	
3.6.	Various places	Internship. Slovene language.	at job	Internship	cca 7 hours, 1h work with social worker.	
4.6.						
5.6.						
6.6.	Various places	Internship. Slovene language.	at job	Internship	cca 7 hours, 1h work with social worker.	
7.6.	Various places	Internship	at job	Finishing internship & confer of certificates.	cca 7 hours, 1h work with social worker.	
8.6.	Tivoli	Tivoli park: Getting back together with Andreja - land art at facility for blind people.	Vol...	Experiencing facility for blind; individual creative works - gifts. Evaluation.		Andreja
9.6.	Sport club	Finalising stone sculpturing.	Delivery	Preparing closing event. 19:00 Farewell dinner & bowling.		Andreja, Majda, Natasa
10.6.		Evaluation with Silvia. Excursion to 2 parks with carved stones.		15:00-16:00 Farewell event with local stakeholders. Preparing for departure.		Natasa
11.6.	Ljubljana - Muenchen	8:15 Departure from accommodation, 9:20 Departure to MUC (bus), arrival 14:14				Andreja, Natasa

Example of an evaluation questionnaire for NEET about the implementation abroad

Evaluation group X

Accommodation

1. How did you like the location of the apartment, amenities, supermarkets, security in the area, etc.)?

- Very good Good Ok Sufficient Bad

Comment: _____

2. In which condition was the apartment (cleanness, furniture, size)?

- Very good Good Ok Sufficient Bad

Comment: _____

Practicum (learning program)

3. Where did you do your internship? Did you get along with your co-workers?

4. Did you like the surroundings of your workplace?

5. Have you been welcomed warmly and have you been clearly and well instructed?

6. How did you like your internship?

- Very good Good Ok Sufficient Bad

Comment: _____

7. Did the internship meet your expectations?

- Completely Mostly Partly Not at all

Comment: _____

8. Did you feel like you worked too much, not enough or an adequate?

9. What was different from what you expected?

10. What do you keep for your future? How did the internship help you with finding what you want to do in life?

Organisation & Communication

How satisfied were you with the interaction between you and the team of experts?

Was the communication clear and sufficient?

- Very satisfied Satisfied Sufficient Not satisfied

Comment: _____

11. How did you like the sightseeing and socialising events?

- Very good Good Ok Sufficient Bad

Comment: _____

12. How satisfied were you with the language classes? Did you improve your 'X' language?

- Very satisfied Satisfied Sufficient Not satisfied

Comment: _____

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Project Partners' Bibliography



Coordination Europe (NGO) established in 2013 in Sweden. Aim is to empower young adults individually in real life learning environments, inspire entrepreneurship and to lower the threshold for mobility experiences in Europe. Coordination Europe is operating in the EU and Turkey, active within Erasmus+, ESF projects, programs of the Swedish Ministry of youth and civil society and the German Ministry of Labour and Social Affairs. Expertise in project development & management, organisation of real life learning environments for personal empowerment and inspiring entrepreneurship.



CBLS founded in 2012 in Spain and offers various language courses, internship training programs for students (Erasmus+), mobility's for youth, arrangements for employments and apprenticeships. It promotes social and cultural projects connecting mainly Spain and Germany but also other European countries and Turkey. It is a partner in several social and cultural projects funded by EU programs.



Founded in Germany 2016 as an NGO for international youth exchange, research and models in the digital field. EUCON is active in programmes of the ESF, Erasmus+, European Solidarity Corps and in programs of the German Ministry of Labour and Social Affairs. Active in EU, Western Balkans and Turkey. Expertise also in consultancy, development of innovative models of international cooperation, establishing cooperation among municipalities and companies.



Founded in Berlin in 1993, and based in Marseille, France since 1996. It is a European NGO that develops, carries out and promotes transnational projects in the field of youth international mobility, non-formal education, intercultural dialogue, social and professional inclusion, citizenship and diversity. Expertise are also in fostering of social and professional inclusion of young people with fewer opportunities (NEETs) and people with a migration background through intercultural dialogue and non-formal education. Promotion of EU policies and values are also in the core.



Established in 1999 in Slovenia as a consultancy provider in the field of vocational training, employment, enterprising, youth and capacity development. It operates in EU, Western Balkans and Turkey and provides: non-formal learning environments, research, (quality) assessment, management, publicity, development & coaching.



The "Solidaritätsjugend Deutschlands" – "Solidarity Youth" is an independent youth organization based in Germany. The democratic organized federation was founded 1954 in the tradition of the workers' youth movement and has actively been involved in volunteer youth work for almost 70 years now. The youth led NGO offers to its 25.000 members and all young people the possibility to engage in the non-formal areas of youth culture, youth education, youth politics, European and international youth exchange and youth work.