Unlocking the Potential of Erasmus+
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Unlocking the Potential of Erasmus+ was a year-long project in 2017 aimed at increasing awareness of Erasmus+ opportunities across Scotland’s Youth Sector to show young people and public, community and third sector organisations the kinds of life changing opportunities supported by this funding. By bringing together those in Scotland with expertise in this field, one of the tangible results is this toolkit, produced to assist those new to EU funding and international youth work opportunities.

This toolkit has been written by those with many years’ successful experience of applying for European funding and is designed to demystify the process and make it easier for others to get involved. Scotland has a long tradition of working with other European countries and this has been partly funded for the past thirty years by the European Union.

There are four sections within the toolkit to make it easier for those using it to find the information relevant to them and their project.
Training and Networking for Youth Workers

This section covers how the Erasmus+ programme can support ongoing professional development of those working with young people and also includes details of Transnational Cooperation Activities (that can be undertaken by anyone working in the youth field, without having to complete a formal Erasmus+ application nor necessarily be a formally registered organisation).

Youth Exchanges

This section is designed to support those planning to send or host a group or groups of young people and is packed full of useful hints and tips for making an application and for organising the actual activity itself. It has examples of useful forms and many helpful checklists.

International Volunteering

This section looks at what Erasmus+ supports, the process itself, and how to best support volunteers going abroad or being hosted here in Scotland. Much of it has been written by those who have experienced the programme, either as participants or as hosts/mentors and is particularly useful for any organisation considering becoming involved in this.

“When overseas you learn more about your own country, than you do the place you’re visiting.”

Clint Borgen
Contents

Background and Application Procedure

6  30 Years of Erasmus
7  Aims & Objectives of Erasmus+
8  The Scottish Context
15 International partnerships: how to build and manage them
20 List of Scottish organisations leading Erasmus+ projects: 2014 – 2017
22 Examples of Scottish Erasmus+ projects - how Scotland took on the globe!
28 Key Actions and what they mean
32 Registering your organisation
34 Completing the Application Form
38 Brexit Update from UK National Agency
40 You’ve been awarded funding – what next? Successful grant management
44 Reporting
46 Erasmus+ Legacies

Training and Networking for Youth Workers

48 Ongoing professional development and applying for a Youth Worker Mobility grant
50 Transnational Cooperation Activities and SALTO Training Calendar
In 1987 the Erasmus Programme was started with the first student exchanges within Europe funded by the EU. The following year a non-formal education programme was launched – Youth for Europe. This ran in three phases until 1999 when it was replaced by the YOUTH programme running from 2000 to 2006 and then YOUTH-IN-ACTION from 2007 to 2013.

7 individual programmes covering Youth, Culture and Sport then joined with formal education to form the ERASMUS+ Programme and it runs from 2014 to 2020. In Scotland young people have benefitted from these EU monies since the start of the programmes with all decisions on funding being made locally by a voluntary committee of experts until 2010. Now applications are assessed by peers from the field and funds are approved at a National Evaluation Committee meeting with representation from all 4 countries of the UK. So far, in the first half of the programme, over €2.5million has been granted to Scottish led projects under the ‘Youth’ chapter.

The Erasmus+ programme is run by the European Commission centrally and National Agencies in each programme country. In Scotland Erasmus+ is run by the UK National Agency which is a partnership between the British Council and Ecorys UK.

https://www.erasmusplus.org.uk/erasmus-in-the-uk
**Aims and Objectives of Erasmus+**

as described in the 2018 Programme Guide

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade, and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

Fighting high levels of unemployment, particularly among young people, is one of the most urgent tasks for European governments. Too many young people leave school prematurely, running a high risk of being unemployed and socially marginalised. The same risk threatens many adults with low skills. Technologies are changing the way in which society operates, and there is a need to ensure the best use is made of them. EU businesses need to become more competitive through talent and innovation.

Europe needs more cohesive and inclusive societies which allow citizens to play an active role in democratic life. Education, training, youth work and sport are key to promote common European values, foster social integration, enhance intercultural understanding and a sense of belonging to a community, and to prevent violent radicalisation. Erasmus+ is an effective instrument to promote the inclusion of people with disadvantaged backgrounds, including newly arrived migrants.

Another challenge relates to the development of social capital among young people, the empowerment of young people and their ability to participate actively in society, in line with the provisions of the Lisbon Treaty to “encourage the participation of young people in democratic life in Europe”. This issue can also be targeted through non-formal learning activities, which aim at enhancing the skills and competences of young people as well as their active citizenship. Moreover, there is a need to provide youth organisations and youth workers with training and cooperation opportunities, to develop their professionalism and the European dimension of youth work.

The Erasmus+ Programme is designed to support Programme Countries’ efforts to efficiently use the potential of Europe’s talent and social assets in a lifelong learning perspective, linking support to formal, non-formal and informal learning throughout the education, training and youth fields. The Programme also enhances the opportunities for cooperation and mobility with Partner Countries, notably in the fields of higher education and youth.
How can an International Project Benefit Organisations on a Local Level in Scotland?

For those involved in voluntary or paid Youth Work or Community Learning and Development one of the most important things to understand is how the international project that you are planning links to and complements locally agreed outcomes and objectives. There are so many of these and they are so often abbreviated that reading some funding guidelines can feel like interpreting a foreign language at times, but behind these exists a common language for describing shared ambitions and aspirations for our young people in Scotland. Research on the impact of Erasmus+ again and again demonstrates the profound learning that occurs on projects and benefits all those involved. Demonstrating how your project will link to some of these will help you to attract the necessary match funding and help you to convince Managers or Management Boards in a time of ever-decreasing budgets that your project is worthwhile.

The overarching Scottish framework is Curriculum for Excellence (CfE). The ambition of CfE is for every young person in Scotland to be Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens’. The connection with this and the outcomes of Erasmus+ is strong. Curriculum for Excellence is broken down into a number of Experiences and Outcomes within different subject areas and many of these can be clearly evidenced through international youthwork. Some examples that could be included within projects are given below.

“Representing my wider community encourages my self-worth and confidence and allows me to contribute to and participate in society”

HWB 4-12a

“I value the opportunities I am given to make friends and be part of a group in a range of situations”

HWB 4-14a

“I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible”

HWB 4-16a
“I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations”

“By comparing the lifestyle and culture of citizens in another country with those in Scotland I can discuss the similarities and differences”

“Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for future transitions”

“I can apply food safety principles when buying, storing, preparing, cooking and consuming food”

“I know and can demonstrate how to travel safely”

“When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others’ points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking”

“I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required”

“I have experienced the energy and excitement of presenting/performing for different audiences”

“I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important”
The National Youth Work Strategy 2014–19 highlights international experiences as an effective way to achieve the ambitions Scotland has for young people.

Learning and development opportunities for young people can be expressed through the common focus of the national youth work outcomes.

There are strong links between these outcomes and the aims of Erasmus+.

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<th>Youth Work Outcomes</th>
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<td>• Young people are confident, resilient and optimistic for the future</td>
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<td>• Young people manage personal, social and formal relationships</td>
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<td>• Young people create, describe and apply their learning and skills</td>
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<td>• Young people participate safely and effectively in groups</td>
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<td>• Young people consider risk, makes reasoned decisions and take control</td>
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<td>• Young people express their voice and demonstrate social commitment</td>
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<td>• Young people broaden their perspectives through new experiences and thinking</td>
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The suite of indicators that accompany the youth work outcomes can help you to measure and demonstrate the impact of your youth exchange.
Young people's learning can be recognised in Scotland through a number of youth awards. For example, an SQA Leadership Award or a number of other awards, giving them accreditation for their non-formal learning. Many of these are members of the **Awards Network**.

Scottish young people and young people involved with international partners can reflect on and recognise their learning through **Youthpass**.

Erasmus+ is committed to supporting the sector to recognise the impact of non-formal and informal learning that is achieved by young people through youth work.

The opportunities for professional learning and development for staff and volunteers that are available through Erasmus+ enable practitioners to develop their skills and work towards the standards laid out in the National Occupational Standards for Youth Work and the Competences for Community Learning and Development as well as organisations’ own leadership development validation.

These experiences can contribute to a CLD Standards Council member’s commitment to 35 hours professional learning annually.

The importance of a highly skilled workforce and commitment to workforce development is highlighted throughout policy including in the National Youth Work Strategy and the Professional Development Strategy: Growing the learning culture in CLD.
Year of Young People 2018 is an opportunity to celebrate the amazing young personalities, talents, and achievers that make up Scotland. It’s all about inspiring our nation through its young people’s ideas, attitudes and ambitions. This year long programme of events, activities and ideas will give young people in Scotland the opportunity to show the world what they’re made of. Year of Young People 2018 is something everyone can support (young or young-at-heart) and be immensely proud of.

Year of Young People 2018 aims to inspire Scotland through its young people, celebrating their achievements, valuing their contribution to communities and creating new opportunities for them to shine locally, nationally and globally. The actual objectives of the year again fit perfectly within the objectives of Erasmus+ and should be easily incorporated within any projects being planned.

### YOYP Objectives

- Provide a platform for young people to have their views heard and acted upon
- Showcase the amazing talents of young people through events and media
- Develop better understanding, co-operation and respect between generations
- Recognise the impact of teachers, youth workers and other supporting adults on young people’s lives
- Provide opportunities for young people to express themselves through culture, sport and other activities
There are 6 themes that have been agreed for the Year of Young People and these underpin the aims and objectives set by Europe for Erasmus+.

- **culture** - Share and celebrate young people’s talent and contribution to Scottish culture and arts

- **education** - Allow young people to have more say in their education and learning

- **enterprise and regeneration** - Celebrate young people’s role in innovation, entrepreneurship and the Scottish economy as well as making Scotland a greener and more pleasant place to live

- **equality and discrimination** - Recognise the positive impact of young people in Scotland and encourage them to take the lead in challenging all forms of prejudice and discrimination

- **health and wellbeing** - Make sure young people have the chance to lead healthy, active lives and understand the importance of mental health and resilience

- **participation** - Allow young people to influence decisions that affect their lives
The Scottish Context

The Scottish Government have recently introduced Local Outcome Improvement Plans (LOIPs) and each Community Planning Partnership in Scotland has one. As they are based in small neighbourhood areas in need of regeneration, there may not be one where you are based, but if there is, this should be referred to in your application. There will however, be Local Community Plans that have aims and objectives that your project should easily contribute to. Connecting your project to these outcomes is a good way of demonstrating both the local value of the project to the Erasmus+ funders and showing the relevance of your European project to your local community and funders.

The final acronym (and the longest!) worth mentioning here is SHANARRI the acronym for the 8 measurements of Children’s’ and Young People’s wellbeing in Scotland: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. SHANARRI is part of Getting It Right for Every Child (GIRFEC).

Several academic research projects recently have suggested a positive impact on the mental health of those who undertake volunteering.

Last but not least, it is worth acknowledging the positive attraction of international opportunities on a youth work organisation. The possibility of an overseas trip can be an initial incentive to encourage young people to engage with your organisation. Likewise, when young people return from an international experience and tell others about it, it can be amongst the best promotion a youth organisation can receive.

To conclude, one of the questions that can often come up when considering an Erasmus+ project is “how does this relate to our local outcomes?” Might your funders think working internationally is neglecting your local focus? By connecting the outcomes of your Erasmus+ project with local outcomes (from Curriculum for Excellence and National Youth Work Outcomes to LOIPs and SHANARRI), these are questions that can be answered with confidence. Scotland is a part of Europe and there is huge synergy in the aspirations Scotland and Europe have for our young people. Making this connection can provide a powerful foundation on which to plan your Erasmus+ project.
International Partnerships -
the Beginning of a Beautiful Friendship

Regardless of your preferred activity, a strong international partnership is the bread and butter of every successful Erasmus+ project. Have a look at our tips on creating, maintaining and developing the best international links and partnerships!

Finding the Right International Partner

Teaming up with a suitable international partner(s) is a key element of your project. International partnerships are vital for the application process and you will need to invest a reasonable amount of time and effort in establishing and maintaining this partnership. The right partnership determines your chances of running a successful international project.

When researching your partnership options, ask yourself what your organisation needs and wants to gain from an international partnership. You should look for a partner that will bring something new and different to complement the existing knowledge, skills and personality of your organisation and the (young) people you work with. Bear in mind that a strong project lies in differences and not similarities the cooperating organisations bring. For example, if you want to do an environmental project, but don't have those skills yourself, look for partner which does. It might be more comfortable to work alongside someone who is similar to you, however, the best learning outcomes come with challenges.
The following tools can be used when searching for the right international partner:

- **OTLAS Partner Finding**: OTLAS is provided by the SALTO-Youth Resource Centre. It is a partner-finding tool for international projects and can be accessed here: [https://www.salto-youth.net/tools/otlas-partner-finding/](https://www.salto-youth.net/tools/otlas-partner-finding/)

  It enables you to find the missing partner for your project via an online search that matches your specific criteria, e.g. organisation’s location, Key Action activities or organisation’s objectives. OTLAS also allows you to register your organisation and your project proposal to demonstrate your interest in international cooperation.

  Additionally, OTLAS supports an unofficial Erasmus+ database where you can register information about your organisation in order to find a suitable partner. The database can be accessed here: [https://www.salto-youth.net/tools/otlas-partner-finding/project/erasmus-plus-database.4983/](https://www.salto-youth.net/tools/otlas-partner-finding/project/erasmus-plus-database.4983/)

- **EUPARTNERSEARCH**: Another unofficial partner-finding platform: [http://eupartnersearch.com](http://eupartnersearch.com)

- **SALTO-Youth Training Courses**: The SALTO-Youth Resource Centre also offers a European Training Calendar which allows you to access a wide range of fully or partially funded short-term Erasmus+ training opportunities organised by SALTO, National Agencies or NGOs. You could focus on Contact Making seminars or Partnership-building Activity Training Courses that are specifically designed to allow participants to find partners for international cooperation.

  The network of National Agencies for Youth in Action also organises several Appetiser Training Courses per year that aim to introduce the benefits of international youth work and motivate its participants to use Erasmus+ Key Action 1 funding. More information can be found here: [https://www.salto-youth.net/rc/training-and-cooperation/tc-rc-nanetworktcs/appetiser/](https://www.salto-youth.net/rc/training-and-cooperation/tc-rc-nanetworktcs/appetiser/)

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**TOP TIP!**

Don’t be put off by the fact that attending a Training Course seems to be more time consuming than online search. Remember that the more time you invest in connecting with the right partner and establishing a strong partnership, the better project you can create together. Mutual conversations are essential in writing a successful funding application and understanding each other’s perspectives. Our experience also tells us that intensive face-to-face interaction with a potential partner eventually proves to be more effective and as a result less time consuming!
Be open to collaboration and discuss your and your partners’ skills during the initial planning period of the project. This will make the defining of the roles and responsibilities easier for all the parties involved. Do not follow the common mistake of assuming that your international partner is on the same page as you. Ensure that each of you have clearly and thoroughly defined and understood your roles and responsibilities. This structured approach will help you to manage your and your partner’s expectations, objectives and potential misunderstandings. Consider the following:

1. Establish each partner’s core responsibilities in the period before, during and after the project

2. Set down indicators and benchmarks for measuring quality and success for each partner

3. Make sure you and your partner reach mutual agreement to the above

**TOP TIP!**

Solid partnerships are deep partnerships. Commit time and effort to organising opportunities for partners to get together and thoroughly discuss the tasks assigned to each of you.
Once you discuss and establish your roles and responsibilities, write them down in a formal partnership agreement. At this stage, you should feel confident in determining what you want to give in exchange for a partnership that is beneficial for both of you. We recommend you address all points in detail as a lack of clarity only causes confusion and conflict as time goes by. You can also consider including a timeline in the partnership agreement which will allow you to keep track of each other’s responsibilities.

**Get it in Writing**

Do not try to hide away from any issues or concerns that worry you. It’s crucial to keep the partnership dialogue open and ongoing at all stages of the project. The earlier you communicate and identify project drawbacks, the earlier you can tackle them. Agree and set up regular catch-ups to discuss the application and project development. This will enable you to strengthen the relationship with your partner and stay on top of the project updates and activities.

**Communicate, Communicate, Communicate!**

As a native English speaker, you should also bear in mind possible language and other communication barriers with your international partner. What suits you does not necessarily suit them and vice versa. Be open to various communications methods and do not limit yourself to emails and phone calls. Suggest setting up Skype calls, WhatsApp messages or Facebook Groups. Be mindful of the fact that not all project partners have good command of English so be patient when communicating with them. Additionally, make sure you give everyone involved a chance to speak their mind to gather valuable inputs from each partner.

**TOP TIP!**

Agree and write down a glossary of project-related terms. Common terms in English language can be understood differently in different countries and contexts which can cause confusion and frustration.
Sharing is Caring!

Make sure you share best practice and encourage your partners to do the same. Learning from past positive and negative experiences will help you to shape your project the right way and stay away from potential issues. International work will also benefit your staff development as it brings in fresh perspectives and enables them to learn about new project management methods and tools used in foreign countries.

Plan a Crisis Plan

At the start of your project, discuss how your partnership will handle conflicts and create a crisis plan. There is no need to create a robust crisis management document, however, make sure that you and your partner discuss and agree on procedures that should be followed if one of you fails to deliver what was previously agreed.

Monitor and Evaluate

Monitor and evaluate the quality and outcomes of your new international partnership. The learning you’ve gained during your first Erasmus+ partnership project will help you to enhance your international project-management skill-set. Towards the end of your project, try to write your own evaluation and sum up all the positive and negative experiences and challenges you’ve encountered and include opportunities for further development. Keep the evaluation concise and to the point.

To make the evaluation more objective and complement your views, ask your project partners for feedback as well. You can make use of the Impact+ tool to help you plan the impact you hope to have in your project and the indicators you will use to measure this impact. Remember that impact accounts for a big chunk of the scores both in your application and in your final report!

Sources: [https://www.youtube.com/watch?v=p_TjIPpKkwA](https://www.youtube.com/watch?v=p_TjIPpKkwA)  
[http://www.eprojectconsult.com/choose-the-right-partners-for-ka2-project-erasmus/](http://www.eprojectconsult.com/choose-the-right-partners-for-ka2-project-erasmus/)
The following organisations have benefitted from Erasmus+ YOUTH funding since 2014. These are lead applicant organisations who have been successful in applying to the UK National Agency. There are other organisations who have been partners in projects led by another organisation or funded centrally through Brussels.

You can see a full list of all UK organisations that have been awarded grants on the UK National Agency website: https://www.erasmusplus.org.uk/funding-results

And a description of all the projects across Europe funded under this programme can be found here: http://ec.europa.eu/programmes/erasmus-plus/projects
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<td>Inspirational Volunteer Journeys, Edinburgh</td>
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Dale hated school and didn’t know which path to take when he left. That was until his Erasmus+ Mobility placement which saw his life take a completely different direction.

16-year-old Dale grew up in the Greater Craigmillar area of Edinburgh which is considered to be the fourth most deprived area of Scotland. Like many of his peers, he hadn’t travelled outside of the UK until he was given the opportunity to take part in a youth exchange to Italy through his involvement with the Jack Kane Community Centre. He has since completed his HNC in Social Sciences, secured employment as a youth work trainee and is also continuing his studies through University. Another participant is now in full-time employment and has moved into his own house which he would not have had the confidence to do beforehand. Another has since completed her college studies, undertaken a nursing degree and has travelled to the Philippines as a volunteer nurse. Through the organisation’s first Erasmus+ youth Mobility project, all the young people who took part in the project have since progressed on to further education or employment.

Young participants aged between 15 and 21 took part in a youth exchange to the village of Strona in Italy. The exchange made use of non-formal learning approaches and tools such as discussion, group work and presentations on the central theme of employment across Europe. The young people chose the topics for the exchange, identifying jobs and future prospects as priority issues for all young people. From this, they went on to set the agenda and organise the exchange project, visiting partners in Italy and exploring these topics with their Italian counterparts.

Emma Kyles, Senior Worker of the Jack Kane Community Centre said participants faced a range of challenges in their personal lives. Residents of the Greater Craigmillar area were well below the national average with regards to income and there were poor statistics relating to health and qualifications. She added some of the young people involved also had a background in violent crime. As a result, before the
project, the organisation did a range of preparatory activities with the young people. This included inviting their parents and carers to an informal evening where they could find out more about the exchange. Emma explained the organisation’s support ranged from guiding participants through the passport application process for the first time, to extensive baseline evaluations with the young people. This helped to establish the young people’s aspirations for the future. Participants were asked to write personal letters about what they wanted to achieve, as well as to keep video and personal diaries to capture what they had learnt. “I feel I have become more confident about speaking in front of everyone and I learnt so much about different cultures. Before I went on the exchange I was scared to speak out loud in front of large groups of people but now, after the exchange, I know I can do it.” - Dale, participant.

Inspiring Young People With Fewer Opportunities

Emma Kyles, Senior Worker of the Jack Kane Management Committee, said: “It is a once-in-a-lifetime opportunity for young people. All the participants involved in the project were affected by multiple levels of deprivation but all of them are now in further education or employment. This was a wonderful opportunity for everyone involved, providing a remarkable hands-on learning environment which encouraged young people to fully embrace new experiences.” The project used Youthpass, which recognised the young people’s achievements and gave participants something they can show to future employers.
The Leading Edge
Training Course Organised by Coyote Initiatives

4 – 11 July 2017 | Forres, United Kingdom
The Leading Edge was a training course designed to develop the competences of youth workers and volunteers to engage and empower them to take up leadership positions and to equip them with the tools to lead a youth organisation. During the training course they addressed the need of empowering those active in youth organisations through engaging and effective non-formal and informal learning methods to become able and competent to lead a youth organisation and their activities.

Youth workers in general need to have a high level of competence in various aspects of leadership including organisational management. This training helped those active in their organisations to develop their personal leadership, and to be able to engage young people more actively in their communities by using creative and innovative methods and effective techniques.

The training course was built on the idea of understanding and applying organisational management techniques including: planning and organising; leadership skills development; people, time and budget management. During the training course participants developed their skills and competences in such important topics as assertive communication, effective team-work and strategic planning while understanding the importance of youth work and the role they play in the development of their communities.

**Partners:** Czech Republic, Greece, Hungary, Ireland, Italy, Portugal, Turkey, United Kingdom.

The Objectives

To introduce effective communication, leadership and team-work techniques

To provide participants with different tools to acquire knowledge and to develop skills and competences in organisational management

To identify the role of youth work in our societies and to understand the importance of youth workers

To develop the competences to implement tools, non-formal and informal educational methods of decision making and strategic thinking

To provide participants the space for discussion and sharing best practices and to develop their leadership skills and competences

They used an inclusive range of non-formal learning methods including group work, reflection time, discussions, games, individual time etc.

Examples of Scottish Erasmus+ Projects
A Volunteer’s Experience in Glasgow

My name is Angelina and for the last year I’ve been a volunteer with Xchange Scotland. I’ve been involved in international voluntary service as a participant and later as a full-time staff member of an NGO in Moscow, where I’m from, for over 9 years.

By the time I started my year here I had various life experiences, which included a lot of travelling and even living abroad. I had friends from different countries and I was very confident in my English. In a nutshell, I felt very prepared for this new adventure, thought nothing could really surprise me and I knew I was going to have a great time. There is no doubt that I did, but this was not as smooth a ride as I initially expected.

Volunteering for me was primarily a journey of self-discovery, finding my limits and strengths, better understanding my preferences and my values, realising what kind of person I am and want to be. It was much harder than my cocky self anticipated it would be, all the more worthwhile was my decision to do it. EU Volunteering can’t be longer than 12 months, but it sure does feel like at least five times more. It was one of those character-building experiences that made me more mature, focused, and appreciative.

I think this is also the first time I truly had an intercultural learning experience. Not the one where you try foreign food and learn three words in a foreign language. But a really deep one, the one that made me question everything, think and grow as a human being.

When you work at a charity which is as small as Xchange Scotland you will essentially do many different tasks. It’s an environment where you have to be creative, hard working and motivated. It was tough at times, but also rewarding.

Despite the fact that I used to work in the same field before, I’ve discovered a lot of new angles to the job, learnt about the problems of being young in Scotland and how they are so similar to Russian young people and so different at the same time. Doing promotional Erasmus+ awareness raising events and other presentations I went to Edinburgh, St. Andrews, Dundee and even as far as Orkney. I’ve met people from different organisations working for a better Scotland, which was very educational and inspiring. I did sessions for young people at the Rangers Study Centre, which uncovered a whole side of Glaswegian history I had never even heard of; prepared leaders for our summer projects involving dozens of youngsters coming from all over Europe to volunteer in Scotland; and prepared Scottish folk to go on short-term and long-term exchanges to other countries.

And as a result, I fell in love with Scotland and will miss it and its people dearly.

Angelina Garipova
Examples of Scottish Erasmus+ Projects

Digitally Agile Youth Work in Finland and Scotland -
A Youth Worker Mobility Story

In 2015 YouthLink Scotland embarked on its first European project in Digital Youth Work in partnership with Verke, Finland’s National Development Centre for Digital Youth Work. The partnership began shortly after the launch of the Digitally Agile National Principles, when an academic in the field linked YouthLink Scotland with Verke.

Staff from both organisations successfully applied for places on a SALTO contact making seminar and by chance (or by design of the intuitive leadership team?) we were sharing a room at this seminar! This seminar was a great opportunity to really develop partnerships, to get to know people and their organisations, how they work, their reliability, expertise and more. The seminar had an ambitious approach and we outlined plans for some large scale strategic partnerships.

As a starting point of working together we developed a Key Action 1 mobility project for youth workers and youth work managers on the theme of developing digital youth work.

We felt that each country had something different to bring to the development of digital youth work. In Finland, the 15-year practice history and policy commitment to online youth work was something that Scotland would benefit from learning about and seeing in action. In Scotland the sector had produced a national framework of guidance for using Digital technology and social media in Community Learning and Development which Finnish organisations felt they could learn from and perhaps replicate the process. For us it was also an opportunity to test practical applications of the Digitally Agile National Principles and understand how they related to different country contexts.

Each partner recruited a youth worker or youth work manager from each of five youth work organisations in their country, with an emphasis on representation across local authorities, voluntary sector, national/local and urban/rural.

The project comprised two ‘mobility’ activities with preparatory and follow up tasks for participants. The first activity was a residential seminar in Scotland, held at Carronvale House, Larbert. Here the group began to form, each participant presented their organisation and their work and we spent time reflecting on the Digitally Agile National Principles within our youth work contexts.

The second activity within the project was a study visit to Helsinki to see digital youth work in practice, meet with a range of youth workers,
Two years on the longer term outcomes of the project have been;

- Finnish digital youth work guidelines – developed by the youth work sector, inspired by the Scottish Digitally Agile National Principles

- Digital Youth Network in Scotland – a network for people using digital tools or online spaces in their work with young people to share practice, common challenges, keep up to date with policy and innovate together

- Continued partnership working between YouthLink Scotland and Verke, both in European funded projects – a new strategic partnership under Erasmus+ and in other work through an EU expert group on digitalisation and youth

Key Actions and What They Mean

To achieve its objectives, the Erasmus+ programme implements some Key Actions. These are relevant for all sectors including youth work but this summary will focus on the youth work specific areas.

**Key Action 1**  
Mobility of Individuals

**Key Action 2**  
Cooperation for innovation and exchange of good practices

**Key Action 3**  
Support for Policy Reform

Any youth work projects you develop should ultimately aim towards one or more of the following key objectives of the programme:

- improve young people’s skills and individual competences whilst promoting participation in the democratic life of Europe. Young people with fewer opportunities, employability skills, social inclusion and entrepreneurship are some focus areas for 2018-20

- foster quality improvements in youth work, especially between youth work organisations and other stakeholders

- complement policy reforms locally and nationally and to support the development of youth policy as well as the recognition of non-formal and informal learning

- enhance the international dimension of youth activities and enhance the capacity of youth workers and organisations in their support for young people
Key Action 1

Mobility of Individuals

Under this key action, you can organise:

- Youth exchanges
- Youth worker mobility
- Individual volunteering
- Group volunteering

These mobility activities need at least 2 countries to take part and should take place in the country of one of the partners.

- **Youth exchanges** - can last from 5 to 21 days. They are designed for young people to develop competences, become aware of issues, discover new cultures, strengthen their values and so on. Learning is through non-formal education. These cover young people age 13-30. You need a minimum of 16 young people for a youth exchange, and no less than 4 from each country taking part.

- **Youth worker mobility** - allows those who work with young people to travel to take part in activities such as training courses, seminars, study visits, job shadowing and more. There is no age limit. They can last from 2 days to 2 months.

- **Individual volunteering** - is for young people aged 17-30 and can last from 2 months – 12 months. (Young people with fewer opportunities can have 2 week opportunities)

- **Group volunteering** - is for groups of 10 – 40 young people and can last from 2 weeks to 2 months. Young people should be aged 17-30

Find out more about **youth mobility funding**.
Key Action 2

Cooperation for Innovation and Exchange of Good Practices

Under this key action, you can organise:

- Strategic partnerships (innovation)
- Strategic partnerships (good practice)
- Capacity building projects

This key action is primarily concerned with changes within organisations and systems rather than individuals. Mobilities of young people and youth workers can also be part of KA2 projects, but they should focus on developing, transferring or implementing innovative practices. These projects should be concerned with:

- innovative approaches for addressing the target groups you work with
- more modern, dynamic, committed and professional environment in your organisations
- increased capacity and professionalism to work at EU or international level
- positive impact on those involved in the project

- **Strategic partnerships (innovation)** - these projects should develop innovative new outputs (which could include reports, guidance, practice manuals, games, films etc.) and/or disseminate existing outputs. You should involve a diverse range of partners

- **Strategic partnerships (exchange of good practices)** - these projects should help you to develop and strengthen networks and increase your capacity to operate internationally. These partnerships should be concerned with fostering social commitment and entrepreneurial spirit of young people

- **Capacity building projects** - are designed to foster cooperation between programme countries and partner countries. These projects should improve the quality of youth work and non-formal learning, foster the development of programmes of non-formal learning, and promote mobilities in this area. You can have knowledge and policy events such as conferences, workshops and meetings, large scale youth events, development of communication and media tools, or development of youth work training and materials

More about applying for funding for Strategic Partnerships in more than one sector.

Please visit the youth partnerships webpage.
Support for Policy Reform

Also called Structured Dialogue funding, these projects give young people the opportunity to interact with decision-makers on issues of concern to young people and to influence policy. In the YOUTH strand this enables young people to influence decision-makers. This could be locally for example, by funding a local skate park; nationally by campaigning for 16 year olds to vote in all elections; and at a European level by seeking better mental health provision for young people.

What activities are possible?
Projects can last between three and 24 months and do not need a partner from another country unless transnational meetings are organised. Young people should lead the activities in all stages of the project from preparation to follow-up.

Typical activities include:

- meetings, events, seminars, debates and discussions
- meetings and seminars linked to official EU Presidency Youth Conferences
- events and debates linked to the European Youth Week
- consultation, including online opinions polls and surveys

Certain types of UK organisations active in the youth field can participate in a structured dialogue project. Informal groups of young people are not eligible to apply for funding under this Key Action.

The European Commission manages centralised activities under Key Action 3. Please visit their website for more information on the following centralised activities in Key Action 3. Knowledge in the fields of education, training and youth, Prospective Initiatives, Cooperation with international organisations.

TOP TIP!

Find out more about youth dialogue funding.
Before applying for Erasmus+ funding, you will first need to register your organisation on EU Login:

1. Read the European Commission’s manual (3.13 MB) on EU Login. Please note that if your organisation is already registered, you do not need to register again.

2. Each individual accessing the site needs their own ECAS (European Commission Authentication Service) EU login ID. You need to create this first for yourself.

3. Log-in to the Participant Portal with your EU Login account details and register your organisation to obtain your unique 9-digit Participant Identification Code (PIC). We recommend checking first if your organisation already has a PIC and that you read the Participant Portal user manual (4.9 MB) before you register.

Before we share our 5 tips, it’s best to get down with YouTube! Lovely people all over Europe have created and added videos about everything Erasmus+.

How to fill in and upload certain forms to the portal
https://www.youtube.com/watch?v=l6SRAQgc5io
https://www.youtube.com/watch?v=rtfL2gcP5M

How to navigate the portal and get more information on registering
https://www.youtube.com/user/erasmusplusuk
In this toolkit, we want to highlight some tips that we have learnt along the way!

1. **Logging on/Register**

   Register and make sure you have a couple of hours to spare for this!

   [https://www.erasmusplus.org.uk/registering-your-organisation](https://www.erasmusplus.org.uk/registering-your-organisation)

   Follow the 4 steps and you will not go wrong, just remember to keep a record of the Email, Username and password you create at registration.

2. **My organisation**

   Once you are all registered you will have a home page to log into every time. It will look like this:


   Once you log in, you will be directed to your own page, the contact person will be shown in the right top corner and the coloured tabs each have specific information dedicated to your organisation. The red tab, with “MO” is the tab you will use the most. This is where you will update any information, like your organisation’s change in address, legal representative or contact information.

   You must update all your information as soon as possible on the portal, so as not to complicate the process when you have a successful project.

3. **Forms and updating information**

   The forms can take time, especially if you don’t know the details for the forms. The most common question- where do I find the forms I need to register? These links will take you directly to the forms that are a must when registering, the Legal Entity Form: [http://ec.europa.eu/budget/contracts_grants/infoContracts/legal_entities/legal_entities_en.cfm](http://ec.europa.eu/budget/contracts_grants/infoContracts/legal_entities/legal_entities_en.cfm)


4. **Locked out of your account?**

   You will be directed to a password page, enter the digits in the box and a new password will be sent. Or contact the National Agency and they will help you. Don’t panic!

5. **Read, Read and more Reading**

   Read through everything carefully and if you are ever in doubt, call the national agency and they will support you.

**TOP TIP!**

How to upload your documents onto the portal: [https://www.youtube.com/watch?v=l6SRAQgc5I0](https://www.youtube.com/watch?v=l6SRAQgc5I0)
Completing the Application Form

You should also refer to the specific YOUTH objectives laid out in the Programme Guide as you will be scored on how your project relates to these:

- improve the level of key competences and skills of young people, including those with fewer opportunities, as well as to promote participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity, in particular through increased learning mobility opportunities for young people, those active in youth work or youth organisations and youth leaders, and through strengthened links between the youth field and the labour market

- foster quality improvements in youth work, in particular through enhanced cooperation between organisations in the youth field and/or other stakeholders

- complement policy reforms at local, regional and national level and to support the development of knowledge and evidence-based youth policy as well as the recognition of non-formal and informal learning, in particular through enhanced policy cooperation, better use of EU transparency and recognition tools and the dissemination of good practices

- enhance the international dimension of youth activities and enhance the capacity of youth workers and organisations in their support for young people in complementarity with the European Union’s external action, in particular through the promotion of mobility and cooperation between stakeholders from Programme and Partner Countries and international organisations

Ready to Apply and Complete the Application Form for the Correct Deadline

Yes, the application looks really complicated and it’s been quite a struggle to get this far, but the National Agency (and others who have successfully applied) are able to offer support.

https://www.erasmusplus.org.uk/apply-for-youth-mobility-funding#howtoapply has links to all the forms and paperwork that you will require including Guidance Notes.

There is a drop-down box to choose themes for your project and remember that these can be varied from environmental projects, through art, drama, music and sport and are a means of achieving your learning outcomes. You need to be able to demonstrate that your programme links clearly to the theme chosen.
There are three important documents that should be referred to as you prepare your application and close attention to these will help you to be as successful as you can be.


Secondly, the particular Guidance Notes for the programme that you are applying for support from and these are all listed on the right-hand side of the How to Apply page on the National Agency website and are updated for each individual round. These look in detail at each question and what exactly is being looked for and what should be written.

Thirdly, the Guide for Assessors (link on right-hand side of How to Apply page) should be referred to as it shows how your application will be scored and what precisely those who will be looking at your application are expecting to find under each of the questions.

- Refer to local strategies and plans and how they fit in an international context
- Use the programme guide to your advantage
- Keep things simple and remember a human being is assessing at the other end
- Use your partnership - international partners have experience and resources
## Completing the Application Form

### Relevance of the Project

**Relevance of the Project**

*maximum 30 points*

The relevance of the proposal to:

- the objectives of the Action (see section “What are the aims of a mobility project”)
- the needs and objectives of the participating organisations and of the individual participants

The extent to which the proposal is suitable of:

- reaching out to young people with fewer opportunities including refugees, asylum seekers and migrants
- promoting diversity, intercultural and inter-religious dialogue, common values of freedom, tolerance and respect of human rights as well as on projects enhancing media literacy, critical thinking and sense of initiative of young people
- equipping youth workers with competences and methods needed for transferring the common fundamental values of our society particularly to the hard to reach young people and preventing violent radicalisation of young people

The extent to which the proposal is suitable of:

- producing high-quality learning outcomes for participants
- reinforcing the capacities and international scope of the participating organisations

The extent to which the proposal involves newcomers to the action:

### Key Points

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned either side (i.e. minimum 15 points for the categories “relevance of the project” and “impact and dissemination”; 20 points for the category “quality of the project design and implementation”).
Quality of the Project Design and Implementation (maximum 40 points)

The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities and follow-up)

The consistency between project objectives and activities proposed

The quality of the practical arrangements, management and support modalities

The quality of the preparation provided to the participants

The quality of the non-formal learning participative methods proposed

The extent to which the young people are actively involved at all levels of the project

The quality of arrangements for the recognition and validation of participants’ learning outcomes, as well as the consistent use of European transparency and recognition tools

The appropriateness of measures for selecting and/or involving participants in the mobility activities

In case of activities with Partner Countries neighbouring the EU, the balanced representation of organisations from Programme and Partner Countries

The quality of cooperation and communication between the participating organisations, as well as with other relevant stakeholders

Impact and Dissemination (maximum 30 points)

The quality of measures for evaluating the outcomes of the project;

The potential impact of the project:

- on participants and participating organisations during and after the project lifetime

- outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels

The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations.
The National Agency for Erasmus+ in the UK, a partnership between the British Council and Ecorys UK, remains wholly committed to the Erasmus+ programme and its benefits. The National Agency strongly supports continued full membership of the programme for the UK through to 2020 as planned, under the proposed Brexit implementation period, so that at least 250,000 people across the UK have the chance to study, train or volunteer abroad, and that UK organisations can continue to collaborate on international projects.

They have been working closely with the UK National Authority (the Department for Education) to ensure that accurate information on Erasmus+ activity in the UK is provided to UK Government. The National Agency has a mandate to cover all sectors of the programme, and will continue to liaise with UK Government to ensure that higher education, vocational education and training, schools, adult education and youth activities are represented equitably. They will continue to update their website www.erasmusplus.org.uk as information becomes available and remain the most accurate source of information on Erasmus+ in the UK for beneficiaries.

**Information for UK Organisations Applying for Funding**

In 2017 the Erasmus+ programme reached the halfway mark in the UK with 500 million euro allocated to projects and activities since 2014.

The UK Government has stated publicly that the United Kingdom is committed to continuing full participation in the Erasmus+ programme up until we leave the European Union. The Government has now agreed a fair financial settlement with the EU enabling it to move to the next stage of negotiations. With the caveat that “nothing is agreed until everything is agreed”, in principle the UK will continue to benefit from all EU programmes, including Erasmus+, until the end of the current budget plan (2014-2020). In the meantime the Government encourages UK applicants to continue to apply for funding until we leave the EU. UK organisations wishing to apply for funding in 2018 should prepare for participation as usual ahead of the 2018 application deadlines. The
2018 Call for Proposals was published on 25 October 2017 with an update on 15 December 2017.

The UK Government has made clear that it values international exchanges. In the unlikely event of a ‘no deal’ scenario, the Government guarantee already made still stands, and successful Erasmus+ applications which are submitted while the UK is still a Member State, even if they are not approved until after we leave, can continue beyond the point of exit. The guarantee applies to funding allocated to UK organisations, whether in applications submitted to Brussels (centralised) or to a National Agency (decentralised), whether or not the UK is the lead partner. Applications for Higher Education submitted before the exit date will include mobility in the 2018/19 and 2019/20 academic years. Practical details regarding how this would be implemented will be discussed with the Department for Education (the UK’s Erasmus+ National Authority) over the coming months.

The Future of the Programme

The National Agency cannot speculate on any possible future scenarios following the UK’s exit from the EU, but notes that the Government position is that UK participation in some EU programmes ‘promoting science, education and culture’ may continue subject to the negotiation as stated in the Prime Minister’s speech delivered in Florence on 22 September 2017.

Receive the Latest Information on Erasmus+ and Brexit

The National Agency will continue to update a page with news and information related to the UK’s participation in the Erasmus+ programme. They recommend that you sign up to our newsletter or follow @erasmusplusuk on Twitter for the latest developments.
So, your project has been accepted, congratulations! You are probably a little apprehensive, thinking of the project and where to begin? Well, don’t fear, this is why all of this is here.

Firstly, take a deep breath and read through the acknowledgment email from the National Agency. Then answer this question: Are there any conditions attached to the funding? For example- a mandate not signed and the National Agency needing a new one, or a partner with an incorrect address?

Secondly, get in touch with partners and inform them of the decision and to watch their emails over the next few days for any requests. It is also useful to set up a web-based collaborative platform for the project and give access to project partners so documents can be uploaded or changed. E.g. Google Drive https://support.google.com/a/answer/6085338?hl=en (Other similar platforms are available)

Try and ensure that any conditions have been met within the timeframe the National Agency gave, but if you don’t have time, they will work with you, so don’t worry. Email the National Agency with your project number in the subject box if you need more time. They usually get back within 24 hours.

Once all your conditions are met (they won’t reply, just give you a deadline) then that means your portal is up to date and you will be sent a Grant Agreement, yay! The Grant Agreement is the contract between you and the National Agency. The Grant agreement is one document, but will come with other documents, which are Annexes to the Grant Agreement.
Now it’s Time to Plan Your Project

A great place to start is https://www.erasmusplus.org.uk/manage-your-grant-2 Spend some time looking through the tab that is relevant to your project as this will be the page that you will come back to more than once, trust us, you might even dream about it! In between the administrative elements of project planning, it is a good idea to begin with a project plan and timeline that partners can have access to throughout the project life cycle. This project plan is already written for you in your application, so you need to take out the best bits of the application and create your plan. When making your project plan, which ultimately can be used for your end of project report, the impact+ tool is a nice addition.

Impact+ Tool

https://www.erasmusplus.org.uk/impact-assessment-resources
https://www.youtube.com/watch?v=DE8oHhSJIA_Q
Share your project plan with partners when it’s done. We are sure this isn’t your only piece of work, so make the plan simple and at whatever level suits you, you don’t need to make it complicated - it’s more of a guide to keep you on track.

During the Project

To promote and get possible local/national press coverage for your project, Erasmus+ have many tips to help you do just that. Plus don’t forget to download their logo to share on your social media and website.

https://www.erasmusplus.org.uk/promotion-and-dissemination
http://ec.europa.eu/programmes/erasmus-plus/node_en
You’ve Been Awarded Funding – What Next?

Finance

Erasmus+ uses Unit costs (i.e. agreed sums for travel based on distance and agreed amounts per person per day and these are detailed in the Programme Guide) so you can calculate exactly what you will receive. Exceptional costs are based on receipts, but can cover passports, luggage etc. for those that require them. You can’t add costs in once the application is submitted so it’s always best to put more in at the beginning even if you do not use them.

Co-financing

You should be achieving local and national outcomes and these might help you to attract additional funding and give legacy and sustainability to your project. So why not have a think about what other funds you can apply for to support the delivery of your project:

• Take a look at local community groups, e.g. small grants for engaging young people or vulnerable adults in arts, culture and non-formal education

• Take a look at Health and Social Care Partnerships, e.g. small grants in improving lifestyles for people living in poverty or completing a small piece of research with service users

• You could also look into local businesses that could be potential corporate supporters by donating to your project or providing in-kind support
Case Study

A & M Scotland received a small fund from the North West Planning Group in Glasgow of £500 for supporting their project hosting European young people in Glasgow for 1 month. They were granted funding on the basis that 35 young people from certain communities in Glasgow socialised with the European volunteers to challenge perceptions of different cultures.

Issues

The National Agency want the best for you, so remember that when you phone with a query, if they can’t answer there and then, they will have a specialist call you back. All emails you receive about forms, need to be deemed a priority, if you decide not to return forms on the deadline given, then it is likely your project will be withdrawn.

It’s okay to change delivery, and potentially some outcomes in your project if it still fits with the overall aim and falls within the project dates given, but you need to get approval from the National Agency to make changes to your project so make sure you double check with them.

Depending on what your issue is, there are different contacts for your project:

- **Youth - Key Action 1 & TCA**
  Email: erasmusplus@ecorys.com
  Tel: 0121 212 8947

- **Youth - Key Action 2 and 3**
  Email: erasmusplus.applications@britishcouncil.org
  Tel: 0161 957 7755

- **IT related issues**
  Email: EC-HELPDESK-IT@ec.europa.eu
Final Report and On-line Mobility Tool

Once your project has been awarded your grant and your project development is underway, you will be contacted about the online Mobility Tool (MT+) and how to access this. This will create the platform for generating your final report, keeping track of your budget and storing the results and products developed as a result of your project.

Mobility Tool

http://ec.europa.eu/education/resources/mobility-tool_en

The site has lots of useful videos about how to use it. Once registered on the portal you can upload all the necessary documents. Other documents and links can be added to the EU Projects Results Platform.

Final Report

You will be given instructions and guidance by Erasmus + to help you to complete your final report. Some of the information will automatically transfer from your application, into your report, but you will have to enter all your participant details, and other mandatory fields. It is important that you keep copies of the following documents as you will need to attach these to your final report:

- Invoices for travel costs for participating organisations
- Signing in sheet of all participants, confirming attendance days and personal details

Give yourself enough time to enter all the details, as you will require to complete information for each participant and group leader/facilitators included in your original grant request. After an activity/visit has taken place the online system will send out a survey to
participants to ask about their learning during the activity. It is important that they fill this in – you can support them (For Youth Exchanges the survey goes to the Leaders).

Once you have entered all the mandatory fields in the system you will then be directed to the main sections of the final report, where you are required to give information about the implementation of your project. Remembering that you may have produced a written report or some video footage as a legacy that you may want to share with others and include as hyperlinks in your final report.

Remember the report is for both Erasmus+ and for your partner organisations to celebrate what you have achieved. It also provides the opportunity to report on what took place; highlight any changes to the programme or organisational issues; challenges and how they were addressed, and very importantly the impact of these challenges.

Your report will be assessed by an assessor and scored against criteria, just like your application. If your report is not of a high enough standard you may not receive your full final payment. However, if your report has a very high score your project may be shared as good practice across Europe. The UK National Agency can help you to get it right, just get in touch with them.
The evaluation has been completed, the final report submitted (phew!) and a celebratory glass or 2 have been permitted. Lemonade, of course. What comes next? What are the legacies of these Erasmus+ projects? And where can that take individuals, organisations and wider communities?

The ripples from these projects expand out, in all directions, for many months and years after the final paperwork is done. These ripples are hard, if not impossible, to fully track. But the stories that we do gather give an indication of the strength and depth of the impact Erasmus+ projects can have. Here’s just one...

Maria came from Spain to Glasgow for a European Voluntary Service (EVS) project co-ordinated by Xchange Scotland in 2012. During the year she was in Glasgow, she volunteered with two organisations in Govan, getting to know the community, learning new skills and using her passions and talents to positively contribute to the organisations and the wider Glasgow community. So far so good.

After her volunteering project finished, using the connections she had developed during her time in Glasgow, Maria stayed on and continued to develop her career in creative youth work. She went on to work for Create Paisley and bring her skills and experience to that organisation and the community of young people they work with. Through her work here Maria developed a youth exchange with the young people to go to Slovenia. This not only created a hugely rich and valuable experience for this group of young people in Paisley, but also connected them to the world of Erasmus+.

During the youth exchange in Slovenia one of the young people from Paisley, Lindsay, got talking to the hosts about International Volunteering and was offered a place on a project in a Youth Centre in Trbolvje. During her time there last summer, she led educational sessions for young people in the town, travelled the region, gained new skills and learned a huge amount about different cultures and herself - “it was the most amazing experience of my life”.

If we look at the short-term impact of Maria’s involvement back in 2012, we see some of the things she gained, developed and contributed. However, if we take a longer-term look, we see how her International Volunteering led onto Lindsay’s experiences. What the longer-term impact of Lindsay’s volunteering is, time will tell. However, what this story suggests is that Erasmus+ projects are life-changing experiences whose ripples and waves are felt powerfully for years to come.

A story like this is only the snow on top of the tip of the iceberg. For more stories of Erasmus+ legacies

https://www.erasmusplus.org.uk/stories/sector
Training and Networking for Youth Workers
Ongoing Professional Development and Applying for a Youth Worker Mobility Grant

The section of Key Action 1 devoted to ‘mobility of youth workers’ brings fantastic opportunities for the youth work sector. This fund can facilitate a range of transformative learning and professional development opportunities for paid and volunteer youth workers.

The aims of Erasmus+ include raising the quality of youth work and the recognition of ‘non formal learning’ within the broader education field. The Erasmus+ programme intends to support projects which increase youth workers’ competence and confidence through training, practice sharing and networking. Learning with people from other countries and cultures can have as strong an impact on practitioners as it has on young people.

International projects are opportunities to learn from others’ areas of expertise and be inspired by different approaches. They can also be opportunities to share what we are doing well in Scotland, so be proud!

Just as the aims of Erasmus+ link with our outcome frameworks for young people, Erasmus+ projects for youth workers facilitate development of skills and competence to help practitioners meet the Competences for Community Learning and Development and the National Occupational Standards for Youth Work. The Erasmus+ programme also adapts to meet current priorities across Europe and to modernise youth work so there are objectives around digital skills, social inclusion, and emphasis this year on projects focusing on democratic values and preventing violent extremism.

You could apply for Training courses; Study visits; Conferences; Job shadowing; Contact making seminars; and Partnership building activity for another Erasmus+ project.

There are no age limits around this strand so youth workers of any age can participate. If you have younger youth workers under 18 attending you need to consider child protection within your risk assessment, as you would with a youth exchange.
All projects must be with at least one international partner. Activities can last between 2 days and 2 months and the maximum number of participants is 50. There can be just one activity or multiple activities or ‘flows’ within one project, depending on what suits the project needs. The funding available is for unit grants for travel and unit daily allowances per person.

**Top Tips for Youth Worker Mobility Projects:**

- Use the information and guides for youth exchanges; logistically they can be really similar except there is no advance planning visit for youth worker exchanges

- The guidance for international volunteering projects would also be really useful for any job shadowing placements undertaken

- On application and throughout, be clear on the learning objectives of the project, how these fit with the priorities of the employer / sector and of Erasmus+

- Make use of tools and systems you already use to record and reflect on learning e.g. i-develop, youth leader log books, reflective diaries, professional development plans

- Providing this kind of opportunity for learning and growth for your workforce could reap huge benefits. Consider how participants can share their learning after activities

- Remember that these projects can be for volunteers or paid staff (full time or part time) or a combination
Do you work for a private or public organisation active in the field of youth work?

Do you want to develop your organisation’s capacity and staff competences?

Are you interested in learning about best practice in other European countries, sharing knowledge and skills with experts and peers, training your staff and/or finding partners for your projects? If so, then Erasmus+ TCA can help you!

Transnational Cooperation Activities (TCA) encompasses a range of events, seminars and workshops, which enable Erasmus+ National Agencies (NAs) to collaborate and share best practice across Europe. The overall aim of the activities is to improve the quality and impact of the Erasmus+ programme at a systemic level. When planning a TCA, National Agencies refer to the objectives set out in strategic documents such as Europe 2020 and the EU Youth Strategy.

TCA include a wide range of activities such as workshops, training courses, seminars and partnership building activities on themes relevant to Erasmus+, including:

- tools to improve the recognition of skills and competences, including those acquired through informal and non-formal learning
- inclusion, cultural diversity and intercultural competences
- European active citizenship and widening participation
- employability and social entrepreneurship
Taking part in TCA means you can:

- create and/or extend contacts and cooperation with organisations coming from similar or different fields across the UK and Europe
- gain knowledge and practical skills on Erasmus+ and access support on project ideas
- disseminate your projects’ results at European level

Who Organises TCA Events?

TCA events are organised and hosted by Erasmus+ National Agencies in Programme Countries. Some youth TCA activities are organised by the SALTO (Support, Advanced Learning and Training Opportunities) Network, the European group of eight regional Resource Centres working on the European priority areas in the youth field.

What Funding is Available?

Selected participants based in the UK will receive up to 100% reimbursement of their travel costs. Accommodation and subsistence are usually provided for free by the event organisers or else covered by the UK National Agency.

How can I Apply for a TCA Event?

1. Look at the list of projects in the upcoming opportunities section under ‘youth’
2. Read the guide for applicants (523 KB)
3. Register on the SALTO website and submit your online application
“4 days in another European country, meeting other folks doing similar work from all over and learning about a topic we’re all into - for free?! Where’s the catch?” When explaining international mobility trainings to youth and community workers, this is regularly how the conversation goes.

Transnational Cooperation Activities/SALTO Trainings are residential courses that last anywhere from 2 days up to 7 days. They bring together youth and community workers from a range of different countries to meet and learn together. The course topics are rich and diverse: from ‘how to set up a Youth Exchange’ to ‘exchanging best practice in anti-discrimination education’. Whatever your project area there will be a training course available that will build your learning and networks in unique and powerful ways. They are open to all youth workers with no age limits and do not require the full Erasmus+ application to be completed. What’s more, all the costs (travel, accommodation, food, course costs…) are generally covered by the Erasmus+ programme. Some of the courses advertised in the SALTO Calendar will have small costs attached, but they are still incredible value for money. Yes, it is a commitment in terms of staff or volunteer time to attend these courses. But, in terms of what comes from them – new ideas, fresh perspectives, quality connections and projects to take forward – they are often priceless:

1. New ideas. International mobility trainings are a great starting place for really understanding the world of Erasmus+ and how to bring an international dimension to your work. From brilliant icebreaker games through to new theories and approaches, you will be guaranteed to be going home with a suitcase bulging with new ideas

2. Fresh perspectives. Youth and community work can be tough and draining. Transnational cooperation activities are a unique forum for quality, in-depth dialogue, thinking and learning about shared issues and problems in our communities locally and globally. Participants come back with fresh thinking to share and a new spring in their step
3. Quality connections. Meeting a range of people involved in the same work as you isn’t just good for fresh perspectives. If you are looking to bring international work to your organisation you need good, reliable and trusted partners. The best way to establish these partnerships is by attending a transnational cooperation activity.

4. Projects to take forward. Through the new ideas, fresh perspectives and quality connections, you will return from an activity with projects to take forward. From implementing new activities locally to organising a Youth Exchange with partners you met on the course, these courses have very tangible results.

Convinced? Not sure? Want to have a look at some examples? The place to search is the Salto-Youth European Training Calendar. [https://www.salto-youth.net/tools/european-training-calendar/](https://www.salto-youth.net/tools/european-training-calendar/) Here you can search trainings by topic, date and type. You can also sign up to a newsletter delivering info on the latest courses to your inbox.
Youth Exchanges
Organising a Youth Exchange

Key Tips - Facts - Features and Ideas

Have you ever thought about organising a youth exchange but not sure about how to go about it?

Are you unsure about what is involved or expected during the planning, delivery and follow-up stages?

These pages will help to highlight some of the key features and expectations when planning and organising a youth exchange, which will help you to proceed with a funding application.

A Youth Exchange Project - Key Facts and Features:

- A youth exchange must involve at least 2 different countries
- Participants can be aged 13 – 30
- Youth exchanges can be for up to 21 days and held in one of the participating countries
- Youth exchanges should be fun but meaningful, with a structured learning programme built around a shared topic or theme relevant to participants from all participating countries
- Project objectives and participant learning outcomes should be clear
- Youth exchange programmes should be built on non-formal learning methods
- Participants should include those with fewer opportunities
- Youth exchanges should promote the involvement of young people during all stages of the programme; planning, application, delivery and evaluation

What is a Youth Exchange?

Youth Exchanges provide a fantastic opportunity for groups of young people supported by group leaders to jointly carry out a learning programme, designed and prepared by them on themes and topics that are relevant to their needs.
Organising a Youth Exchange

The Application Process and Timing

There are 3 deadlines in February, April, October. [https://www.erasmusplus.org.uk/funding-deadlines](https://www.erasmusplus.org.uk/funding-deadlines) You must submit your application prior to the deadline date and time or it will not be considered. Your application will be assessed on 3 key areas:

- Relevance of the project
- Quality of the project design and implementation
- Impact and dissemination

It is important that you design your project with these areas in mind. Once your project has been assessed you will be sent a notification about whether your project has been successful or not and you will be given comments about the quality of your project/application. If successful you will be sent a contract for signing before any funds will be released. (See section on what happens after your application is successful).

**TOP TIP!**

- Do not rush your project timeline – funding decisions can take up to 4 months
- Remember you should not book travel or make payments before the National Agency has signed your grant agreement
- Give yourself a good lead in time to finalise organisational arrangements
- Remember to include all necessary documents e.g. partner mandates, declaration (legal representative) and programme template with your application
Funding

Erasmus+ has guidelines about what is funded and what is not, in the programme guide, and you should refer to these before making your application. In addition to the key assessment areas consideration will also be made about the grant request and whether these are in line with the guidelines and are relevant. Your grant **may not cover the full costs of your programme**, and it will be expected that additional funding needed for your project will be achieved through fundraising activities or contributions from participating organisations.

**TOP TIP!**

- Funding for travel to the host venue is a fixed unit amount based on a distance band
- Additional funding can be requested for participants incurring additional travel costs in their home country
- A daily organisational rate will be applied (rate according to country) and will include 1 day on either side as travel days
- Travel days will not normally be applied for host country
- Funding for an Advance Planning Visit (APV) will be considered and will cover travel for 1 group leader and up to 2 young people (with fewer opportunities)
Organising a Youth Exchange

Themes, Objectives and Learning Outcomes

Agreeing project objectives is very important. They need to correspond to the activity programme content and desired impact. Learning outcomes for participants need to be clearly described and relevant to the project objectives. Being clear about objectives, learning outcomes and evaluation processes will help to demonstrate the impact of your project. The rationale of the project needs to be clear with an explanation about how it fits within a youth work context, the work of the participating organisations, and the needs and aspirations of participants.

TOP TIP!

- Do not be too ambitious when setting objectives – be realistic
- Include some references to local policies or strategies which you can reference in your application
- Ensure you outline links between the objectives of your project and the objectives and priorities of Erasmus+. Don’t assume that this is obvious – spell it out clearly

Involvement of Young People

Involvement of young people is fundamental within a youth exchange project and description of plans to involve young people in the planning and delivery of the programme is important within the application.

TOP TIP!

- Exploration of the project themes and topics
- Pre-planning meetings with young people to include e.g.
  - Fundraising ideas if needed
  - Cultural programme content
  - Presentations about the area
  - Exploration of group rules
  - Ideas on visits, programme content, free time, and ways to make it fun
  - Language support and learning about participating countries
  - Planning ice breakers or leading sessions
  - Follow up dissemination ideas
- Exploration of needs and expectations
Selection and Preparation of Participants

Within the application there is a question about participant profiles; how you will select participants; and how you will prepare participants for their involvement. It is important that you and your partners select and recruit the right participants for the project and agree the preparation process to ensure consistency. Participation in a youth exchange is likely to be very popular and you may need to select from a larger interested group.

TOP TIP!

- Have clear promotional information about the objectives/expectations of the project
- Participant expectations should be clear – before, during and after the exchange
- Agree selection criteria, e.g. age, gender, skills and attributes, levels of prior experience, motivation level, and need
- Include a needs assessment or participation questionnaire if necessary to ensure that you are aware of individual needs and motivation
- Create a participant profile questionnaire / consent forms to gather information needed to inform your project
- Try to ensure a gender and age balance
- Consider how to support participants particularly those with additional support needs
- Agree a timeline of pre and post meetings with participants
Organising a Youth Exchange

Developing your Programme

Remember to give yourself an appropriate lead in time; don’t rush the planning process. If you are the applicant and host country you will have a lot of additional organisational tasks to undertake. Remember there are a number of organisational aspects that can be shared with other partners.

TOP TIP!

Draft out a timeline to include the various stages of the project, e.g. preparation, delivery and follow-up. In the application there is a question about the main activities and timeline. Having a summary timeline of how you have approached this could enhance your application.

Project timeline:

- Draft out a timeline to include the various stages of the project, e.g. preparation, delivery and follow-up. In the application there is a question about the main activities and timeline. Having a summary timeline of how you have approached this could enhance your application.

Getting to know your partners:

- Maintain regular contact with partners to discuss e.g. the project idea and objectives, participant profiles, content of the programme, expectations and needs of participants, contribution within the exchange activity programme (group leaders and participants), evaluation methods, health and safety/protection issues and needs, and follow-on dissemination activities.

Tackling Language Barriers

- Create projects with non-formal, non-verbal activities (using drama, food, music)
- Teach languages as part of the project
- Outdoor activities can combat language barriers
Agreeing Project Management Roles and Responsibilities

It is very common for the applicant organisation to take responsibility for the finances, general co-ordination of the project, and hosting the Youth Exchange. However, this is not always the case. There could be more than one exchange programme (“flow” in National Agency terminology) in other partner countries within your application e.g. first leg in the UK in March and the 2nd leg in Spain in November. It is therefore important that management arrangements are agreed in advance and that roles and responsibilities are agreed and reflected in the application. Roles and responsibilities can be shared.

TOP TIP!

Ensure that roles and responsibilities are agreed in the early stages on the following:

- Writing the application
- Financial co-ordination
- Hosting
- Contribution within activity programme
- Reporting and follow-up activities

Advance Planning Visit (APV)

Including an APV in the application could be very useful, particularly if this is your first exchange, or first hosting experience, or if there are a high number of participants with fewer opportunities or specific support needs. If you intend to include an APV in your project design, you will need to provide a programme template for the APV with your application.

TOP TIP!

- APVs are only over 2 days therefore the programme needs to be clearly defined
- Programme elements could include e.g., visit to the venue, health and safety matters, participant profiles and support needs, pre-departure details, programme update, rules of behaviour, roles and expectations of group leaders, what to bring, gifts, evaluation and reflection methods, follow-up plans and general organisational information
Organising a Youth Exchange

**Practical Arrangements**

There are a number of practical arrangements to consider.

- Identify a suitable venue for your exchange programme in light of programme, accommodation and support needs

- Ensure transport, travel, and pick up arrangements are agreed in advance

- Consider ways to engage with the wider community

- Create a participant/group leader information pack to include e.g.
  - Emergency contact details, details about the venue and associated rules, group rules, activity programme, leaflets about the hosting area, participant list, a map

- Ensure that Health and Safety/Protection of Participants arrangements are in place e.g.
  - Ratios of group leaders are appropriate
  - Disclosure checks for work with children, young people and vulnerable adults are in place. You will need to ensure that equivalent checks are undertaken by other partners
  - Risk assessments are undertaken for programme activities
  - Instructors for activities are relevant and qualified in accordance with legal requirements
  - Supervision arrangements are in place for duration of the activity

**Key Points**

Finally ensure that you have completed a sign in sheet for all participants and leaders. You will need this for your final report and final funding payment.


**Exchange Programme Template**

For your application you will be required to provide a programme template which will outline the daily activities and methods used.

**TOP TIP!**

- Ensure that overall your activity programme matches with your project objectives and learning outcomes
- Include a well-balanced range of activities covering topic content, project objectives and learning outcomes; intercultural activities; reflection and evaluation; group leader meetings; forward planning time if part of the objectives
- Highlight non-formal learning methods and approaches within your methodology

**Evaluation and Reflection**

A key quality criterion for Erasmus+ is the quality of the learning programme and the impact on e.g. participants, the organisation, the wider community... at local, national and EU levels.

Evaluation methods should be appropriate to the nature of the project, and desired outcomes and impact.

**TOP TIP!**

- Consider use of Youthpass and related competences to measure learning outcomes
- Consider other forms of learning recognition e.g. ASDAN, Youth Achievement Awards, Youth Participation Awards: [http://www.awardsnetwork.org](http://www.awardsnetwork.org)
- Think of creative ideas to encourage participant feedback, e.g. video diaries, graffiti board to record highlights, photographs, evaluation forms linked to project objectives, learning outcomes and expectations, personal logs, reflective diaries, reflective group discussions, group leader evaluation, post evaluation with participating organisations, gathering testimonials, creating participant reporting group, and writing up post project press releases
Organising a Youth Exchange

Follow-up and Dissemination

It is important that you plan how you are going to tie up your exchange and disseminate the results of your project in each of the countries. This information will be useful for inclusion in your final report which will be requested by Erasmus+. These activities should be relevant to the nature and scale of the project and the impact you are trying to achieve.

**TOP TIP!**

- Agree in advance with your partners the types of dissemination activities, e.g. local press releases, presentations to local stakeholders, young people holding a parents evening or presenting back to their organisation, producing a report, holding a dissemination exhibition, sharing photographs and videos, a celebration and presentation evening at the end of the activity programme by participants, presentation of Youthpass certificates, stakeholder evaluation, and promotion on website or social media platforms
- Think about ways to involve young people in dissemination activities

Final Report and Mobility Tool

Once your project has been awarded your grant and your project development is underway, you will be contacted about the online Mobility Tool (MT+) and how to access this. This will create the platform for generating your final report and storing the results and products developed as a result of your project.

**TOP TIP!**

- Keep copies of photographs, evaluations, products produced, selection and evaluation pro-formas, testimonials, travel invoices, and general expenditure documentation
- Keep a spreadsheet of expenditure
- Ensure that invoices for travel for participating organisations are sent to co-ordinating organisation for the finance arrangements and transfer of funds
Hosting in the UK:

Checklist

Documentation

- Copies of Consent/Next of Kin Forms for all your own group to participate in the programme (remember to keep information correctly and securely, under GDPR rules)

- Ensure that you have Section 19 Minibus Permits if using minibuses for transport locally

- Ensure that adequate risk assessments have been carried out for all aspects of the programme

Residential Centre (if appropriate)

- Ensure that Fire Safety notices and any major Health and Safety issues are translated for partner group(s)

- Ensure security for passports and other valuables

- If doing adventurous activities ensure that any rules that must be observed by your partner group(s) are known and taken on board by staff

- Ensure that a suitable home contact has been arranged and briefed

Homestays (If appropriate)

- Ensure that all over 18 year olds in the households have been suitably vetted for child protection

- Ensure that host families understand child protection issues and have been given copies of “Safety on Exchanges”

- Ensure that families know what meals/packed lunches should be provided and if there are any cultural issues to be aware of with partner group(s)

Confirmation Required From Partner Group Before They Arrive

- Check that partner group(s) has/have copies of Consent/Next of Kin Forms for all their group (remember to keep information correctly and securely, under GDPR rules) Check that partner group(s) has/have travel insurance and EHICs for all their group

- Obtain details in advance of any special medical/dietary needs of partner group(s)

- Give partner group(s) suitable contact telephone numbers/e-mail addresses (not just 9-5)

- Obtain details in advance of any adventurous activity rules that apply to the partner group(s)

- Forward details of your organisation’s child protection policy so that partner group(s) know your rules and procedures

- If using your partner’s coach whilst in the UK, ensure that you have obtained an International Passenger Transport Authorisation

- Prepared a list of relevant Scottish laws – age restrictions for alcohol, tobacco and sexual relationships and what laws may differ or are more severe here
Documentation

- Group Leader has Consent Forms for all participants and Next of Kin Forms for all adults
- Group Leader has paper or electronic copies of all passports and EHICs
- Home Contact has all relevant documentation
- Group Leader has the Insurance Policy and details of its Emergency Assistance Service
- Group Leader has all relevant documentation required for method of travel being used
- A Code of Conduct has been agreed and signed by leaders, participants and if appropriate, parents
- Group Leader has sufficient funds/credit cards to deal with any unforeseen emergency
- Group Leader has ensured that all Local Authority/Voluntary Organisation internal rules and regulations have been adhered to
- Group Leader has ensured that all Parents/Guardians have the Technical Information Sheet, copies of the Travel Insurance Policy and know the procedures for contacting the group in emergency/non-emergency situations
- Group Leader has extra copies of Group Summary Sheet to give to airlines/ferry operators etc.
- Remember to keep information correctly and securely, under GDPR rules
Liaison with Partner Group/ Residential Centre

- Planning Visit has been arranged if necessary to check arrangements
- Any special dietary/medical needs of your group have been communicated to the partner/centre
- Any activities on the agreed programme with specific rules and regulations in the UK have been highlighted and the requirements of your group have been clearly explained
- All activities have been risk assessed and if necessary checked with your insurers
- If you are to be using your (UK) transport then the necessary International Passenger Transport Authorisation has been obtained
- Your Child Protection Policy has been communicated to your partner/centre along with a copy of “Safety on Exchanges”, particularly if homestays are being arranged by your partner group
- All rules and regulations relating to young people in the host country are known

Useful Equipment for Group to Take

- Electrical adaptor and UK 6-bar extension cable/USB multi-charger so that essential appliances can be recharged
- First Aid Kit with sufficient specialist items such as insect repellent, suncream, lipsalve, travel sickness pills etc dependent upon the activity programme and area being visited
- Lockable Cashbox to store passports, travel tickets, spare credit card, pocket monies etc.
- Maps, phrase books, quizzes and evaluation forms
- Candles, cards, family gifts etc. for any birthdays that may occur whilst you are away
- Some small Scottish presents – calendars, shortbread, dishtowels for those who’ve helped you
Sample Form:
Participant’s Consent

For Youth Exchange to be held in any country from ___ to ___

A. Personal Details:

<table>
<thead>
<tr>
<th>First Name</th>
<th>Surname</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Date of Birth</td>
</tr>
<tr>
<td>Postcode</td>
<td>Telephone Number</td>
</tr>
<tr>
<td>Religion</td>
<td>E-mail</td>
</tr>
<tr>
<td></td>
<td>Passport Number</td>
</tr>
</tbody>
</table>

B. Medical Details:

<table>
<thead>
<tr>
<th>Doctors Name and Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of last tetanus immunisation</td>
</tr>
<tr>
<td>National Insurance Number</td>
</tr>
<tr>
<td>Details of any condition requiring regular medication</td>
</tr>
<tr>
<td>Details of any known allergies or sensitivities: e.g. penicillin, nuts, eggs, cheese, dog hair etc.</td>
</tr>
</tbody>
</table>

C. Parent/Guardian’s Contact Details for during the event:

<table>
<thead>
<tr>
<th>Daytime Contact Telephone Number (If no-one will be at home address)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Contact Telephone (For example a mobile phone)</td>
</tr>
<tr>
<td>Holiday Address and Phone Number (If away from home during event)</td>
</tr>
</tbody>
</table>

D. Parental/Guardian Permission:

I hereby give permission for my son/daughter/ward to participate in the activities on offer. I understand and accept that occasionally accidents of varying severity can occur. Should they come into contact with any infectious disease within three weeks of the exchange I shall inform the Leaders. I shall inform the Leaders of any medicine or diet to be taken during the exchange visit and ensure that an extra supply of medication (e.g. inhaler) is brought, as appropriate. In the event of any accident/illness requiring hospital treatment I authorise the Leaders to sign on my behalf any documentation required by the hospital authorities, if I cannot be contacted by telephone. I confirm the above details to be correct, to the best of my knowledge.

I confirm that I have no objection to the information given on this form being held on computer and that I have no objection to photographs/video footage of my son/daughter/ward being used for publicity and reporting purposes.

Signature of Parent/Guardian
## Sample Form:
### Over 18’s Next of Kin

For Youth Exchange to be held in any country from ___ to ___

#### A. Personal Details:

<table>
<thead>
<tr>
<th>First Name</th>
<th>Surname</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Date of Birth</td>
</tr>
<tr>
<td></td>
<td>Telephone Number</td>
</tr>
<tr>
<td>Postcode</td>
<td>E-mail</td>
</tr>
<tr>
<td>Religion</td>
<td>Passport Number</td>
</tr>
</tbody>
</table>

#### B. Medical Details:

<table>
<thead>
<tr>
<th>Doctors Name and Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of last tetanus immunisation</td>
</tr>
<tr>
<td>National Insurance Number</td>
</tr>
<tr>
<td>Details of any condition requiring regular medication</td>
</tr>
<tr>
<td>Details of any known allergies or sensitivities: e.g. penicillin, nuts, eggs, cheese, dog hair etc.</td>
</tr>
</tbody>
</table>

#### C. Next of Kin’s Contact Details for during the event:

<table>
<thead>
<tr>
<th>Name of Next of Kin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Telephone Number</td>
</tr>
<tr>
<td>Home Address</td>
</tr>
<tr>
<td>Daytime Contact Telephone Number (If no-one will be at home address)</td>
</tr>
<tr>
<td>Alternative Contact Telephone (For example a mobile phone)</td>
</tr>
<tr>
<td>Holiday Address and Phone Number (If away from home during event)</td>
</tr>
</tbody>
</table>

#### D. Permission:

I understand and accept that some activities are hazardous and that occasionally accidents of varying severity can occur. Should I come into contact with any infectious disease within three weeks of the exchange I shall inform the Leaders. I shall inform the Leaders of any medicine or diet to be taken during the exchange and ensure that an extra supply of medication (e.g. inhaler) is brought, as appropriate. In the event of any accident/illness requiring hospital treatment I authorise the Leaders to sign on my behalf any form of consent required by the hospital authorities and confirm the above details to be correct, to the best of my knowledge. I confirm that I have no objection to the information given on this form being held on computer and that I have no objection to photographs/video footage of me being used for publicity and reporting purposes.

Signature
In every exchange it is essential to have a Home Contact. What does the role entail?

It requires a person with certain qualities:

- Someone not related to any member of the exchange group, young person or adult
- Someone who is accessible during the day, at night and over weekends
- Someone who is prepared to react quickly, sensibly, with discretion and without undue fuss to emergencies at home or abroad

The Home Contact will have the following information:

- Copies of the Consent Forms and Next of Kin Forms of all exchange members giving full details of names, dates of birth, passport numbers, contact addresses for next of kin whilst the group is away, and allergies & illnesses etc.
- Exchange Group Summary Sheet giving all the relevant information in tabular form
- The Technical Information Sheet giving full details of the group’s itinerary and contact addresses and phone numbers whilst they are abroad
- A copy of the group’s travel insurance policy and details of the emergency assistance service that goes with it
- Details of others that may need to be contacted in the event of an emergency arising – for example your organisation/authority Press Officer, Senior Officers in your organisation/authority etc.
- Remember to destroy immediately after the event, under GDPR rules
The Home Contact should be ready to take whatever action is required, such as:

- Passing on bad news (or good news!) to parents and others
- Contacting insurance companies, travel operators, banks or anyone else to solve a problem
- Making arrangements for unscheduled travel, accommodation, money etc. (Probably in conjunction with the insurers’ emergency assistance service)
- Dealing with the media, if necessary, in conjunction with your organisation/authority Press Officer
- Passing on bad news from the UK (e.g. bereavements) to the group abroad and then making any necessary arrangements for an individual to return to the UK, if necessary

The Home Contact may also be required to pass on information – either from families or from the exchange group abroad – of a non-urgent nature. It may, therefore, be sensible to arrange a schedule of telephone contacts with the group Leader. Frequently regular contact is by e-mail and by setting up a group distribution list beforehand the group Leader or Home Contact can ensure that everyone is kept informed of the group’s activities whilst abroad.

When any exchange group goes abroad, they will hopefully have a trouble free time, and usually that is the case. However from time to time problems arise and it is essential that the Home Contact is able, ready and willing to respond in the appropriate way. The key to this effective action is to have all the necessary information beforehand.
Anytown Youth Group Technical Information

<table>
<thead>
<tr>
<th>Date</th>
<th>Depart</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sat 5th July</td>
<td>09:00</td>
<td>Leave Youth Centre by coach for Airport</td>
</tr>
<tr>
<td></td>
<td>12:00</td>
<td>Depart ___ Airport on Flight BA123</td>
</tr>
<tr>
<td></td>
<td>17:00</td>
<td>Arrive at ___ Airport</td>
</tr>
<tr>
<td></td>
<td>18:00</td>
<td>Depart ___ Airport by coach for ___</td>
</tr>
<tr>
<td></td>
<td>20:00</td>
<td>Arrive at ___ and meet hosts</td>
</tr>
<tr>
<td>Mon 14th July</td>
<td>09:00</td>
<td>Leave Youth Centre by coach for Airport</td>
</tr>
<tr>
<td></td>
<td>12:00</td>
<td>Depart ___ Airport on Flight BA123</td>
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<td>Depart ___ Airport by coach for ___</td>
</tr>
<tr>
<td></td>
<td>20:00</td>
<td>Arrive at ___ and meet hosts</td>
</tr>
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(Attach detailed day to day programme)

Home Contact

<table>
<thead>
<tr>
<th>Name</th>
<th>Mr A Bee, Youth Centre Chairman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>1 The Street, ANYTOWN, Blankshire, AB1 1AA</td>
</tr>
<tr>
<td>Home Tel</td>
<td>01234-567890</td>
</tr>
<tr>
<td>Work Tel</td>
<td>01234-987654</td>
</tr>
<tr>
<td>Mobile</td>
<td>07710-123456</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:abee@anytownyouthcentre.org.uk">abee@anytownyouthcentre.org.uk</a></td>
</tr>
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</table>
## Contact Address, Tel Numbers

<table>
<thead>
<tr>
<th>Main Contact Number</th>
<th>Leader’s Mobile Telephone, 07710-987654</th>
</tr>
</thead>
</table>
| Exchange Partner’s Leader | **Mr B Cee,**  
2 La Rue,  
LA VILLE,  
France |
| Tel                       | 00-33-1-345678                          |
| Youth Centre Address      | Centre de Sport,  
3 La Route,  
LA VILLE                       |
| Tel                       | 00-33-1-123456                          |
| Fax                       | 00-33-1-123457                          |
| Contact E-mail            | centredesport@francetelecom.fr          |

### TOP TIP!

Maybe set up a closed Facebook group for members of the Exchange and their parents to share photos and news instantly.
Taking a UK minibus (9-16 passenger seats) into Europe.

**Vehicle Documentation**

The driver(s) must take the following documentation with them on the trip:

- Own Account Certificate or EU Journey Form (Waybill)
- Vehicle registration document (V5C) or ‘Vehicle on hire’ certificate
- Letter from owner authorising drivers to take vehicle outwith UK
- Vehicle MoT test certificate
- Insurance certificate
- Tachograph records to show drivers’ hours on each day
- European Accident Form (available from insurance company)
- Documentation for European breakdown cover – AA or RAC etc
- Driving licence

**Vehicle Should Have the Following**

- Warning Triangle (two required in Spain)
- GB Sticker
- Headlamp Convertors
- Breathalyser Kit (France)
- Hi-Vis Vests (One per passenger in Spain, two in total elsewhere)
- Spare Bulbs (France & Spain)
- First Aid Kit (Austria, but recommended elsewhere)
- Winter Tyres (Marked M and S) Austria, Germany, North Italy, Scandinavia Compulsory between Nov/Dec and March/April
A person holding a car driving licence (obtained prior to 1998) with D1 restricted (i.e. not for hire or reward) entitlement may drive a minibus abroad provided it is not a hire or reward operation. However, the definition of hire or reward set out in Section 1(5) of the Public Passenger Vehicles Act 1981 includes situations in which there is payment of cash or kind; whether paid directly or indirectly and whether paid by the passenger or someone else on their behalf. The Government, therefore, advise that there is a serious likelihood that most trips abroad by youth groups would be classed by the courts as hire or reward, for which full D1 entitlement is required. If no payment is being made for the minibus, in cases where the organisation own their own vehicle, the journey could be classed as not for hire or reward, but where payment is made to the vehicle’s owner for the use of the vehicle and this is passed on to the passengers, it would be hire or reward.

Notes

International journeys carried out within the EU by a non-profit making body for the transport of its own members in connection with its social objective and provided that the vehicle used is the property of the operator, fall within the category of own account operations. Own Account Certificates are valid for up to five years and are available on application from the Department for Transport’s International Road Freight Office:

IRFO,
Eastbrook,
Shaftesbury Road,
CAMBRIDGE,
CB2 8BF

www.gov.uk/government/collections/international-road-freight-office-irfo-forms
For Coaches and Minibuses

Using a vehicle that your organisation does not own, requires a waybill to be completed and carried throughout the journey. Waybills can be obtained from most local authorities or large voluntary organisations and detail the drivers’ names, number of passengers and the route being followed. Further details from the:

Confederation of Passenger Transport
3rd Floor,
Dury House,
34-43 Russell Street,
LONDON
WC2B 5HA

Tel: 0207-240-3131,
E-mail: admin@cpt-uk-org

Sets of translations of the waybill can also be obtained from them. If you are planning to use your UK coach or minibus abroad during the exchange programme to transport some of your exchange partners then you require International Passenger Transport Authorisation (IPTA) in addition to all other paperwork. Contact the International Road Freight Office (address above) for further details. General information on drivers’ hours etc. are available in leaflet PSV 375 from local Traffic Area Offices.

If passing through Germany to get to another country (for example Poland), there is something called “Turnover Tax on the carriage of passengers in motor coaches not registered in the Federal Republic of Germany crossing international borders”. Youth exchange groups using their own vehicle are exempt from the charge which is calculated per person per kilometre on Germany’s roads. If you are using a hired vehicle or coach company you must prove that the coach is conveying you “on behalf of, at the responsibility and for the account of the group” and you must be able to produce contractual information to substantiate this. It is most likely to happen when a UK coach crosses the Polish/German border and is clearly heading home. Be warned!
Safety on Exchanges

Travelling should be safe and enjoyable for everyone, but it is not possible to guarantee the behaviour of other individuals. Consequently, it is essential that each person protects themselves in order to maximise their own safety. These guidelines are designed to help you to have a happy and successful experience.

Your rights – You have the right to:

- Expect privacy
- Be free from teasing, bullying, violence, suggestive remarks or pressure to engage in sexual activity
- Say no to unwanted affection, touching or anything that makes you feel embarrassed, upset, hurt or lonely
- Say no to an adult’s inappropriate demands and requests
- Refuse gifts
- Withhold information that may put your safety at risk
- Trust your instincts or feelings
- Be rude or unhelpful, if the situation demands it
- Run, scream or make a scene, if the situation demands
- Physically fight off unwanted advances
- Ask for help

How to Keep Safe

Do:

- Avoid being on your own
- Trust your instincts about people you meet
- Tell someone responsible if you are going off on your own
- Avoid potentially unsafe areas such as backstreets, bars, clubs
- Carry some money for a taxi (but not too much)

Don’t:

- Agree to meet someone you don’t know
- Accept lifts or invitations from someone you don’t know
- Resist a mugging – just hand over whatever you have
## What to do if you feel threatened

- Be firm and tell the person to stop
- Avoid letting the person see that you are upset
- Make a lot of noise to attract attention
- Get away from the situation quickly and go to the nearest public place
- Tell an adult you trust about what has happened as soon as possible
- Keep a note of the time, place, date, what happened, how you felt about it, and the name of anyone who might have seen what happened
- Find out if the same thing has happened to any of your friends; encourage them to tell someone too
International Volunteering
Some big changes to Erasmus+ volunteering activities for young people were revealed in October 2017 when the 2018 Erasmus+ Programme Guide was published, not least the disappearance of the much-loved European Voluntary Service (EVS).

Volunteering activities for young people within the Erasmus+ programme have undergone a major overhaul for 2018 – but with more than €7 million available to youth organisations there are still plenty of funding opportunities.

The most noticeable change is that European Voluntary Service (EVS) no longer appears in the Erasmus+ Programme Guide. EVS ran for over twenty years and was used very successfully by UK organisations to send and host young volunteers and to offer life-enhancing opportunities to young people. As part of a wish to capitalise on this success and actually increase the reach of these types of activity, the European Commission (EC) has made a significant change for 2018 that has resulted in an adjustment to Erasmus+ youth volunteering, and a whole new initiative dedicated to young people. More details about this new initiative, the European Solidarity Corps, are given below, but first let’s look at how volunteering for young people within the Erasmus+ programme has changed.

Although EVS is no longer part of the programme, the European Commission has introduced similar projects for young people to participate in unpaid and full-time voluntary work in another country. These are called Volunteering projects and they sit within Key Action 1 youth mobility in the same way that EVS did. Volunteering projects encompass similar mobility activities to a standard EVS project and allow young people aged 17-30 to take part in the activity for up to 12 months. Individual or group activities, or a combination of the two, continue to be possible and the maximum number of people who can be involved in group activities is increased from 30 to 40, with a minimum of 10.
So far things look pretty similar to EVS. However, the key difference to be aware of is that volunteering activities between European Union (EU) Member States are no longer possible under Erasmus+, these will now be incorporated into the new European Solidarity Corps initiative. In practice, what this means for UK individuals and youth organisations is that Volunteering projects within Erasmus+ must now be carried out with a non-EU Programme country or with a Partner Country neighbouring the EU. So UK organisations can only send their volunteers to these countries (a full list is here on our website), and can only receive volunteers from these countries. Individuals and organisations wishing to participate in volunteering activities between EU Member States will have to apply under the European Solidarity Corps programme from 2018.

Organisations wishing to take part in Volunteering projects still need to be accredited and the good news is that existing EVS accreditations continue to be valid, so no need to reapply!

Experienced EVS applicants will have noticed that Strategic EVS for organisations is also no longer part of Erasmus+ in 2018 but, once again, many of the benefits are now included in general Volunteering projects.

As in Strategic EVS projects, for instance, applicants are able to include complementary activities aimed at strengthening the impact of the project such as workshops, training courses or webinars. Similarly, applicants can involve associated partners who are not listed in the application and do not receive funding but contribute to the implementation of the project and in meeting its aims.

**What is the European Solidarity Corps?**

The European Solidarity Corps is a new EU initiative which creates opportunities for young people to volunteer or work in projects in their own country or abroad that benefit communities and people around Europe and has a proposed budget of €341.5m.

A separate Call for Proposals and Programme Guide will be released during 2018.

We would strongly encourage previous and existing EVS beneficiaries to consider applying for funding when the time comes. In the meantime you can find out more about the European Solidarity Corps on the National Agency webpage.
Why Accreditation is Necessary

Accreditation for Volunteering Projects

Any youth organisation wishing to take part in Volunteering project activities to host and/or send volunteers must have accreditation. Existing EVS accreditation will be valid for both Erasmus+ and the European Solidarity Corps, and newcomers considering applying for the Corps should still apply for this EVS accreditation. A new accreditation, known as the Quality Label, will be introduced in 2018 for those without accreditation.

Accreditation – Why this is Necessary for Volunteering Projects

Whether you are a large environmental organisation in Slovakia, a social enterprise in Portugal or a newly-founded youth charity in Finland, to be funded through Erasmus Plus you need to be accredited. Is this just pointless ‘Euro bureaucracy’? Or is there a value in the accreditation procedure?

Although filling in forms isn’t our favourite either, we think that there are 3 very good reasons why accreditation is not just necessary, but also highly valuable for organisations, volunteers and the Erasmus+ programme as a whole.

Quality Assurance

Volunteering is open to a huge range of charities, NGOs and even companies within and outwith Europe. If you are going to be part of a Volunteering project, then you will need to work with at least one other organisation from another country. A key ingredient of any quality project is the trust between the organisations involved. If, for example, you are sending one of your young people to another country, how do you know that the organisation you are working with can be relied on? For the accreditation process the National Agency has gone over important elements testing the organisation’s suitability. These include: volunteer support, work plans, learning structures and financial responsibility. The National Agency will also have interviewed relevant staff and may also have visited the organisation. If the organisation is accredited this means that the National Agency has been satisfied that they have what they need in place to host the volunteer. This is an important level of assurance for yourself, the volunteer and their family.
Understanding the Programme and Project Feasibility

By going through the accreditation process you will confront most of the main questions you need to ask in the planning of a volunteering project. Often new organisations go through the accreditation questions and find themselves thinking: ‘I haven’t thought about that before’. From how you will work with a partner, to how you will recruit the volunteer through to practical considerations over budget and accommodation, the accreditation process often helps organisations to further their thinking, deepen their understanding of Erasmus Plus and get a clearer picture of project feasibility. It can also help to identify gaps in knowledge or planning that are valuable in the project planning process.

Getting to Know your National Agency and Getting on the Database

Going through the accreditation process may be the first proper contact an organisation has with their National Agency. What National Agencies want is good quality projects. They are not looking to catch people out. That is not the purpose of the accreditation process. Your National Agency can be a mine of priceless information and resources in relation to volunteering. Use them. Once you become accredited you become part of the online database. Through this public database your organisation will be searchable which can help you to connect to potential partners and young people across Europe. It can also be good for building your profile and getting to know other organisations in your country who are already active in this area of work.

From Salto-Youth resources to your National Agency’s knowledge, there is a huge amount of support out there for organisations new to International Volunteering. The accreditation process is not one to be feared, but something that can truly help you to realise your ambitions. Go for it!
How to Support International Volunteers

How to Best Support a Volunteer

Being an International Volunteer and facing the cultural shock of moving somewhere new is a difficult experience, most live their time abroad on an emotional rollercoaster, full of overwhelming moments. As much as the overall outcome is often very positive, it is important to have systems in place that will make sure the volunteer will be able to overcome any issues during their stay.

Sending Organisation

As sending organisation, most of the responsibilities take part before the experience starts and it often happens that both organisations (sending and hosting) do not have any relationship between each other unless there is an issue. Also, many volunteers face their experience without any guidance from their sending organisation.

TOP TIP!

Sending organisations are not obliged to keep a relationship with the volunteer, but checking with them every three months, writing an email to make sure everything is good and building a relationship with the volunteer before the project should be part of best practice of all organisations.

On many occasions the issues that a volunteer faces are small, but they escalate quite fast because of the circumstances, e.g. an issue with flatmates can become a reason to abandon the project if it’s not dealt with quickly. It can grow just because of the cultural barrier or because the volunteers don’t share any time together, for instance. One of the best kinds of support that a sending organisation can offer is making a realistic picture of the experience. Not only based on the Agreement established by the hosting organisation, but also taking the conditions of Erasmus+ into consideration. That means, explaining the multiple scenarios that can happen, for example, a volunteer can end up sharing a room with another volunteer during their stay; even if that hasn’t been specified in the agreement in the first place. The volunteer might not have transport covered in the sense of getting a travel pass, it can be in the form of providing a bike; the cost of the transport might be only to work (so only five days a week) or they might have to be picked up by one of the staff members.

The only condition established is that hosting organisations must cover the travel from the living place to the working place when is a non-walkable distance. Hence many agreements are very vague and may create false expectations for the volunteers. This applies to many other elements such as living conditions, food, pocket money or free time. Building realistic expectations of their project will not only help to avoid disappointments, but also to be aware of their rights and what to do when a hosting organisation is not offering enough.
The Manager

The coordinator of the project or manager of the volunteers will be an important person that they can go to when something happens. Because of that, it is important that this person not only assigns tasks, but takes the time to have a monthly meeting, review expectations and build activities that can motivate the volunteers as much as being useful for the organisation. Volunteers should have a safe space where they can talk freely about their circumstances and what is happening during their time with the organisation.

Free Time

As much as a volunteer needs guidance and structure, they also need free time to explore and find themselves in this new culture. Sometimes balancing volunteering hours with some free time alone will help to improve their mood and the environment within the organisation. Flexibility and listening to the individual needs of each volunteer will be the key. Some might be able to lead their own projects and have more responsibilities, e.g. working from home, whilst others might need clearer guidance and closer supervision, at the end of the day what really matters is that international volunteering should be an enriching and nurturing experience as much as a working experience and finding the balance will vary from project to project and person to person.

The Mentor

The mentor is often a forgotten figure by organisations, but plays an important role in the volunteering experience. Mentors are people related in some way with the organisation who are not involved in the daily work, a person assigned to the volunteer who they can meet for a coffee and a chat and who will not be seen as a line manager. It might be a past volunteer, a former member of the staff or a previous recipient of Erasmus+ funding, for example. During the meetings the mentor will cover all topics: the project of the volunteer, the relationship with the manager, the personal goals of the volunteer for that year or the cultural integration. An example of a simple structure to follow during those meetings is given in the following sample form.

Some people decide to run the mentoring in a more informal way, but it is important to have a record of the meetings as they will be a good document to come back to at the end of the experience and measure the impact of the volunteering time. Short term volunteering does not require mentors, but it is still a good support element that can be there for the volunteer and give some perspective to the issues or struggles during the experience.
### Volunteering Mentoring Meeting

| First Name |  |
| Surname |  |
| Date |  |
| Why did you decide to undertake International Volunteering? |  |
| What do you want to learn during your stay? |  |

Steps to achieve your goal/goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
</table>

Why is this important to you?

Expectations from the Volunteer on a personal level

Expectations from volunteer on a professional level

### Placement in Organisation

<table>
<thead>
<tr>
<th>Main Tasks</th>
<th>Specific Tasks</th>
<th>Skills I already have</th>
<th>Skills to develop</th>
<th>Learning outcomes</th>
<th>8 Key competences</th>
<th>Challenges</th>
<th>Support from mentor</th>
<th>Support from hosting org</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>
### Daily Life - How are you Feeling with the Different Aspects of your Life Here?

<table>
<thead>
<tr>
<th></th>
<th>In general I feel</th>
<th>I would change</th>
<th>I would not change</th>
<th>What can I do?</th>
<th>Support from mentor or host Org</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living in another country</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Accommodation</td>
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<tr>
<td>Free time</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Placement</td>
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</table>

### Time Management

- Are you managing your time efficiently? Why?
- If not, what can you do about it? What support would you need?

### Action Points

<table>
<thead>
<tr>
<th>Situation</th>
<th>Action point for this month</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Hosting and Sending Volunteers – Some Practicalities

Hosting and sending volunteers has three parties involved, you, the partner(s) and the volunteer(s). Each has a part to play and need to all work together to have a successful project. Once you have done one of either sending or hosting, you will become a master and full of confidence as everything will be in place for the next cycle, that we promise! We have put together the top tips from organisations who have been hosting and sending volunteers regularly. Each with their own tips for making successful projects and to reassure you to not panic at the first hurdle. So, read on and we hope you will find the information useful.

Hosting Volunteers

Your project has been accepted and the volunteers are coming! You have told partners, selected volunteers and you now have time to think about practicalities, like travel, managing the project, managing volunteer expectations and reporting on the project. It might seem a lot right now, but we advise taking each thing in sections.

Before you Host International Volunteers - 6-3 Months Before

Your partners are the most important part at this stage. You have told them the project is accepted and now you need them to do the following: Find a volunteer; meet with the volunteer; Skype with you and the volunteer to accept the volunteer; send all documents, such as the Activity agreement and volunteer agreement signed by them and the volunteer.

Once you are happy the volunteer is right for you and they have signed the agreement, You need to book their travel. To remind you of your budget, use the Distance calculator, which is specifically for Erasmus+ projects:
2 Months Before

Keep in regular contact with the volunteer, start to build up a relationship with them by sending details/dates of events they may have while they are here in the city, send them information about the city and any movies they should watch that are about the city or the country they are coming to. For example, in Glasgow, organisations encourage volunteers to watch Trainspotting to get to know the complex Glaswegian accent!

1 Month Before

Your project will be added to the mobility tool by the National agency and ready to be updated. It is good to get used to the tool before your volunteers arrive, so you can update as you go and not rush at in the last month of the project! The mobility tool is used for all mobility activities as the reporting system for Erasmus+. The National Agency uses this to accept your project when you have completed the final report.

The mobility tool has a list of your active projects and the programme has made a lovely step-by-step document on how to use the tool. Below you will find the log in and the Guide to support your Mobility Tool journey!

Mobility Tool

Login to MT+
https://webgate.ec.europa.eu/eac/mobility
How to use Guide
https://www.erasmusplus.org.uk/key-resources#mobility-tool-guide


The final thing is to sign the volunteer up to CIGNA Insurance which you will need personal information, such as DOB and address, this will be on the activity agreement. https://www.cignahealthbenefits.com/en/plan-members This may change moving forward.
Hosting and Sending Volunteers

On-arrival Training for Volunteers – This may be affected by changes to the programme

There has been a condition with hosting EVS volunteers and that is to make sure they are signed up to On Arrival and Mid-term Training. Travel, accommodation and food is covered by the National Agency and does not come from your own project funding. The organisation that trained International volunteers across the country was EILUK: [http://eiluk.org/contact/](http://eiluk.org/contact/)

EILUK were sent the details of your project when it was accepted, passed on by the National Agency. One of their team contacted those hosting to book your volunteers on the following:

- **On-arrival training**
  Usually happens in the first 3 weeks of volunteer arriving and will be anywhere in the UK. Usually last 4 days

- **Mid-term Training**
  Usually happens at the mid-way point of the project and volunteers will spend up to 4 days with other volunteers across the country to evaluate their project

**TOP TIP!**

Do not choose to avoid putting your volunteers on this training as it is guaranteed in the agreement between partners and the project and is frowned upon. Volunteers will feed back to partners that they have not gone on these trainings and are likely to feed back such in the final report, which is passed on to the National Agency.
Arrival Week

They have arrived and you are feeling an enormous pressure to impress, otherwise you think they may run for the plane back home! Some of the Coordinators across the country remember the first time they hosted volunteers, and they pass on some tips below:

- Take them, if you can, straight to their accommodation and let them relax and meet up again in the evening for a dinner with staff and volunteers from the organisation rather than having them in the office and ambushing them with info!

- They are nervous and excited about their new chapter, however you have to understand that there is only so much they can take in on top of the new culture so give them a couple of days to explore their new home

- We provide a half day induction to the organisation, where they read and find out as much info in the 1st week about us and then in the 2nd week, we have them add their thoughts in a blog post and add it to the website

- The arrival week is a daunting prospect, like a new job but with a whole new life to contend with, they are living in the complete unknown so we make sure they are not alone for the first week and have our volunteers plan lots of social outings around the city!

Get to Know Their Thoughts...

To discover more about how it feels to be an International volunteer, Xchange Scotland have some great reads from some volunteers who spent 1 year in Glasgow and how they found it.

**YULIA** - [http://www.xchangescotland.org/integration/](http://www.xchangescotland.org/integration/)

**MISA** - [http://www.x changescotland.org/unique-squad/](http://www.xchangescotland.org/unique-squad/)
Sending Volunteers

Sending volunteers has a very similar process, however requires some important things that cannot be missed to ensure expectations are met by you, the partners and the volunteer(s). We have included some case studies to share some successful sending organisations that have adapted their own sending process, as it can be shaped and delivered in a way that reflects your organisation. So here we go!

Before sending a volunteer, you have likely promoted a project in your network and it’s been picked up by a young person. Make sure to get back in touch with them within a few days so you don’t lose them!

The First Meeting

Organisations usually say here that you get two types of people, one who has already made their mind up that they are undertaking International Volunteering and the other being a person that needs some support to see the value of going abroad. In this meeting, you should choose to share case studies from other volunteer journeys and provide more information:


During this meeting, take the time to understand what the young person wants from this scheme and if they decide there and then, they will need a CV and motivational letter to send to the partner who will host. Once they are accepted by the Partner (hosting) organisation, you will be waiting for the paperwork of the activity agreement and volunteer agreement, so we advise that you send the scheme info kit at this point so the young person can find out more about the Volunteer journey.
The Information Kit can be Found Here:


2 Months Before Take Off

Meet the young person in your office or a coffee shop and go through the info kit, taking the time to explain the volunteer journey and that they can Skype you as often as they need, within reason. Explain that you as the sending organisation will provide support if they need it and will keep in regular contact with the hosting organisation. You would have decided with the hosting organization if you are buying the travel or not. If it is you, keep the receipts and share the travel arrangements with the partner organisation and the volunteer.
Hosting and Sending Volunteers

Case Studies

Misa’s story is an example of long term volunteering under different Erasmus+ projects and, also, learning and getting involved in the management of international volunteering projects:
https://www.youtube.com/watch?v=3VpR9cWJ4VQ

She also covered in more detail the circumstances of her volunteering and the outcomes of it in this blogpost:
http://www.xchangescotland.org/unique-squad/

Alberto explains in this video some tips from his own experience as an International volunteer and how to become involved. It is interesting to share examples like this one where the volunteer himself provides guidance to other young people:
https://www.youtube.com/watch?v=P8ZyWHsPsvo

Yulia volunteered under the Erasmus+ programme for a year and in this blog, she explores the difficulties of the integration process in another country:
http://www.xchangescotland.org/integration/

Calum explains the impact that International Volunteering has had on his life, an important text that points out at the value of selecting people from deprived areas or under complicated living circumstances, a person who can be considered, as he defined himself, a ‘troubled child’:
http://www.unaexchange.org/the-best-thing-i-remember-is-the-feeling-of-happiness/
Having got this far are you excited about getting started or still a bit confused about the process? What should your next steps be?

Firstly, if you are looking for a bit more information and still have some questions then check out these pages on the National Agency’s website as they may provide the answers you need:

- [https://www.erasmusplus.org.uk/new-to-erasmus-0](https://www.erasmusplus.org.uk/new-to-erasmus-0)
- [https://www.erasmusplus.org.uk/frequently-asked-questions](https://www.erasmusplus.org.uk/frequently-asked-questions)

Your next step should be to get approval from your Line Manager or Management Committee to formally start the project as they’ll be involved in signing off the Erasmus+ paperwork as your organisation’s Legal Representative and should be fully aware of your plans so that they can support you through the process.

Once you have your partner(s) and have determined what you are applying for, you should check the application deadlines:

- [https://www.erasmusplus.org.uk/funding-deadlines](https://www.erasmusplus.org.uk/funding-deadlines)

and decide when is the best deadline for you to apply to.

Get in touch with others that have applied as they can offer excellent advice before you finally submit your application – the peer support network is really good.

Hopefully you have found this toolkit useful and that it will help you to make your project as successful as possible and ensure that Scotland continues to be actively involved in international youth work projects for many years to come, helping our young people to develop self-confidence; helping to break down any stereotypes that may exist; and improving their employability prospects.
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“The life you have led doesn't need to be the only life you have”

Anna Quindlen

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