

FOLLOW-UP & DISSEMINATION

FOR THE YOUTH EXCHANGES OF THE NETWORK
FOR INCLUSION OF ASSOCIAZIONE JOINT

| GUIDELINES FOR THE SENDING ORGANIZATIONS |



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Joint

Follow-up process for the Youth Exchanges of the Network for Inclusion of Associazione Joint - Guidelines for the Sending Organizations -

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A - Follow-Up Meeting

The follow-up meeting is a crucial component of the youth exchange. This meeting ensures that the experiences and outcomes of the project are thoroughly evaluated, documented, and disseminated. Below is a detailed outline of how this follow-up meeting could be structured.

I - Amount and modalities of pre-departure meetings

Organize at least 1 follow-up meeting. Ideally, the follow-up meeting should be conducted within 3 weeks after the end of the youth exchange, but this will depend on the different realities and needs of the groups and circumstances.

Preferably the meeting(s) will be in person. It's possible to use other channels - like platforms for video-conferences - too.

II - Basic topics to be discussed in the follow up meeting(s)

In order to ensure that every national team follows a similar path during the whole process of the Youth Exchange, we defined some basic topics to be addressed during the follow up meeting(s). The time and modalities of addressing these topics are defined by each Sending Organisation, according to the profile of the participants, the context and the internal practices of the organisation. These are the basic topics to be discussed in the meeting(s):

a) Evaluation of the overall project

Assess the overall quality of the activities conducted during the exchange. Discuss what worked well and what could be improved. Evaluate the level of involvement and engagement of participants in the activities. Identify any barriers to participation and how they were addressed. To do this, anonymous questionnaires, debates, graphic assessments, body expression dynamics, etc. can be used.

b) Group dynamic

Discuss the group dynamics within and outside the national team. Identify any conflicts and how they were managed. Among all the possible methods to use, in this case role-playing and sociometric techniques stand out.

c) Feelings of inclusion and safety

Gather feedback from participants on whether they felt included and safe throughout the project. Address any issues or concerns that were raised. In the same way as in the previous points, a wide variety of methods can be used to do so. But in this case it is essential that anonymous feedback be enabled to facilitate the detection of problems that have arisen with other people in the group (both participants and leader).

d) Reflection on the personal growth and learning outcomes and support to fill the Youthpass

Reflect on personal growth experiences shared by the participants. Highlight stories of significant personal development. Facilitate a session for participants to analyse and write down on their learning outcomes from the exchange. This involves providing support to participants in filling out their Youthpass certificates, and ensuring all learning experiences are well-documented. On platforms like SALTO YOUTH you can find multiple tools to facilitate these processes.

e) Support with paperwork and travel reimbursement, according to the policy of the coordinating and sending organisations

Although everything related to these logistical issues was worked on in the pre-departure meeting, it is necessary to remember all the procedures and offer assistance with any remaining paperwork, ensuring all documentation is completed accurately. This includes supporting participants in completing travel reimbursement forms.

f) Preparation of the dissemination of the project results activity

Work with the participants the dissemination of the project results phase. Discuss strategies and tools for effective dissemination and plan activities that engage more people in learning about the project outcomes. More details in point B.

III - Guardians engagement (if minors)

As in the pre-departure meeting, it is important that the guardians of the minors are involved in this phase of the project and are informed of the results of the project and its evaluation. Collect feedback from guardians on their perspectives of the project's impact on their wards. Although it is also important that participants have an evaluation space without guardians, to feel freer to speak and share, less pressured by possible external expectations.

IV - Role of leaders in the follow-up meeting

The role of the leader will depend on the agreement and distribution of tasks with the sending organization and their capabilities. They will ideally lead the follow-up meeting together with the organization, as they are the person with a more global vision of the process and the ability to interpret the responses in their correct context. But they in turn are also a "participant" in the youth exchange, so their feedback is of great value.

B - Dissemination Events

I - Why do we promote projects and project results?

The main purpose of dissemination in our network for inclusion is to reach target groups that might not be reached by 'traditional' ways of promoting results. Ideally, as stated in our network's Quality Standards, dissemination events and activities should reach highly vulnerable young people.

Although, in terms of resources, there may often be obstacles to achieving this goal in reality, it is important to keep this in mind in order to try to improve the practices we implement in the field from time to time.

II - How many and what kind of events/actions to organise?

A - In-person events

In our network, we expect *at least 1 in-person event* to be organised after a youth exchange. The event should primarily target young people with fewer opportunities and highly vulnerable young people.

However, at the same time, we want to avoid dissemination events organised just because "*we were asked to do it*", which risk fuelling bad practices that we want to avoid within our network.

Some examples of dissemination events in presence:

1. **Event in a school or youth center in the area:** this type of activity represents the ideal situation for our network, since it makes it relatively easy to reach a large number of young people, many of them belonging to the target audience. It also allows direct comparison between young people who have participated in a youth exchange and those who might do so in the future.

Cons (and mitigation strategies)

The main difficulties associated with this type of activity include:

- Logistical and economic difficulties of organising such an event for every single youth exchange in which one is involved. A mitigation strategy could be to organise such an action to promote the results of several projects at a time. This strategy, however, must be implemented judiciously, i.e. avoid reducing the whole thing to a slideshow, with the title of the different projects presented, to make sure you have the right picture to send to the HO. It might make more sense, for example, to organise a few hours of non-formal education activities, with methodologies from the different projects presented.
- Difficulties in communicating with young people with fewer opportunities and highly vulnerable young people: an obstacle might be that it is difficult for the target group to identify with those who are presenting the project results; or, that the promotion activity is

interpreted as an attempt to "sell" something. To mitigate this problem, it may be useful to adapt the type of communication, speakers and proposed activities to the context in which one is going to operate, perhaps by discussing it in advance with teachers and educators.

2. Word of mouth by participants: this strategy consists in giving each young person involved in the project the task of talking about their experience to a specific number of other young people of the same age (e.g. 10 other young people). This approach does not entail any particular costs for the organisation and makes it possible to reach a good number of people from different target groups.

Cons (and mitigation strategies)

- Difficulty in monitoring the actual implementation of the activity. As might be expected, this approach has a major limitation: it does not allow monitoring that participants actually complete the task assigned to them. As much as it may seem a limitation, however, this difficulty can represent an opportunity to make young people reflect on the need to complete a task, even in a context of complete autonomy and lack of control, thus favouring their process of growth and empowerment. To mitigate the problem, it may also be appropriate to plan this action in detail already during the follow-up meeting, by asking the young people to make a list of people they would like to talk to about the project. Finally, a further strategy may be to communicate a larger number of people to be reached than we actually think we need (say 10, to reach 5).
- Only reaching young people from the same social background as the participants: one risk of this approach is that participants may only have friends and acquaintances from similar backgrounds to their own, thus excluding other targets. A strategy to mitigate this problem is the process of selecting participants, which should be as inclusive and diverse as possible, so as to have national groups with young people from different backgrounds. Furthermore, if this strategy is applied across several projects, the problem will tend to mitigate itself.

3. Other strategies already tried out by your organisation: these guidelines are imagined as a continuous process of construction and improvement. If you and your organisation have developed other strategies for promoting results in presence, please do not hesitate to let us know at exchanges@associazionejoint.org.

B - Online dissemination

In our network, we require at least 1 piece of online content from each organisation to promote project results. This can be posts on social platforms or articles (on the organisation's channels or in local media).

Important aspects to consider:

- Social media posts should preferably be published on participants' profiles. Organisations' channels are usually followed by people who are already familiar with European mobility opportunities. Posting on participants' social media channels, on the other hand, allows reaching new targets.

- Content should be developed together with the participants, telling the experience mainly from their point of view. Their opinion on how to communicate can also be useful to reach a target group of their peers more effectively.

III - Role of participants and group leaders

Involving participants and group leaders in the dissemination of the results of a Youth Exchange is crucial for several reasons. Participants serve as authentic voices who can share personal testimonials and success stories, adding credibility and relatability to the project outcomes. Their firsthand experiences can inspire peers and generate genuine interest and engagement. Group leaders, on the other hand, play a vital role in structuring and guiding these promotional efforts. They can coordinate activities, ensure the accuracy of information, and provide mentorship, making the dissemination content more coherent and professional.

The roles should be clarified during the follow up meeting, in which it can be useful to also define a clear task division. Remember that our role as organizations should be to empower and support the participants also in this phase, leaving them space for self-expression.

The advantages of their active involvement are:

- Authenticity: Real stories from participants are more relatable and credible, increasing the impact of promotional efforts.
- Engagement: Participants' involvement fosters a sense of ownership and pride, motivating them to actively contribute.
- Empowerment: Leaving young people the space to define a dissemination strategy will make them feel empowered and could lead to improved self-awareness in their own capacities. This is particularly important for young people at risk of exclusion.
- Mentorship and Coordination: Group leaders ensure that dissemination activities are well-organized and consistent, enhancing the overall quality and reach.

This approach, however, implies some risks, that we need to foresee and prevent:

- Time and Resource Intensive: Engaging participants and leaders in promotional activities requires additional time and resources.
- Inconsistency: Varied communication skills among participants can lead to inconsistent messaging.
- Burnout Risk: Additional responsibilities can strain participants and leaders, potentially leading to burnout.

IV - Support to be provided to the participants and leaders

Organizations should provide comprehensive support to participants and leaders in the implementation of both in-person dissemination events and online dissemination actions.

The kind of support should be defined according to:

- the kind of activity that participants decided to implement and their expectations;
- the needs of the group of participants
- the resources that are actually available for the organization in the framework of the programme/consortium.

By providing multifaceted support, organizations empower participants and leaders to successfully share the outcomes of their Youth Exchange programs, maximizing their reach and impact.

We can identify several kinds of support that can be provided.

- Logistical: this involves arranging venues, transportation, and necessary materials for in-person events, as well as ensuring access to reliable internet and digital tools for online activities.

- Financial: financial support is crucial, covering costs such as venue rentals, travel expenses, marketing materials, and any other related expenses.

- Communication support: it is equally important, offering training in public speaking, social media management, and other relevant skills to ensure effective messaging.

- Networking support: it consists in supporting participants promoting in-person events, in order to reach a bigger audience, but also in sharing the online content creating to the participants.

- Support in designing the activities: by providing frameworks, templates, and best practices, enabling participants and leaders to create engaging and impactful presentations.

- Other forms of support include offering mentorship and continuous feedback, ensuring that the dissemination efforts are not only well-executed but also continuously improved..

C - Reporting of the follow up meeting(s) and of the dissemination activities

In order to monitor the results of our networks and to review the Quality Standards, we ask the members of the network to report about their activities. It is done in the spirit of collecting information and drawing conclusions, rather than controlling the activities of the organisations of the network.

For this reason, we expect organizations to fill the reporting modules honestly and, in case of any, to be opened to discuss about any issue or faced problem, in order to improve the Quality Standards of the network.

This chapter is aimed at listing the information and proofs you will be asked to provide about the follow up meeting(s) and the dissemination of the results, so that you already know what to collect during the process.

I - How and When we will collect information

In order to collect information about the follow up meetings and the dissemination events, organisations will receive a Google Form, about 3 weeks after the end of the Youth Exchange. Normally, you will have 30 days to fill the form, even though different timing could be decided for specific projects when, for example, it is impossible to implement dissemination events immediately (due to holidays or any other reason). In the form, you will be asked to provide information and to upload proofs.

II - Information organisations will be asked to provide

1. About the follow up meeting

Organisations will be asked to provide information about:

- Amount of implemented meetings
- If the meeting(s) were implemented in-person or online
- If guardians were involved (in the case of minors)
- Topics that were addressed (*see section A*)
- Pictures (or screenshots in the case of online meetings) of the meeting(s).

2. About the dissemination activities

Organisations will be asked to provide information about:

- In-person events and/or online activities that were implemented
- Level of active involvement of the participants and of the group leader(s)
- Kind of support that was offered by your organization (*see section B*)
- Pictures of the in-person events and links/screenshots of the online activities.

III - Information asked to the group leaders and to the participants

Every year, between September and October, Hosting Organisations will send a questionnaire to the participants and the group leader of all the Youth Exchanges implemented during that year, in the framework of the network activities. It will be a Google

form aimed at measuring the mid-term impact of the mobility experience on their lives. In this form, they will be also asked to provide information about the follow up meeting(s) and the dissemination events, also evaluating how much they felt supported and involved during the process. The information will be used to develop statistics to be analysed and discussed during the Annual Meeting of the Network.