



Erasmus+

Enriching lives, opening minds.



**EUROPEAN
SOLIDARITY
CORPS**

THE POWER OF TOGETHER.

STRATEGIC PLANNING OF INTERNATIONAL PROJECTS



This booklet is composed by Jan Van Hove and Marija (Zmaja) Popovic and is being used as worksheets for reflection on different elements of the project planning in a strategic of international youth projects. The guidelines for reflection are a combination of questions relevant for projects within the European Solidarity Corps and the Erasmus + programme, specifically for the ESC Quality Label and the E+ Accreditations in the youth sector.

This guide is not a bible, it's just a tool that can inspire you during the planning of an international project for Erasmus+ and the European Solidarity Corps.

The NAOMMIE acronym was used for the first time in 2003 in Training for Starting Trainers, organized by Jan Van Hove, and has during the years developed further. We found further inspiration in the training courses of the Council of Europe, and of the guidelines for several national agencies.

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NAOMMIE



**PLANNING INTERNATIONAL
PROJECTS IN A STRATEGIC WAY**

NEEDS ASSESSMENT

WHY? WHY? WHY? WHY? WHY? WHY? WHY?

Understanding the environment and situation in which the project will be carried out, our own personal motivations and competencies for carrying the project and the role of your organisation in the development of the project.

Needs Analysis

- Why is this project necessary and important?
- Which community / communities of young people does it concern / address?
- What is the intercultural dimension of working with this group of young people and of their situation?
- What are the problems / challenges faced by these young people?
- How and by whom were these problems identified?
- What are the causes of these problems?
- What are the main needs of the young people, given the problems / challenges they face? What are the priorities and who identified them?
- What does your project aim to change for the young people in question? What aspects of their situation can the project change? What problems can it address and possibly solve?
- What are the main needs of the local community, given the problems / challenges they face? What are the priorities and who identified them?
- What does your project aim to change for the local community in question? What aspects of local context can the project change? What problems can it address and possibly solve?
- What is realistic and achievable?
- Has the project been done before? Is someone else doing it? What is innovative or novel about your project?

Personal motivation and competence

- Why are you undertaking this project? What do you expect to gain / learn / get out of the project, for you/yourself?
- What competence and / or expertise do you have in for carrying this project through?
- What are the values that drive you to carry out this project?
- Are your interests and values compatible with the aims and target group of the project and with those of your organisation?

Organisational's aim and role

- How far does the project fit with the aims, values, traditions and experiences of your organisation?
- What experience does your organisation have of carrying out this kind of project?
- Is your organisation fully behind your project? What benefits can your organisation get from you carrying out this project with their backing? What are the risks involved in backing the your project for the organisation?
- What is the relationship between your organisation, the local community and the target group of young people that your project addresses?

Needs analyses of your project in your own words

- Why do you want to carry out this project?
- What are the issues and needs are you seeking to address through this project? Explain why these needs/problems were selected over others, and how these needs were analysed.
- What is (the background and) needs of the participants involved?
- What are the needs and objectives of your partners? How does your project meet those? How does the project fits within the objectives of the participating organisations; and/of the European policies?
- What are the most relevant topics addressed by your project?
- Which experiences and competencies do you have for realising this project?
- Which experiences and competencies your partners have for realising this project?

NEEDS ANALYSES OF MY PROJECT

Please write down the needs analysis for your project

REFERENCES TO THE APPLICATION FORMS

Verify if you have written keys words for answering the following questions of the application form:

How have you identified the need for this activity? What are the societal challenges that you are planning to address?

Why do you want to apply for Erasmus+ Youth accreditation? Briefly describe the main motivation of your organisation to participate in this scheme.

How will the volunteers benefit from taking part in the activity?

How will the activity benefit your target groups and/or the local community and the organisations involved?

Do you have expertise or any experience with managing similar projects?

Do you have any experience and/or expertise in working with young people with fewer opportunities ?



WHAT FOR ?

Goals of the project

These are the overall goals of the project. They define the purpose of the project, its long term intentions or its mission. The aims reflect the long term scope of a project in relation to the needs identified.

Defining the aim(s) of your project:

- What is your project for?
- What changes does your project pursue in the social / political environment where it takes place (country, region, community, target group, organisation)?
- What changes will it try to bring about for and in the young people it addresses?
- If it is was 100% successful, what would it achieve?
- What is the vision of the project?
- Can you state the mission of your project in 2 sentences?

KISS! = Keep it Straight and Simple!

By reading the aims of the project, one gets a clear idea of:

- The intention of the project;
- The target group;
- The issues addressed;
- The intercultural dimension;
- The European dimension and the European added value;
- The geographical and / social scope;
- The approach to the issues....

AIM(S)

Please write down the aim of your project

REFERENCES TO THE APPLICATION FORMS

Verify if you have written keys words for answering the following questions of the application form:

Please describe your goals.

What do you aim to achieve? What issues and needs do you seek to address?

What is the intended impact on the target groups, participants and participating organisation(s)?
Please also mention any impact on local, regional, national, European and/or international levels.

WHAT ?

Concrete objectives

- What you plan to achieve or to do with / by your project(s) within a certain (defined) period of time?
- What are you going to do to:
 - Respond to the needs of the young people identified during the social analysis?
 - To pursue the aims of the project?
 - To educate the target group involved in the project?
 - To empower the young people involved / targeted?
 - To make the project realistic?
- What are the core objectives of the project?
- Can you differentiate between objectives for the long term, medium term and short term?
- Which objectives can be changed or can evolve? Which ones should not change and are crucial to the character of the project?
- Can you relate each of your objectives to different (various) activities within your project?
- How and when will you be able to check if your objectives have been reached?

Are your objectives SMART ?

Specific, Measurable, Achievable, Realistic, Timed

OBJECTIVES

Please write down the concrete,
measurable objectives of your project

Is it clear, by reading your aims and objectives...

- That there is a coherence between aims and objectives?
- What is your target group?
- What is the geographical or social scope of the project?
- What kind of activities you will undertake?
- Which resources you might need or use?



REFERENCES TO THE APPLICATION FORMS

Verify if you have written key words for answering the following questions of the application form:

Please define your key objectives and how they link to the needs and issues identified.

(Objective + Description + What do you want to achieve?)

How is this objective linked with the needs and challenges you have explained?

Please describe how you will contribute to:

1. the three main objectives of the EU Youth Strategy (engage, connect and empower young people) and/or
2. the Youth Goals and/or
3. the Programme's objectives

Your objectives should be concrete, realistic, and should lead to real benefits for participating organisation, volunteers and local community.

You need to choose objectives that are possible to track and you need to explain how you are going to evaluate your progress. You can specify between one and ten objectives.

Please define your objectives and describe per objective:

1. how they link to the needs and issues identified
2. expected results and impact
3. how the progress towards achieving them will be measured.

METHODOLOGY & APPROACH

HOW? IN WHICH WAY? HOW? HOW? HOW?

SPEAKING THE SAME LANGUAGE :

Methodology

The social, educational or organisational process through which the objectives will be pursued in a coherent manner: the way in which the different activities will build up on each other to reach the objectives of the project.

The flow

The sequences in which the different actions and activities will build up on each other to reach the objectives of the project, and the flow between the different actions / activities and parts of actions / activities. Sometimes also called "the red line" in between the different activities throughout an entire project.

The approach

There are different ways of doing things.

The approach is determined by a number of factors.

- What are the philosophy and values of the organisation and the project?
- What is the experience or expertise of the organisation and the project carrier?
- What are the means / resources available?
- What are our own approaches to young people education and projects?

Strategic choices

Methodologies and approaches are determined by strategic choices you make. There are different ways to reach a certain objective, and in the methodology and the approach, you also make the strategic choice how to reach your goal.

For example:

If my objective is to win over drug dealers, I have several possible approaches, such as:

- get them all arrested,
- get the customers away from them;
- get all the customers arrested;
- get drugs legalised.

6 + 3 = 9, but also 4+5 = 9

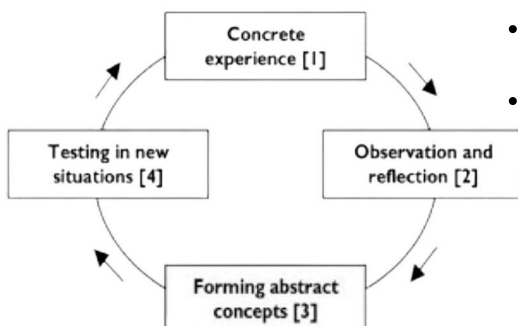
Non-Formal Education

Non-formal education (NFE) refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, that happen outside the formal educational curriculum, including in youth organisations. NFE is complementary to formal and informal learning.

KEY CHARACTERISTICS OF NFE

Non-formal education may take different shapes and forms. There are some common characteristics, however:

- NFE is a planned learning process with educational objectives.
- It is learner-centered: NFE activities are based on the needs of learners. NFE activities are open to the input of learners to the learning process and encourage making links to real life.
- NFE is based on the voluntary participation of learners (in other words, NFE is not a compulsory activity).
- NFE is inclusive and accessible, in other words every young person can take part and organisers actively seek ways to include persons that may experience exclusion or marginalisation.
- NFE methodologies are varied, participatory and learner-centred, they include a mix of individual and group learning and encourage people to learn from each other with active participation.
- NFE it is all about learning life skills and preparing for active citizenship.
- NFE is holistic, which means engaging learners' emotions, minds, and bodies.
- NFE activities may be run by experienced youth workers, professional facilitators/trainers and/or volunteers.
- NFE is based on active participation (doing, experiencing). A central part of the learning process is self-reflection. Exercises in NFE are of an experiential nature (for example, simulations and role-plays) and input will always be interactive (a product of the facilitator and participants; they contribute with their experiences and knowledge).



Source: <https://www.coe.int/en/web/european-youth-foundation/non-formal-education>



IMPORTANT TO TAKE INTO ACCOUNT

Coherence

The different elements of our programme have to make sense among each other, and to respect the framework provided by the aims and objectives. They also have to be coherent in their timing (i.e. first information, then training...).

Youth projects in Erasmus+ and the European Solidarity Corps should also be coherent with principles such as fairness and inclusiveness.

Consistency

Despite the flexibility that makes the project a “living” entity, what we do has to be consistent with what we stand for or what we state as being our values.

For example, a project to run a campaign against tax evasion will be in serious trouble if people find out that the organisers are in reality evading tax themselves.

In the educational field – even, in non-formal education – consistency between rhetoric and practice is extremely important. For example, when you run a project about nature and the environment, your approach towards environmental sustainability and responsibility should not be only reflected in the topic of the activities, but in the overall organisation of the project. It does not make sense to organise a green project when all participants come by pollutive ways of transport.

Effectiveness

Whatever you decide to undertake in the form of concrete activities must strive for effectiveness. This means to make the best out of usually scarce resources, but also to get the best out of the potential generated by the project.

The approach should secure that synergies are pursued, that results are available and the appropriate moment that the evaluations are made in a way and at a time at which the results can still be used, etc.

Innovation

Digitalisation, the use of digital tools, are a priority in the programmes.

During Covid, all in-person events were replaced by online learning events, while post-covid, blended learning approaches are important.

METHODOLOGY & APPROACH

Please describe the methodology and approach you have chosen for your project:

DO!

- Think about the approaches and values that should be visible in the way the project is planned and organised.

DON'T!

- Just put the activities together hoping that they will build on each other by accident;
- Get confused it seems too complicated. But make sure that your plan makes sense and that you can explain it with your own words;
- Confuse methodology with methods.

REFERENCES TO THE APPLICATION FORMS

Verify if you have written keys words for answering the following questions of the application form:

Please describe your organisation's approach towards the below basic principles, during the preparation, implementation and follow-up of your activities:

- Inclusion and diversity
the organisation's know-how for the active engagement and involvement of participants with fewer opportunities and approach to diversity.
- Environmental sustainability and responsibility
promotion of environmentally sustainable and responsible behaviour among participants and partners, use of the funding provided by the programme to support sustainable means of travel.
- Active participation in the network of Erasmus+ organisations
participation in Erasmus+ networking activities, sharing knowledge with organisations who have no or little experience in Erasmus+, providing them with advice, mentorship or other support.

Please present your organisation's approach towards participants:

- profile of main target group,
- way of selection,
- approach towards support

Describe your approach to their participation in the activities, from initiation to evaluation.

Please present your organisation's approach towards partnership building:

- How will you choose your partners?
- What type of partners you intend to work with? What is their expected role?
- What is the experience and competences they should bring in and how to you approach that?

As a supporting organisation, what assistance are you planning to offer to volunteers during the activity? Please describe how you will offer personal support, training and guidance to your volunteers and the measures you will put in place to guarantee their safety and protection.

How will you find and select the volunteers? Please answer the question according to the role(s) that you are applying for.

All organisations participating in the Corps are required to have an inclusive approach when designing their projects and activities. Please describe here how you intend to diminish barriers and cater for the specific needs of the volunteers with fewer opportunities.

- Please explain how you intend to ensure fairness and inclusiveness when selecting your volunteers and how you will support their participation regardless of their background, socio-economic context and physical, mental or health condition (identification of individual needs, special activity plans, accompanying person, reinforced mentorship, physical environment suitable for young people with physical, sensory or other disabilities, adapted methods and material, sensitisation of team members etc.);
- Please explain how you will ensure that the principles of inclusion and diversity will be embedded in your planned activities. Please describe how you will ensure fair and equal conditions for all volunteers and how you will engage and involve volunteers with fewer opportunities in activities. You may make reference to the text provided in the Quality and support measures section, if applicable.

Please describe your organisation's approach towards environmental sustainability and responsibility (e.g. promotion of environmentally sustainable and responsible behaviour among volunteers and partner organisations, use of the funding provided by the programme to support sustainable means of travel).

How will you make use of digital tools and methods to complement and improve activities?

Please present your organisation's approach towards partnership building. How will you choose your project partner organisations and how will you ensure good cooperation? Please answer the question according to the role(s) that you are applying for.

- If applicable, how you are planning to work with partner organisations that promote inclusion and/or work with young people with fewer opportunities.

METHODS, WORK PLAN, ACTIVITIES

WHAT? WHAT? WHAT?

Plan of Activities and its methods

This is the part of the project that is the most visible to the wider public. It is also what we think of the most when we think of what a project consists of.

- The activities are the means we use to try to get results from our project. Each activity contains certain workshops, sessions, sub-activities, which contains certain methods that are being used.
- Every single activity has a specific function and value and each method has a specific function and value.
- But, because we are planning a project, and because the project has a predefined methodology, each activity, each workshop, each method in a workshop has to be planned in function of all the others.
- Similarly, the results of previous activities will influence the results of subsequent ones.



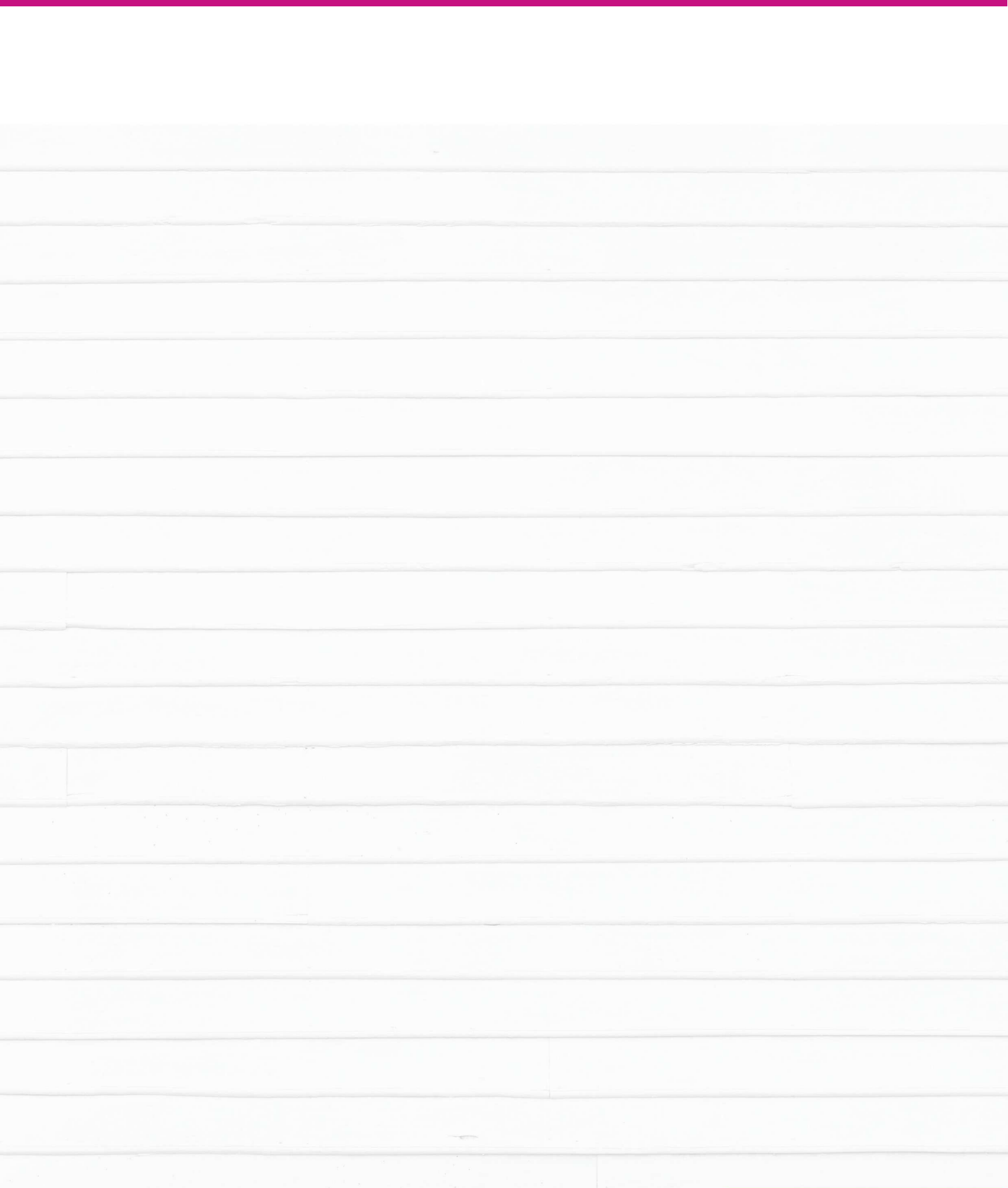


Guidelines for reflection and project work

- What are the different parts of your project?
- What activities do you want to organise as part of your project?
- What is actually going to happen?
- When are you going to do what?
- With whom are you going to do it?
- What is your role in each of the activities?
- Who do you need to help / support / assist you?
- How are these people going to be prepared?
- How do all these activities fit into a coherent plan?
- What is the role of each activity in the fulfilment of the objectives of the project?
- What are you going to start with?
- What are you going to end with?
- Which activities are the core of your project?
- Which activities are secondary or less important?
- How flexible is your plan? How clear is it?
- How realistic is your plan? What kind of support (resources) do you need? Where are you going to get that support from? What are you going to do to get the support you need?
- Do you seriously believe in your plan? Why?

MY PLAN OF ACTIVITIES, WORKSHOPS, METHODS

Please write down the activities you will undertake in the chronological order in which they will take place – like a calendar, together with the methods that you will use



REFERENCES TO THE APPLICATION FORMS

Verify if you have written key words for answering the following questions of the application form:

Propose a broad planning for activities you want to organise and volunteers you want to support with the Programme funds.

- Describe the volunteering activities that you are planning to carry out for the duration of your Quality Label. An activity is a set of tasks defined by the same location, the same time frame and the same scope. An activity should be described by listing the set of tasks that the volunteer(s) would carry out over the duration of a volunteering project (i.e. organising events, writing content for website, gardening, spending time with elderly people etc).
- Please propose activities with realistic targets (numbers of volunteers). The targets you propose include all volunteers you intend to support or host together with your partner organisations over a period of minimum three years.
- Please fill in the type of activities that you are planning to implement and request funding for, targets and relevant objective. (There are two types of volunteering activities: individual volunteering and volunteering teams. The preparatory visits should not be mentioned at this stage.)
- Please explain how the activities and targets planned will help achieve your objectives. If you are a host organisation, please make reference to the activities that you may have already described in Quality Label application.
- Why do you think that your estimations for the number of volunteers per year are realistic and appropriate (considering your organisation's experience, size and objectives)?

Please outline the learning dimension of your activities and describe the measures and methods you will put in place to embed a quality non-formal learning process for the participants.

Explain how you will support the participants in organising their reflection, identification and documentation of the learning outcomes acquired, including through EU (Youthpass, Europass) or national validation tools.

Propose a broad planning for activities you want to organise and volunteers you want to support with the Programme funds.

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- Please propose activities with realistic targets (numbers of volunteers). The targets you propose include all volunteers you intend to support or host together with your partner organisations over a period of minimum three years.
- Please fill in the type of activities that you are planning to implement and request funding for, targets and relevant objective. (There are two types of volunteering activities: individual volunteering and volunteering teams. The preparatory visits should not be mentioned at this stage.)
- Please explain how the activities and targets planned will help achieve your objectives. If you are a host organisation, please make reference to the activities that you may have already described in Quality Label application.
- Why do you think that your estimations for the number of volunteers per year are realistic and appropriate (considering your organisation's experience, size and objectives)?

If you are planning in-country activities - please describe how in-country activities are relevant for achieving your objectives. What will be the European added value of these activities and how will they contribute to the objectives of the European Solidarity Corps?

What are the concrete tasks that the volunteers will typically carry out? What will be their role and how will they be involved in the activities?

How will you support the volunteers before departure?

Please describe how you will provide assistance with practical arrangements (travel and visas, as applicable) and how you will organise pre-departure training

As a host organisation, what assistance are you planning to offer to volunteers during the activity?

Please describe how you will offer personal support, training and guidance to your volunteers.

What support will you offer to volunteers when they return to their country?

If applicable, please provide details for each activity type.

Please describe the measures you will put in place to embed a quality learning process for the volunteers, with reference to specific skills and/or competences you expect volunteers to develop in the activities run by your organisation.

- Provide details about the role of the mentor in the learning process and how the volunteers will be supported in organising their reflection, identification and documentation of the learning outcomes acquired, including through EU (Youthpass, Europass) or national validation tools.
- Describe the measures and methods that you have foreseen for facilitating the integration of volunteers in a new country and/or in a new working environment. Your answer should be adapted to the role(s) you are applying for.

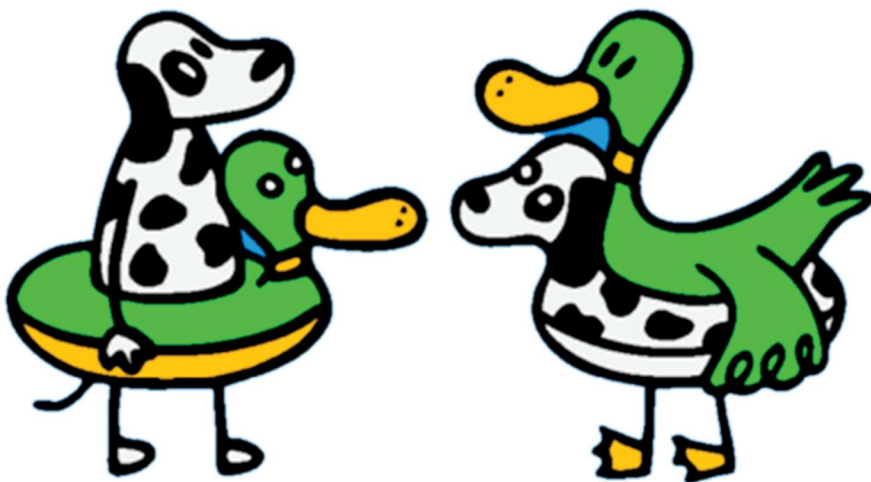
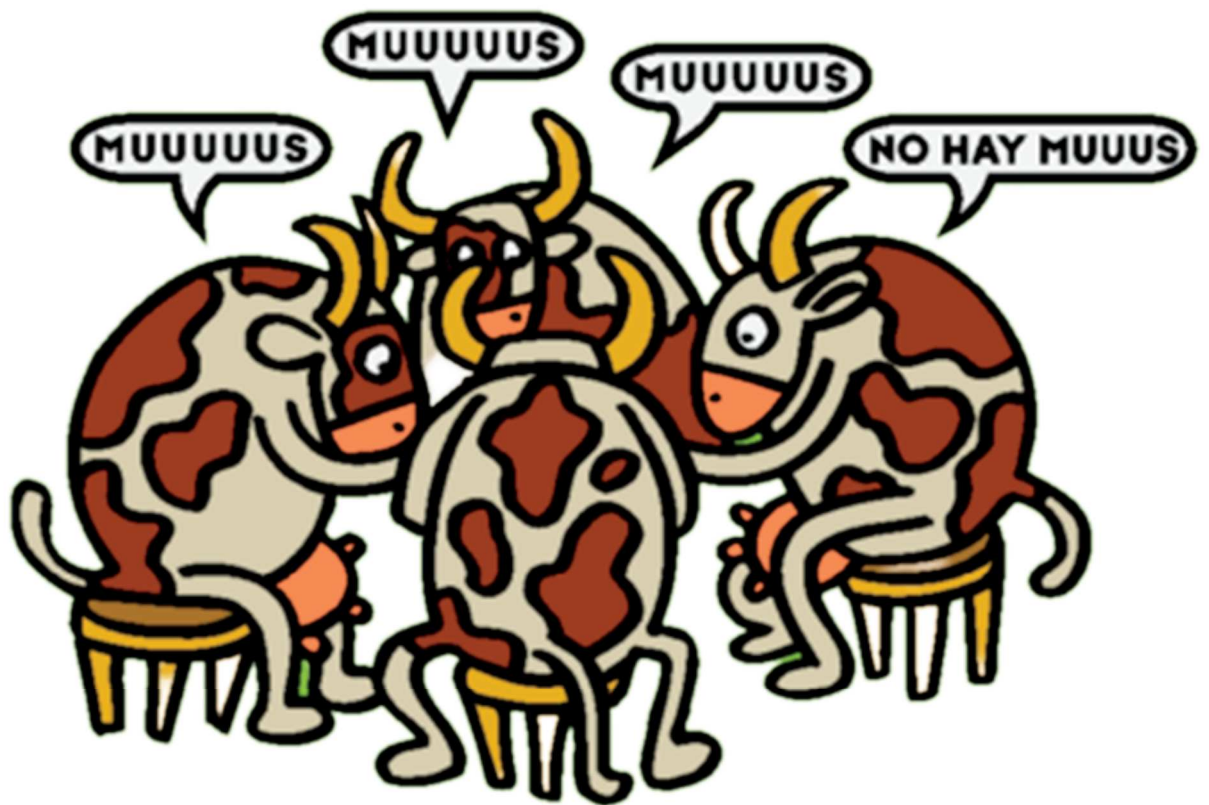
If applicable, please also describe any additional services that you may offer such as assistance for drawing up CVs and/or job descriptions, preparation for job interviews, career advice, post-placement assistance and guidance.

Can you arrange for additional pre-departure preparations, mentoring, additional support for learning process and validation of learning outcomes, or other support suitable for young people facing obstacles to participation?

Please describe briefly, and in English, these additional support measures.



IMPLEMENTATION & QUALITY CONTROLE



Plan how to DO IT

LOOK FOR QUALITY HOW TO DO IT

Quality controle and monitoring

What mechanisms have been put in place for ensuring the quality of the project?

- How will you monitor during all the phases of the project that you have the quality that you want to have?
- How can you make that the accommodation, the environment, the logistics,... are stimulating the learning of the participants, and the good results?

What mechanism have been put in place for ensuring a good partnership?

- Which agreements do you have amongst the partners?
- How are roles and responsibilities divided amongst all partners?
- Is there a balance in the partnership? Is there an equal partnership?

What mechanism have been put in place for ensuring the good team work?

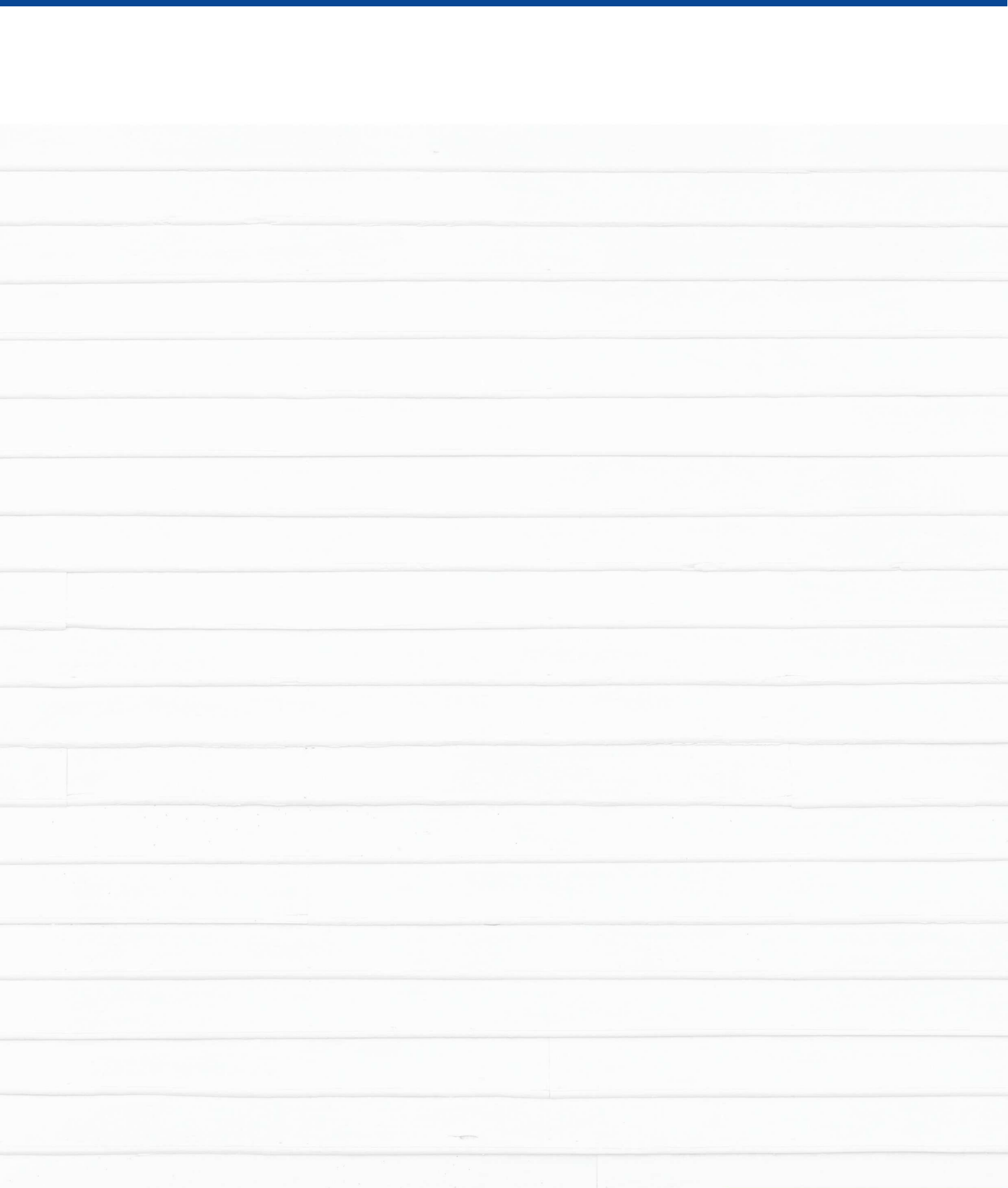
- How will you cooperate, communicate and to the necessary preparations within the team of youth leaders?
- How will you take into account the needs, expectations, contributions and fears from each team member?
- How will you perform as a team on the spot? Also when there is a situation which was not planned in advance? Which agreements do you make as a team?
- Which measures will you do to give feedback within the team, to learn from the teamwork, and to keep a strong team?

What mechanism have been put in place for ensuring that everybody in the project will be safe?

- Providing safety & decent living & working conditions includes several kinds of measures:
- Health, safety (risk assessment) and insurance
- Dealing with problems, complaints and disputes
- Protection and safeguarding (in case of working with minors or volunteers with special needs)

IMPLEMENTATION & QUALITY CONTROLE

Please write down what you will undertake to ensure a good implementation:



REFERENCES TO THE APPLICATION FORMS

Verify if you have written keys words for answering the following questions of the application form:

How will you measure progress towards your overarching objectives?

Please explain who will coordinate the activities and who is going to be in charge of specific tasks, such as finances, logistics, preparation and monitoring of participants, content of the activities, communication with partner organisations, etc.

How will you ensure that the staff has the necessary competences to carry out these tasks (ie trainings, etc.)?

How and at which stages will the organisation's management be involved in the implementation of activities? Please also explain how you will ensure continuity of the activities in case of important changes in management or staff?

How do you intend to cooperate and communicate with your partners?

Please describe your organisation's ability to manage all practical and logistical matters of the activities (e.g. travel and visa, accommodation, insurance, etc).

Please describe your approach to safety and protection of participants.

How will you handle risk assessment and management?

Please explain in detail how you will ensure successful delivery of your activity plan.

Please describe the practical arrangements for hosting volunteers on your premises, in your main location (e.g. adequate accommodation and meals, access to local transportation). Describe how you will ensure the minimum standards and justify if there are any deviations from these.

Please describe the practical arrangements for hosting volunteers in additional disclosed locations (e.g. proper accommodation and local transportation). Describe how you will ensure the minimum standards common to all locations and justify if there are any deviations from these standards in any of the locations.

Which measures will you put in place to guarantee that:

- Volunteers are assigned clear and distinct roles in your organization during activities.
- Volunteers: do not replace traineeships and/or jobs; are not taking up essential tasks for the organisation's running operations; the activity is not part of the volunteers' regular studies or vocational training.

How will you handle risk assessment and management? If applicable, please also explain how you are planning to limit or prevent unintended negative effects of the activities and how you will comply with the 'do no harm principle'.

How will you guarantee a safe living and working environment for the volunteers? What measures will you put in place to address problems and conflicts during the activities? If applicable, please provide details for each activity type.

How is the organisation's management going to be involved in the implementation of activities?

- Who will be in charge of coordinating the activities?
- Who will carry out specific tasks, such as finances, logistics, communication with partner organisations, etc.?
- How will you ensure that the staff has the necessary competences to carry out their tasks?
- How will you ensure continuity of the activities in case of important changes in management or staff?

How do you intend to cooperate and communicate with your partners?

- How will you monitor and manage their performance?
- If already known, please provide a short description of the partners you will be cooperating with, their expected role and experiences and competences they should bring in.
- Describe how the activities will meet the needs and objectives of your partners.

How will you ensure compliance with the control and reporting requirements?

How will you ensure the visibility of the activities?



Implementation & quality control

To Strategy

EVALUATION AND FOLLOW UP

KEEP IT ALIVE !

Evaluation

Evaluation means that you verify before, during and after, if you do what you promised to do, and to measure to which extent the objectives and the expected outcomes that you have set in advance, are being met.

One part of the importance is to be able to learn from it and to improve it a next time, another – equal importance – is that you can demonstrate with evaluations that the money that was spent, was well spent.

Follow Up

This is however not enough: a project does not stop at the end of the ESC activity, or international exchange or training course, when you step on the plane homewards.

If you compare your activities of your project with an orange, it is very important to take all the juice out of your orange, and to let other people taste as much as possible from it! Be proud of your work!

DEOR

The acronym of "Dissemination and Exploitation of Results".

- Think about actions that you can plan to increase the visibility your project. The more people know about your work, the better.
- Surely your project generates some wonderful results or products: new methods, an App, a learning outcome, a theatre-play, recommendations to decision-makers,... Don't sit on your project results - share them with others! Discuss with your partners how all of you can disseminate your results, as well to young people, youth organisations, other ngo's, the local community, people who have influence in youth policy,...
- But it would even be better if your project results were actually also USED. How can you exploit your project results, so that you have a sustainable, long lasting effect?

Guidelines for reflection and project work

How can you – via evaluations, defining the impact of the project, and Dissemination and Exploitation Of Results (=‘DEOR’) – prove to the European commission that your work is worth the funding?

Data mining of evaluations

- How can you evaluate, in a way that the outcomes are not only statements from your side, but that you can prove, demonstrate the finding of participants? (e.g. if you have reached your objectives, if their needs were met,...)

Making the invisible visible:

- How can you make clear what your project results are (in concrete outcomes, not in abstract ways), and how can you show them?
- How can you make it visible to others who were and were not in the project?

Which impact will your project have?

- Micro-level impact focuses on the project itself – the participants of the project, young people in the youth organisations, the local community and partner organisations directly linked to the project.
- Meso-level impact targets the youth sector more widely – as opposed to the individual project; youth workers, multipliers, other organisations active in the youth sector.
- Macro-level impact is about feeding policy developments – at national or European level, or at the level of the European programme, rather than at individual projects.

How can you get more impact, even after the activities?

- How can you prolong the impact? (to keep the theme going on, even after the finish of the project?)
- How can you get a wider impact? (to involve new people, new audiences,...)
- How can you get a deeper impact? (to deepening up further about the topic with (ex-)participants, other young people, team leaders, partners, local community)
- How can you get a multiplied impact? (how can you make that e.g. other youth organisations use your project results in their own work?)

YOUR DEOR PLAN

Draw up an action plan with concrete evaluation measures and actions that you, your partners, your participants,... can do. Make a "follow up" plan, in which you clearly say which actions you and your partners, the participants,... will do as a follow up after the project to increase the impact, also after the end of the activities.

REFERENCES TO THE APPLICATION FORMS

Verify if you have written keys words for answering the following questions of the application form:

Please present your organisation's approach towards monitoring and evaluation of your activities. Which activities will you carry out (activities to monitor and evaluate whether, and to what extent, the activities have achieved their objectives and results)?

Describe how the results will be shared.

What dissemination activities will you carry out (planning, target groups of such activities)?

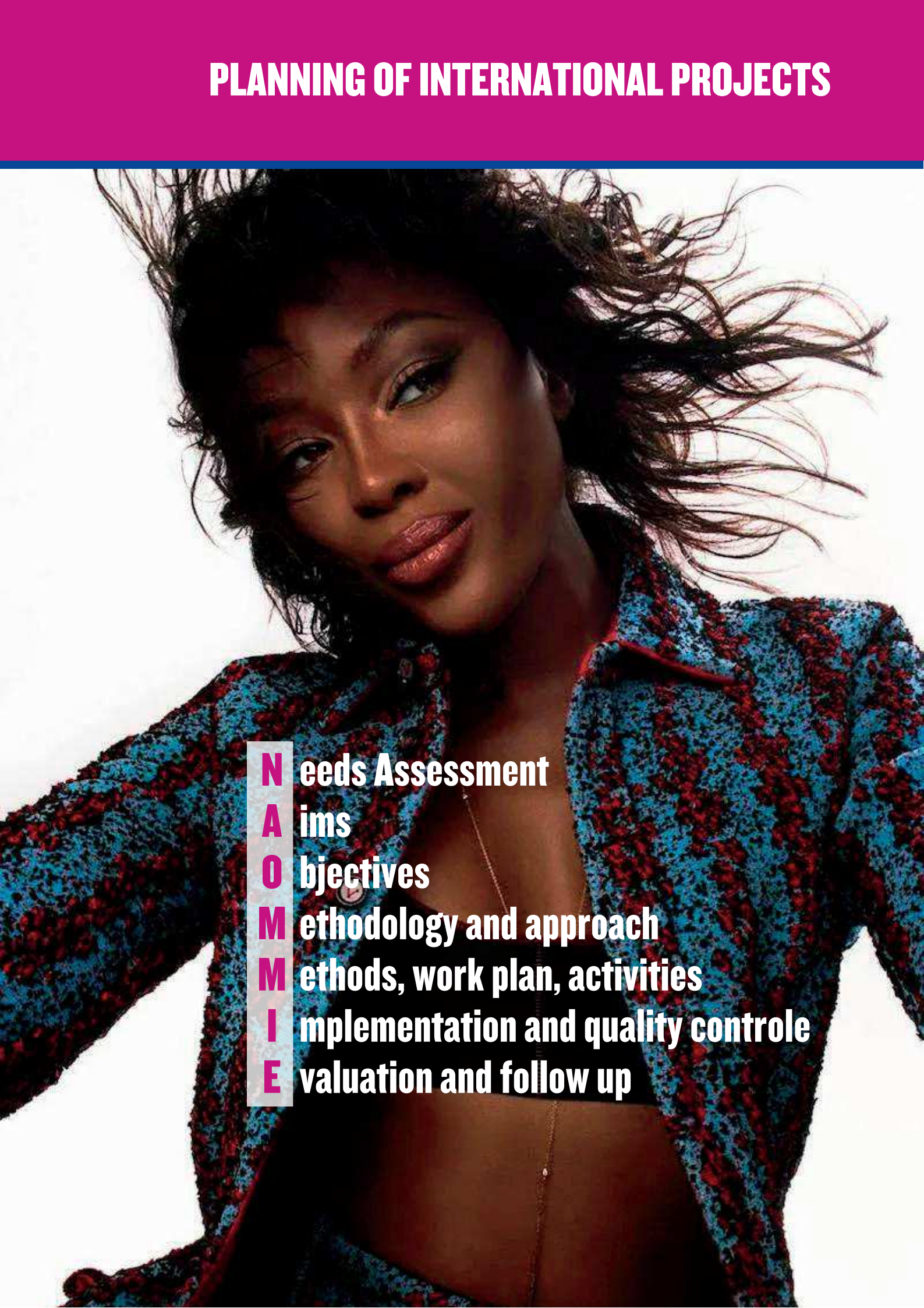
Please also explain how participants and participating organisations will be involved.

Please present your organisation's approach towards monitoring and evaluation. How will you monitor and evaluate whether, and to what extent, the activities have achieved their objectives and results?

Please describe how the results will be shared within and outside the participating organisations.

What dissemination activities will you carry out (planning, target groups of such activities, involvement of volunteers)?

PLANNING OF INTERNATIONAL PROJECTS



N eeds Assessment
A ims
O bjectives
M ethodology and approach
M ethods, work plan, activities
I mplementation and quality control
E valuation and follow up

IN A STRATEGIC WAY

This project plan was developed by (your name) and
.....
..... (names of the other people involved).

We engage ourselves to work further on this plan, with the hope and the wish to apply with it within Erasmus+ and/or European Solidary Corps programme, and to realise it with each other and our organisations.

(To be signed by all the people involved)

..... (date, signature)..... (date, signature)

..... (date, signature)..... (date, signature)

..... (date, signature)..... (date, signature)

MAKE IT EASY
FOR EVERYONE
TO JOIN
THE PROGRAMME(S)



eupa