

Suggestions to contribute to the current reflection on the Youthpass and Europass tools

YOUTHPASS EUROPASS MOBILITE & THE AKI TOOLS

SUMMARY

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Assessment and recognition of transversal competences,
acquired by young adults in international mobility projects,
as a means to facilitate their socio-professional inclusion

INTRODUCTION

Today, Europass Mobility¹ and Youthpass² are two european instruments available for transcribing the experience gained through a placement in an european country.

Since their creation in 2005 for the first and in 2007 for the second one, these documents have been the subject of several studies, among them:

- The « Europass Mobility & Youthpass : complementarities and synergies » survey, undertaken in February 2012 by the AFPA in the name of the Erasmus french Agency for Education and training, was presented during a seminar, organised by the European Agency for Education and Training in France together with the french Youth in Action Agency³ ;
- The “Youthpass Impact Study Young people's personal development and employability and the recognition of youth work”⁴, initiated by the European Commission at the end of 2012.

The *Europass mobility and Youthpass: complementarities and synergies* » survey results from a cross analysis of both instruments and of interviews with institutions, organisations sending abroad and Europass Mobility and Youthpass users.

The following elements have been highlighted:

- The two european documents follow the same goal : « developing the portability of skills in Europe while describing and valuing the experience gained during an internship, a training period, a placement or studies in Europe » ;
- The competences issue is central in both tools. However, the Europass Mobility has been developed in the framework of formal learning whereas Youthpass tries to value non formal and informal outcomes.

¹ The Europass Mobility is an european official document that mentions skills and qualifications developed during a workplacement or study period in Europe. The document is issued by institutions or organisations wishing to highlight the quality of their learners’ experience abroad.

It is part of the 5 documents that build the European Skills Passport. It is aimed at beneficiaries of all ages <http://europass.cedefop.europa.eu/documents/european-skills-passport/europass-mobility>

² Youthpass is a recognition process for non-formal learning outcomes (ie outside of school or curricula) for people participating in the activities supported by the EU Erasmus + Youth. The Youthpass certificate is delivered to the participants, in case they wish to receive it, by the organisation that signs the contract for the Erasmus + grant. It includes a section for self-assessment linked to the 8 key competences European Reference Framework. It is available for youth between 13-30 years but not for the training activities for youth workers

<https://www.youthpass.eu>

³ http://www.agence-erasmus.fr/docs/20120213_ETUDE-YOUTHPASS-EUROPASS-2.pdf

⁴ <https://www.youthpass.eu/downloads/13-62-225/Youthpass%20Impact%20Study%20-%20Report.pdf>

- The sending organisations from the popular education sector (non formal and informal) use the Youthpass whereas the organisations of the training field use the Europass Mobility document.
- The educational approach, used to fill in the Youthpass, that allows to identify and express experiences of any kind, could benefit the Europass Mobility.
- If the Europass Mobility and the Youthpass documents have the advantage to supply reference frameworks to identify the developed competences, beneficiaries and tutors encounter difficulties to fill in them qualitatively.
- The two european documents are insufficiently known by companies. As they are not diplomas, a real recognition of the experiences abroad remains difficult.
- The highlighted complementarities and synergies have led to consider combining both documents into one possibly. This might enable the valorisation of formal, non formal and informal learning during an experience abroad and to support the « Life Long Learning » concept; Integrating the Youthpass as an element of the Europass Portfolio has been noted several times.

The « Youthpass Impact study » underlined the usability of the 8 key competences European Reference Framework while mentioning its relative abstractness and complexity that seem to be a block for certain young participants.

To facilitate self – assessment, the interviewed participants made suggestions and among them:

- To develop a set of pre-defined learning outcomes that can be chosen by participants.
- Be more clear about key competences and develop guiding questions for every key competence to help young people to fill in the certificate.
- To complement the 8 key competences framework with other concepts.

They also wish the certificate to be recognised by the formal education system as well as by employers.

The experts made the following recommendations:

- To pursue and strengthen the Youthpass ability to document the learning outcomes of youth work activities;
- To train employers to inform them about the value of Youthpass.
- To increase training proposals aiming at improving the Youth learning processes and self-assessment.
- To implement further research on the specific role of Youthpass regarding young people with fewer opportunities who need a reinforced support.



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In September 2014, the AKI partners integrated these points when writing the AKI application:
Assessment and recognition of transversal competences, acquired by young adults in international mobility projects, as a means to facilitate their socio-professional inclusion.

Like the European instruments, the AKI project is built on the same approach of highlighting the learning outcomes of experiences abroad. Therefore, the AKI partners wished to put the AKI results at the Training and cooperation Salto Ressource Center's and the French National Europass Center's / Education and Training Erasmus + Agency 's service.

This report is intended to provide the possible links between the AKI tools and the two european instruments.

Beforehand the report gives a presentation of the AKI project and its tools.



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AKI IN A FEW WORDS

AKI is a European project contributing to the identification and recognition of transversal competences acquired in international mobility experience, outside of school and university curricula, by young adults aged 18 to 30 years old. The project addresses a common task of making these competences more visible and fostering their relevance on the labour market and society. It is financed by the Erasmus+ Youth programme.

The issuing partnership consists of major international mobility operators and of the business world:

- L'Office franco-allemand pour la Jeunesse (OFAJ) – Franco-German Youth Office
- L'Office franco-québécois pour la Jeunesse (OFQJ) – Franco-Quebecois Youth Office
- L'Institut Supérieur de Formation Permanente (INSUP) – Vocational Training Institute
- L' Union Wallonne des Entreprises (UWE) – Walloon Union of companies

Associated partners added their expertise to the work:

- Le Bureau international Jeunesse Wallonie-Bruxelles (BIJ)
- Les Offices Jeunesse internationaux du Québec (LOJIQ)

International mobility experiences place the participants in a new dynamic and allow for the development of certain competences. They complete their project with pride and undertake their commitments to society, business, the community, and civil organisations with enhanced confidence. Mobility experience prompts the participants out of their day-to-day reality to venture away from their comfort zone by modifying their habits.

Openness to the world, to others and their differences, indubitably lays the grounds for citizenship and community-awareness.

Technical competences, whether specific or linguistic, can be formalised with reference to a professional skills base or on the Common European Frame of Reference for Languages (CEFR). The task is harder when it comes to transversal competences, such as the ability to adapt or the ability to get involved in a group.

Drawing from these observations, the work has led to the devising of several tools dedicated to enhance five transversal competences acquired in international mobility experience:

- The AKI five transversal competences reference grid.
- The AKI guidebook : « Five transversal competences acquired in international experience »
- The AKI tool kit including two types of supports built from the reference grid :



For young participants :

- Questionnaires to be filled in before departure and at the end of the experience abroad
- An individual competences recap sheet

These AKI tools are used in a self-positioning approach allowing the participants to think about their experience.

For supervisors :

- A supervisor's booklet for work placement or volunteering experience

These booklets are aimed to enable a space for dialogue between the young participants and their supervisor to discuss the competences developed during the experience abroad. It should also allow the supervisor to give advice to the welcomed participants for their future socio-professional inclusion.

The AKI tools have been created with a view to:

- demonstrating that international mobility is a means to develop transversal competences
- helping young adults to put their experience into words, to identify and bring out competences acquired in international mobility projects
- making employers aware that international mobility can produce the kind of competences they look for
- showing how useful these competences can be socially and professionally



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The AKI tools are dedicated to:

- Participants in non-formal international mobility programmes run by the AKI partners (outside of school and university curricula) as well as in other programmes such as the European Voluntary Service or the French Civil Service abroad
- Tutors hosting mobility programme participants within their respective organisations

The objectives and the contents of these tools may be also helpful to beneficiaries of international mobility experiences carried out in a formal context (school or university curricula) and their tutors.

> Open-mindedness

Showing evidence of curiosity

- Be interested in others
- Find out about one's environment
- Compare the new environment with what is already known
- Head out to the unknown

Respecting various opinions

- Listen to every person's opinion
- Listen without seeking to impose one's ideas
- Remain to all opinions differing from one's own
- Assimiler criticism in a constructive fashion

Taking diversity into consideration

- Be aware of the surrounding diversity
- Be mindful of others in their differences
- Share one's differences with others
- Broaden oneself through exposure to diversity

> Adaptation to change

Approaching change

- Be open to change
- Understand what causes change
- Understand what is to be gained or lost in change
- Keep a critical mind about change

Adjusting one's actions to change

- Leave one's references behind to make room for the new
- Change one's plans and way of doing things
- Provide oneself the necessary resources for adaptation
- Adapt to change without loss of efficiency

Committing to change

- Make proposals
- Learn new tasks, technologies
- Display creativity
- Initiate change

> Interpersonal relations

Relating to others

- Actively listen to others
- Place oneself in other people's shoes to understand how they feel
- Choose the most appropriate means of communication for one's interlocutor
- Communicate easily with strangers

Operating in a group

- Identify roles and places in a group
- Participate in the group's activities in pursuit of a common goal
- Bring help to members of the group
- Prefer the group's interest to one's own

Enhancing one's dispositions to networking

- Integrate into an existing network of contacts
- Create one's network of contacts
- Maintain one's network of contacts via NIT and real-life encounters
- Enlarge one's network of contacts via NIT and real-life encounters

> Sens of responsibility

Understanding one's environment before taking action

- Understand what is expected of oneself
- Take into account the resources and constraints of the environment
- Analyse the situation
- Devise an action plan

Taking action mindfully of others

- Avoid taking risks irrespective of oneself and others
- Answer for one's actions and take responsibility for their consequences
- Share decision-making with others
- Support collective decision-making

Solving problems

- Find a solution to a problem
- Ask for help when needed
- Teach others how to solve problems
- Anticipate problems

> Self-confidence

Recognising one's strengths and limits

- Show awareness of one's strengths
- Recognise one's limits
- Try to overcome one's limits
- Turn one's limits into an asset

Asserting oneself

- Observe one's environment in order to act accordingly
- Find one's position in a group with regard to one's abilities
- Assert one's choices and one's opinions
- Express oneself without feeling destabilised by criticism

Developing one's ability to take action

- Ask oneself what can be done
- Take initiatives
- Take up challenges
- Looking for ways to bounce back in case of failure



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Each transversal competence is broken down into three abilities and each ability is symbolised by four dimensions of equal importance.

The five identified transversal competences reflect the consensus among the six AKI partners including l'Union wallonne des Entreprises (Walloon Union of Companies) and its member companies. They also rest on the exchanges of experiences and on tests with young participants, their tutors, youth workers and the Belgian, French, German and Quebec companies. The vocabulary used in the AKI reference grid takes up the words chosen by the above mentioned persons (collection of key-words).

The wish of the AKI partners was to give the simplest words to the young participants and their tutors to better identify the competences developed in international mobility projects. The partners also wished to present the abilities in the form of a card game to focus the young participants' attention and deliver the following message:

« Your experience abroad: your set of cards to play! »

THE AKI CARD GAME





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THE POSSIBLE LINKS BETWEEN THE EUROPEAN INSTRUMENTS AND THE AKI TOOLS

Before trying to put the European instruments into perspective with the AKI tools, it is important to point out that the AKI partners have always agreed on the value of the two European documents. Exchanges of experiences have underlined the following points:

The AKI coordinator, the vocational training Institute -Institut Supérieur de Formation Permanente INSUP- used the Europass Mobility document when sending their French Leonardo and Erasmus+ beneficiaries in Europe. Moreover, INSUP was mandated by the Regional Council of Aquitaine to pilot its Platform « Aquitaine Cap Mobilité » between 2009 and 2016 and could assess the Europass Mobility document implementation by the vocational organisations (vocational schools, apprentice training centers, training institutions in the health-care and social sector). INSUP noted the difficulties met to obtain qualitative data from the tutors of the host countries for the section « Attitudes and competences » and especially for the items: organisational / management, communication and other competences.

The Franco German Youth Office (OFAJ) has used the Europass Mobility document for the young German participants in the PRAXES⁵ programme who are welcomed in French companies. OFAJ shared the INSUP's observations.

As to the Youthpass, the AKI partners could use the feedback from their associated partner, the International Youth Bureau, Wallonia-Brussels - Bureau International Jeunesse Wallonie Bruxelles (BIJ) - related to its implementation in the Erasmus+/ Youth in Action programme: Youth exchanges, European Voluntary Service and mobility of Youth workers. To help the EVS participants to fill in the Youthpass easier, the BIJ felt it was necessary to create a book to guide the young participants to note the competences they develop all along their experiences abroad. Each key competence is explained simply and questions guide the young beneficiaries in their work.

All these feedbacks were of value for the AKI tools quality. The AKI partnership wished to give to young participants and their tutors simple materials offering words and a precise vocabulary to describe and highlight the competences developed abroad.

The aim is that the AKI educational process and tools may provide a competency specific terminology to help to fill in the Youthpass and the Europass Mobility documents.

⁵ The Praxes programme is proposed by OFAJ to young people who wish to experience a one to six-month internship outside of school or higher education curricula or of employment, i.e.: bachelors, young vocational training or university graduates, job seekers or young people who wish to get reoriented.



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To measure and consider this complementarity, it is necessary to put in perspective:

- The Youthpass with the AKI tools developed for a self-reflection process of the participants (the 5 AKI competences grid, the self-positioning questionnaires, the individual competences recap sheet) ;
- The Europass Mobility document with the AKI tools based on the approach of supporting tutors (the 5 AKI competences grid,, supervisor's booklet)

| | Youthpass | AKI tools : a 5 competences grid, self-positioning questionnaires, an individual competences recap sheet | To be seen in perspective (differences, complementarities/links) |
|--------------------|--|---|--|
| Aims | <ul style="list-style-type: none"> To encourage reflection, follow-up and assessment of the non-formal teaching process of each person. To encourage the social recognition of the educational role of youth work To foster the youth / youth workers' employment | <ul style="list-style-type: none"> To help young adults to put their experience, outside of school and university curricula, into words, to identify and bring out competences To find a common vocabulary between non formal education and the business world To explain how these competencies may be useful in the professional life and in the society. | <ul style="list-style-type: none"> Similar objectives: The AKI tools fit in the european strategy of the Council of Europe and of the Commission on the recognition of skills developed in non formal experiences. The AKI objectives are more bidirectional: built on the « mutual understanding » between non formal education and the business world and not only on the « recognition ». |
| Competences | <p>8 key competences for «Life Long Learning » for a knowledge-based society ;</p> <ul style="list-style-type: none"> Communication in the mother tongue Communication in foreign languages Mathematical competence and basic competences in science and technology Digital competence Learning to learn Social and civic competence Sense of initiative and entrepreneurship Cultural awareness and expression | <p>Five transversal competences acquired in international experience</p> <ul style="list-style-type: none"> Open-mindedness Adaptation to change Interpersonal relations Sense of responsibility Self-confidence | <ul style="list-style-type: none"> A different scale: The 8 key competences framework has been adopted by an european Parliament and Council Recommendation. The choice of the 5 AKI competences results from the exchanges of experience between young participants, tutors, youth workers and german, belgium, french and quebecois companies and from a consensus amongst the 6 AKI partners. A common approach of transversality that includes the behaviour skills. The AKI 5 competences grid that contains 15 abilities and 60 dimensions (descriptors) can help to fill in the section « Social and civic competences » of the Youthpass document. A vocabulary to better describe the competences developed in international experience. https://www.aki-mobility.org/wp-content/uploads/2016/07/grille_ref_cinq_competences_EN-4.pdf The choice made for transversal competences by the AKI partnership strenghtens the social project relevance. |

| | Youthpass | AKI tools : a 5 competences grid, self-positioning questionnaires, an individual competences recap sheet | To be seen in perspective (differences, complementarities/links) |
|-------------|---|---|---|
| Methodology | <p>An individual and group cross- self-assessment of learning outcomes.</p> <p>2 dialogues :</p> <ul style="list-style-type: none"> • between the participants and the facilitators, youth workers, tutors or trainers. • between participants themselves <p>Self-assesment « enriched » by the supervisor's and peers' feedback, an integrated approach all along the project.</p> <p>To describe and write using self-assesment on the outcomes which is facilitated by the dialogue.</p> | <p>Learner-centred approach (self-assessment of the young participant) thanks to simple documents integrating educational instructions.</p> <p>2 scenarios :</p> <ul style="list-style-type: none"> • Participant's self-positioning at the beginning and at the end of the experience abroad • Self-positioning at the end of the mobility. <p>To fill-in context-related questionnaires, offering sets of statements, written in the first person and built from the 5 AKI competences grid.</p> <p>Multiple-choice questionnaires to encourage the participants to document their choice by writing examples drawn from situations experienced abroad as per the work placement / the mission, as per the day-to-day life.</p> <p>https://www.aki-mobility.org/wp-content/uploads/2016/07/v4_ENG-1-participant_beginning.pdf</p> <p>https://www.aki-mobility.org/wp-content/uploads/2016/07/v4_ENG-2-participant_end.pdf</p> | <p>Common features of both methodologies :</p> <ul style="list-style-type: none"> • Enable the participants to describe the developed competences, to put them into words (same aim) • Foster the participant's reflection <p>Both methods are different but the AKI questionnaires may be completed while supporting young participants</p> <p>The AKI questionnaires seem to be a more direct method</p> |

| | Youthpass | AKI tools : a 5 competences grid, self-positioning questionnaires, an individual competences recap sheet | To be seen in perspective (differences, complementarities/links) |
|-----------|---|---|---|
| Documents | <p>Youthpass, Certificate to be created on line https://www.youthpass.eu/en/login/</p> <p>Official standard document of the European Commission, issued by the project organisers, at the request of the participant.</p> | <p>Individual competences recap sheet, created by a Erasmus + strategic partnership (Key action 2), issued by the sending organisation from an administrable PDF</p> <p>https://www.aki-mobility.org/wp-content/uploads/2016/07/doc_valorisation_EN_formulaire.pdf</p> <p>https://www.aki-mobility.org/wp-content/uploads/2016/07/COMPETENCES-RECAP-SHEET-INSRUCTIONS-FOR-USE-1.pdf</p> <p>Individual competences recap sheet that brings out the strongest abilities for each competence in the form of a card game</p> | <p>The Youthpass certificate and the AKI individual competences recap sheet have an educational purpose</p> <p>The AKI individual competences recap sheet has been created, tested taking into account the young adults and youth workers' feedback during the project. Its graphic designs includes a card game that fits within the principles of the non formal education and may reach the young people with fewer opportunities.</p> |

| | Europass Mobility | AKI tools : a 5 competences grid, self-positioning questionnaires, an individual competences recap sheet | To be seen in perspective (differences, complementarities / links) |
|--------------------|--|---|--|
| Aims | <ul style="list-style-type: none"> To increase the skills portability in Europe. To highlight the competences developed by participants during their european experience in a learning framework (teaching or training): work placement or studies. To foster the recognition of formal learning outcomes. | <ul style="list-style-type: none"> To help young adults to put their experience, outside of school and university curricula, into words, to identify and bring out competences To open up a space for dialogue between the young participants and their tutors to discuss together about the developed competences and to allow the tutor to give advice to facilitate their future socio-professional inclusion. | <p>Similar objectives: recognize and highlight the developed competences during an experience abroad (an european experience for the Europass Mobility document and an international one for the AKi tools).</p> <p>The AKI tools, developed for non formal mobility experiences, may nevertheless be used within formal experiences.</p> |
| Competences | <p>Rubrique « compétences acquises pendant le parcours Mobilité »</p> <ul style="list-style-type: none"> 26A Activities/tasks carried out 27A Job-related skills and competences 28A Language skills and competences 29A Computer skills 30A Organisational skills and competences 31A Social skills and competences 32A Other skills | <p>Five transversal competences acquired in international experience</p> <ul style="list-style-type: none"> Open-mindedness Adaptation to change Interpersonal relations Sense of responsibility Self-confidence | <p>A different scale: The Europass Mobility is part of the 5 documents that build the European Skills Passport adopted by the European Council and the Parliament.</p> <p>A competences framework established by the Institutions</p> <p>The choice of the 5 AKI competences results from the exchanges of experience between young participants, tutors, youth workers and german, belgium, french and quebécois companies and from a consensus amongst the 6 AKI partners.</p> <p>The AKI 5 competences grid that contains 15 abilities and 60 dimensions (descriptors) can help to fill in the sections 30A, 31A, 32A of the Europass Mobility document</p> <p>A vocabulary to better describe the competences developed in international experiences.</p> <p>https://www.aki-mobility.org/wp-content/uploads/2016/07/grille_ref_cinq_compétences_EN-4.pdf</p> |

| | Europass Mobility | AKI tools : a 5 competences grid,, supervisor's booklet | To be seen in perspective (differences, complementarities/links) |
|-------------|--|--|---|
| Methodology | <p>The document is filled in by the different stakeholders in turn Users guide, instructions for use</p> <p>Co writing and filling in : The trainee and the tutor are filling in the section « Acquired skills and competences » together.</p> | <p>Tutoring support To foster the dialogue with the participant</p> <p>To fill in a supervisor's booklet proposing 15 series of 4 statements corresponding to the AKI 5 competences grid. Possibility to tick several statements and to give advice to the participants for their future socio-professional inclusion.</p> | <p>The AKI methodology could partly help to clarify the skills and competences of the Europass Mobility.</p> <p>To fill in the Europass Mobility document, it is necessary to seek for the competences that enter the sections and the situations to describe them.</p> <p>The supervisor 's booklet helps to bring a competences terminology Facilitating method</p> |
| Document | <p>Europass Mobility is available automatically on line and created by the sending organisation (contains a double signature of the sending and the hosting organisation)</p> <p>For Erasmus+ programmes, via : https://europass.cedefop.europa.eu/</p> | <p>On line Supervisor's booklet on the AKI website</p> <p>https://www.aki-mobility.org/wp-content/uploads/2016/07/Supervisors-booklet-Company.pdf</p> | <p>The Europass Mobility document is used to facilitate the portability of the diplomas and competences in Europe</p> <p>The AKI supervisor's booklet has educational objectives.</p> |

CONCLUSION:

Referring to the similarities between the AKI approach and the Youthpass and Europass process, the AKI partners will make a link on their <https://www.aki-mobility.org> website to the Youthpass (<https://www.youthpass.eu> and to Europass (<https://europass.cedefop.europa.eu> sites to highlight the European tools and encourage their use.

Rita Bergstein (Training and cooperation Salto Resource Center, aware of the project since the writing phase of the application, has been following the AKI works: she took part in the transnational meeting on the 7th and 8th of December 2015, at the OFAJ Offices and was regularly kept informed about the development of the AKI tools. On the 15th of February 2017, at the end of the Steering Group Youthpass in Brussels, she wished to meet the AKI partnership to take stock of the project progress. Alexandre Gofflot of the International Youth Bureau Wallonia-Brussels (BIJ) presented the AKI 5 competences guide book and above all the tool kit for valuing competences to her.

She showed interest in all the documents that are available for young participants' self – reflection process: the 5 AKI competences grid without graduation but with each competence divided in three abilities and 4 dimensions for each ability, the questionnaires for the participant offering multiple choice, the individual competences recap sheet resulting from a valuing process instead of an assessment. For Rita Bergstein, the AKI tools may bring contributions, feed the current works on the Youthpass.

« One could think of official links to reflection processes and AKI tools and the Youthpass or an official sign on the Youthpass certificate that this project was using AKI reflection ».

Marielle Gaudin, Europass Development Officer at the Erasmus + Education and Training French Agency, attended the AKI final conference held in Paris on January 30, 2017 and wished to meet the project coordinator. A working meeting was held on February 13, 2017 at the INSUP offices in Bordeaux. Whereas the AKI tools may help to fill in the Europass Mobility, she suggested to make a link between the <http://europassmobilité.fr/> website and the AKI competences grid on the AKI website <https://www.aki-mobility.org>.

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