

Guidelines for IO1 research



Developed by

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1. **Objectives**

This initial stage of the project is meant to identify the specific skills set that need to be cultivated in the new train-the-trainers curriculum. It will address 4 areas:

* Best practices where the design, development and provision of **accredited train-the-trainer programmes** is concerned and the issues to be addressed in the proposed curriculum;
* The individual **resources** to be developed to support acquisition of key competences;
* Best practice in the design of **e-learning environments**;
* Best practice where the development of **MOOC** (Massive Open Online Courses) is concerned.

The first two points will be addressed by all partners except INNOV, who will address the second two points, assisted by UoP.

1. **Methodology for the research**

All implementing partners will conduct the necessary **desk-based** and **field-based** research in their own country.

**2.1 Field research**

This will be done by implementing a questionnaire to the target group – youth workers and education staff working with disadvantaged youth/youth-at-risk.

The way to get the answers is free: whether via a survey online, face-to-face interviews or another mean each partner finds more suitable to achieve the goals set at the kick-off meeting: to get at least **five** questionnaires answered. These answers can also be obtained from the people you gather in your country focus group (which should involve at least eight people from the target group). A mix of methods can also be applied.

**2.2 Desk research**

According to what was agreed between partners at the kick-off meeting, for this desk research, each partner shall bring:

* at least one example of best practices in train-the-trainer programmes related to the use of creative arts in training, as a way to engage young people at risk. This should also include best practices in terms of training delivery.
* at least one example of individual resources to support the acquisition of key competences. It is important that partners try to identify potential areas where the different art forms to be used in the project (storytelling, video, music/dancing, drama) can be applied to the development of key competences learning resources.

These examples can be national or international, and can even be taken from previous European projects.

Additionally to this, it is also important that each partner present a brief overview of the situation of youth at risk in its country. Some information like youth unemployment rate, early school leavers and NEETs rates are expected.

INNOV will do a broader European research of best practice in design of the proposed technology platforms.

1. **Work plan**

Each partner will produce country research reports in EN, according to the research framework, and send them to ISQ until **January 30th** **2016**.

ISQ will then collate the individual country research reports and the results of the research will be **presented at the second partnership meeting**.

Based on that, partners will agree on the curriculum modules for the train-the-trainers programme **during the second meeting**.

For each of the modules, **Learning Outcomes** will be established. Work sessionled by ISQ **during the 2nd meeting**.

ISQ will then collate all previous inputs into a brief Summary Research Report and send it to partners until **April 30th 2016**.

Partners will then have to translate it and all languages versions will be available on the project website for download. Proposed deadlines: **May 31st 2016** for translations and **June 15th 2016** for uploading on the website**.**