

International Youth Exchanges

Folder of evidence

The Record of Achievement is designed to allow you to be able to provide evidence that you have developed a range of knowledge, skills and understanding as a result of participating in an International Youth Exchange.

It is recognised that all exchanges should entail participants using and developing certain skills; these have been named 'Base skill areas' – there are six of these. There are also nine 'Optional skill areas'.

Participants in the scheme are expected to show development in the six Base skill areas and in a minimum of two Optional skill areas; a total of eight skill areas.

On the front of each card there are two lists: 'Learning outcomes', which details specific goals within each skill area; and 'Evidence of development', which details how participants can provide evidence of having attained those goals. 'Learning outcomes' lists are not exhaustive but provide basic criteria to enable participants to reach satisfactory levels of understanding and achievement.

On the reverse of each card there are further notes and space for participants to write down their evidence of development, continuing on a separate sheet of paper, if necessary. Additional sheets should be clearly headed with the title of the skill area.

Base skill areas

Evidence should be provided in all these areas:

- 1 Working with others
- 2 Self-awareness
- 3 Intercultural and global awareness
- 4 Communication skills
- 5 Problem solving
- 6 Review and evaluation

Optional skill areas

Evidence should be provided in a minimum of two of these areas:

- 1 Citizenship
- 2 Equal opportunities
- 3 Health and safety
- 4 Political awareness
- 5 Analytical skills
- 6 Project theme skills
- 7 Improving learning and performance
- 8 Number and information technology
- 9 Language skills

Evidence

Evidence of learning can be shown in a number of differing ways. Some of these might include:

- a** Written information about the way you carried out a piece of work and what you learned from the process.
- b** Recorded evidence on a tape which details the work carried out and what you learned.
- c** Photographs – on their own these cannot be considered as evidence of learning; however, they are a valuable way of supporting your written evidence.
- d** Video tape – evidence on tape is valid and is often an excellent way of demonstrating your learning in a specific area.
- e** Testament – if another person has seen you carry out a piece of work and seen evidence of your learning they may write a testament to this effect for your evidence sheets.
- f** Aural evidence may be given to the assessor to demonstrate or support written or other evidence provided.

Validation

The evidence provided will be validated by a youth worker or teacher who has been working with the group throughout the period of the International Youth Exchange. When this person is satisfied that development has taken place in the chosen areas (a minimum of eight), they will countersign the certificate.

International Youth Exchanges

Base skill area – Working with others

Learning outcomes

The participant should be able to:

1 Contribute to the setting of group objectives

2 Understand his/her role and responsibilities within the group

3 Plan group activities using the ideas of others

4 Review the activities in the light of other people's actions

Evidence of development

Show you have demonstrated personal development because you can:

a List three objectives set by the group

b Describe how you have personally contributed to the setting of two objectives

a Describe how you see your role in the group

b Describe how two group members may act in a different way but both contribute positively to the group

a Give one example of how you have used an idea of another group member

b Give an example of how one group member used his/her opinions to change the opinions of the group

a Give one example of how one objective was changed or adapted during the exchange as a result of someone's opinion

b Give an example of an opinion expressed by someone outside the group that led to a group discussion

International Youth Exchange

Base skills

Notes

Think about how you work in the group. How do others react to you?

How do others behave in the group? What could you do to try to make things more effective.

Try to understand how decisions are made in the group. Can the process be improved?

Make sure you are involved in setting the aims and objectives for the exchange and look at how everybody else is involved.

Identify how you involve others in developing the part of the exchange for which you have responsibility. What approaches do people respond best to and why?

How do you respond to direct instructions? Think about the ways you prefer to work and give examples of different ways that work has taken place in your group.

Working with others

Continue on separate sheet if necessary.

International Youth Exchanges

Base skill area – Self-awareness

Learning outcomes

The participant should be able to:

-
- 1 Present his/her own needs and wishes in a range of different contexts

 - 2 Understand personal relationships

 - 3 Interact with others in an appropriate manner

 - 4 Realise how personal behaviour has an impact on others
-

Evidence of development

Show you have demonstrated personal development because you can:

-
- a Give one example of how you made the group aware of your personal view
 - b Give one example of how your personal view was expressed to another individual in the group
-
- a Name two different types of relationship and describe the differences between them
 - b Identify the main responsibilities of people who live and work together
-
- a Give one example of how you disagreed with someone in your group without causing them offence
 - b Give one example of an occasion when you have witnessed offensive and upsetting behaviour
-
- a Give one example of how either you or someone else helped either an individual or the group out of a difficult situation
 - b Show how the actions of one person upset either the group or an individual
 - c Name two ways in which unspoken behaviour can have an impact upon others
-

International Youth Exchanges

Base skills

Notes

Think about your feelings. Are you feeling nervous about working with your colleagues? What is it that you actually feel nervous about?

If you don't feel nervous, do you feel anything else? Try to recognise what you feel and how it affects your behaviour.

Can you identify your own strengths and areas where you are not so strong? Try to develop a strategy to both use the areas of strength and to build on those areas in which you are less strong.

Try to identify how you behave in the group and how your behaviour affects others in the group.

Think about how others see you and test this out in the group.

Self-awareness

Continue on separate sheet if necessary.

International Youth Exchanges

Base skill area – Intercultural and global awareness

Learning outcomes

The participant should be able to:

-
- 1 Identify his/her own thoughts and opinions about the partner country before the exchange

 - 2 Demonstrate that information has been obtained about the country of the exchange partner

 - 3 Demonstrate similarities and differences between the two (or more) countries

 - 4 Detail how knowledge of the partner country has affected thoughts about other countries

 - 5 Understand the effects of the European Union on life in his/her own country and that of the partner's country
-

Evidence of development

Show you have demonstrated personal development because you can:

-
- a Name three opinions you had about your partner country before the exchange took place
 - b Detail whether or not each of these opinions changed after the exchange had taken place
-
- a Name two pieces of information that were obtained about the partner's country prior to the exchange
 - b Name the sources of both these pieces of information
-
- a List three similarities between your own country and that of your partner's country
 - b List three differences between your own country and that of your partner
 - c Name one thing that you admire in the country of your partner
-
- a Name one way in which the experience has affected your views about the other country
 - b Detail the affect that the exchange has had on your desire to visit another country
-
- a Name two ways in which the European Union has affected life in your own country
 - b Name two ways in which the European Union has affected life in your partner's country
-

International Youth Exchanges

Base skills

Notes

Think about what you know about your partner's country. What is fact and what is fiction?

Look at ways of finding out more before the exchange takes place.

During the exchange keep a list of what the similarities and differences are between your own country and that of your partner. Does this match your previous thoughts?

How does your learning about one culture affect your thoughts about other countries in the world?

Try to identify at least two things where the European Union has affected both your own country and your exchange partner's country. Provide evidence about what the effects have been.

Intercultural and global awareness

Continue on separate sheet if necessary.

International Youth Exchanges

Base skill area – Communication skills

Learning outcomes

The participant should be able to:

-
- 1 Take part in discussions on a one-to-one and group basis

 - 2 Have discussions with a variety of different people

 - 3 Read and respond to written materials

 - 4 Record his/her own thoughts and intentions and, on occasion, pass these on to others

Evidence of development

Show you have demonstrated personal development because you can:

-
- a Give an example of a discussion that was held on some aspect of the exchange with another group member
 - b Give a brief summary of a group discussion, describing your role, and summarising the different views expressed

 - a Give an example of a discussion that took place with someone outside the group, about the group's work
 - b Give an example of when you described the purpose of the exchange to someone else

 - a Give one example of a letter or e-mail that has been received
 - b Give an example of a response you gave to this letter or e-mail or a response you would have made had it been your responsibility

 - a Give an example of having recorded your thoughts about some aspect of the exchange
 - b Give an example of recording your intentions to take certain actions
 - c Give an example of a communication you have recorded that was passed to someone else

International Youth Exchanges

Base skills

Notes

Think about the variety of different people who you will talk with both before and during your exchange.

For example, local industrialists or the local parish council when you apply for a grant, the local press, or the Mayor at a civic reception.

How do you communicate in your own group and with your partner group?

Think about reports you will need to write in connection with your exchange and what information you want to pass on about it. What skills do you need to have so that others will be able to fully understand the purpose and value of your exchange?

Communication skills

Continue on separate sheet if necessary.

International Youth Exchanges

Base skill area – Problem solving

Learning outcomes

The participant should be able to:

-
- 1 Identify potential problems at the start of the project

 - 2 Recognise the importance of group cohesion in solving of problems

 - 3 Recognise the value of certain individual skills that are of value in the identifying and solving of problems

 - 4 Recognise problems and devise strategies for solving them

Evidence of development

Show you have demonstrated personal development because you can:

-
- a Name a problem that was anticipated at the start of the exchange
 - b Describe the processes followed in order to ensure this problem was overcome

 - a Give an example of when the group worked together in order to solve a problem
 - b Give an example of when the group did not work together and a problem escalated or a further problem arose

 - a Name two skills you feel you possess which are useful in identifying problems
 - b Name two skills you possess that are useful in solving problems
 - c Identify a skill you would like to build on or develop that would be useful in problem solving

 - a Name three problems that arose during the life of the exchange that you were concerned with
 - b Explain the role you played in solving these problems

International Youth Exchanges

Base skills

Notes

Think about what problems you may encounter during the exchange. It may be the group not working well together, or someone in the group being homesick.

Discuss how you will deal with these problems if they occur.

Think about where you have skills that can help to solve problems and make a note of these skills.

Think about what new skills you learn so that you can help to solve other problems you have not dealt with before in other areas of your life.

Problem solving

Continue on separate sheet if necessary.

International Youth Exchanges

Base skill area – Review and evaluation

Learning outcomes

The participant should be able to:

-
- 1 Clearly define personal goals (objectives)

 - 2 Identify group goals and explain why these were decided upon

 - 3 Explain how the group monitored and, if necessary, adapted the original goals

modified during the exchange

 - 4 Determine whether original goals were met

 - 5 Show how the partner group was involved in the evaluation of the exchange
-

Evidence of development

Show you have demonstrated personal development because you can:

-
- a Name a goal (objective) that you wish to achieve during the exchange
 - b Explain why it is important
-
- a Name three goals agreed upon by the group
 - b Explain why they were considered to be important
-
- a Give an example of how you monitored an original goal during the course of the exchange process
 - b Give an example of a goal that was discussed and
-
- a List two goals that were met during the exchange
 - b List a goal that was not met or modified and explain why
-
- a Explain how the partner group was involved in the evaluation of the exchange
 - b Give an example of how the partner group wished to change a goal or strongly agreed with a goal during the exchange
-

International Youth Exchanges

Base skills

Notes

Make sure when you set out to develop the exchange that you have clear targets about what you personally want to get from it.

Be clear about what the group want to gain from the exchange and why.

Think about ways you can make regular reviewing fun but also keep a check that you have not strayed away from your aims.

Think about how you can involve your partner group in the evaluation and what you will do with the information you get.

Identify at least four ways in which the aims of the exchange were met and describe your role in achieving these.

Review and evaluation

Continue on separate sheet if necessary.

International Youth Exchanges

Optional skill area – Citizenship

Learning outcomes

The participant should be able to:

-
- 1 Understand that individuals have rights and responsibilities
-
- 2 Show an awareness of equal opportunity issues
-
- 3 Show an awareness of national politics
-
- 4 Show an awareness of public services available in the local community
-

Evidence of development

Show you have demonstrated personal development because you can:

-
- a List two rights of the British citizen, e.g. the right to vote
 - b List a legal right of a citizen in the country of an exchange partner
 - c Outline a common responsibility to others that a citizen in each country has
-
- a Outline your personal understanding of the term 'equal opportunities'
 - b Show an understanding by giving one example of equal opportunities legislation in the UK and whether this applies in your partner's country
 - c Name one group of people in either country who may benefit from better equality of opportunity
-
- a Name two political parties in the UK
 - b Name two political parties in your partner's country
 - c Name the Prime Minister of your own country and that of your partner
 - d Name two services provided by national government
-
- a Name two public services available in the local community
 - b State whether these services are provided in the local community of your partner's country
-

International Youth Exchanges

Optional skills

Notes

Think who you will talk with before, during and after the exchange takes place and where you can gain information. (You are likely to talk with the Mayor or local politicians who can help you to understand who is responsible for what in your local community.)

During the exchange, spend time with your partner discussing human rights and the differing ways these are tackled in each country.

Think about how your group does, or does not, reflect the ethnicity of the local area.

Are young people with disabilities incorporated in your group? If they are how do you ensure they have equality of opportunity.

Citizenship

Continue on separate sheet if necessary.

International Youth Exchanges

Optional skill area – Equal opportunities

Learning outcomes

The participant should be able to:

-
- 1 Understand prejudice and oppression
-
- 2 Recognise discriminatory behaviour and language
-
- 3 Recognise and understand anti-discriminatory legislation
-
- 4 Recognise his/her own attitudes and how they have an impact on others
-

Evidence of development

Show you have demonstrated personal development because you can:

-
- a State the difference between prejudice and oppression
 - b Describe why prejudice and oppression are unjust
 - c Identify a personal experience of oppression and prejudice
-
- a Give examples of behaviour and language which are oppressive
 - b Identify two words or phrases which could be considered to be discriminatory
-
- a State one example of anti-discriminatory legislation
 - b Name one group of people in your own country and one group from your partner's country who would benefit from anti-discriminatory legislation and say why
-
- a Name and describe one idea you have had about your partner that may have been discriminatory
 - b Name and describe one prejudice that a member of your partner group may have had about the British
-

International Youth Exchanges

Optional skills

Notes

Talk with others about prejudices they may have.

Listen to the radio and television and identify groups or individuals who may have suffered as a result of prejudice or oppression.

Visit the local library to explore the differences between discrimination, oppression and prejudice or discuss with your own group and your partner's group and produce your own definitions.

Think about your own attitudes towards other people and try to work out how you came to have the attitudes you hold.

Equal opportunities

Continue on separate sheet if necessary.

International Youth Exchanges

Optional skill area – Health and safety

Learning outcomes

The participant should be able to:

-
- 1** Demonstrate an awareness of possible risks within an International Youth Exchange
-
- 2** Demonstrate knowledge of health issues that could face members of a visiting group during an exchange
-
- 3** Demonstrate an ability to identify health and safety risks within an exchange
-

Evidence of development

Show you have demonstrated personal development because you can:

-
- a** Give one example of how your group could be at risk when visiting another country
 - b** Explain how you could work to reduce that risk
-
- a** Give one example of a health risk that could face a member of a visiting group
 - b** Give an example of how such health risk could be avoided or minimised
-
- a** Construct a list of 'risks' that could affect members of the exchange
 - b** Arrange the list in order of the most serious risk to the least serious
 - c** Now arrange the list starting with the risk that is most likely to occur and ending with the risk least likely to occur
-

International Youth Exchanges

Optional skills

Notes

Try to contact other groups who have participated in an exchange.

Consider what issues might be particular to your project and think about who could help you.

It may be worthwhile considering asking the Health and Safety Officer of the local council to come and help you think through the areas.

Spend time as a group thinking all this through and working out a plan for each eventuality you identify.

Especially consider risks you might face when you are away from home in this country and how relevant these risks would be in your partner's country.

Health and safety

Continue on separate sheet if necessary.

International Youth Exchanges

Optional skill area – Political awareness

Learning outcomes

The participant should be able to:

1 Demonstrate an awareness of the political party structure in the UK

2 Demonstrate an awareness of the political structure in his/her partner's country

3 Demonstrate an awareness of European structures

4 Demonstrate an awareness of local politics

Evidence of development

Show you have demonstrated personal development because you can:

-
- a Name at least three political parties
 - b Name the main opposition party
 - c Name the Prime Minister and the Leader of the Opposition
 - d Name three areas of government responsibility

-
- a Name the Prime Minister or Head of Government in your partner's country
 - b Name the ruling political party of your partner's country
 - c Name three areas of government responsibility

-
- a Name the member countries of the European Union
 - b Name the Heads of Government for the member countries

-
- a Name the ruling group in your local authority council
 - b Name the leader of the council and state his/her political party
 - c Identify other councils within your local area, e.g. parish, town, etc.
-

International Youth Exchanges

Optional skills

Notes

Think about arranging to meet your local Mayor or leader of the council; in this way you can not only inform them of your exchange but you can also investigate the responsibilities of different councils and how they may be able to help you.

Use local television and radio or local and national newspapers to raise your awareness of the different responsibilities.

Try to think about why people living in Scotland, Wales and Northern Ireland may benefit from having their own national tier of government.

Use the Internet to find out about European Union responsibilities.

Political awareness

Continue on separate sheet if necessary.

International Youth Exchanges

Optional skill area – Analytical skills

Learning outcomes

The participant should be able to:

-
- 1 Recognise the basic organisational aspects of an International Youth Exchange

the exchange and identify which of these still

-
- 2 Recognise potential problems that could arise during an exchange

-
- 3 Obtain useful information concerned with his/her exchange from a variety of sources

-
- 4 Utilise and develop ideas obtained from a variety of sources

your exchange could be of value to others

Evidence of development

Show you have demonstrated personal development because you can:

-
- a Name two skills that will help you organise your exchange
 - b Demonstrate how you have used one of the identified skills during the exchange
 - c Analyse the way you used the skill to identify your strengths and weaknesses
 - d Analyse the skills you have developed throughout require further development

-
- a Identify two actual or possible problems associated with your exchange
 - b Explain how these problems could be addressed

-
- a Provide an example of one piece of information obtained which benefited the exchange
 - b From your example identify other information you still needed to obtain in order to give you the full information required
 - c Identify the source of a further piece of information that proved to be of value

-
- a Name an idea obtained from an outside source that proved useful in the organisation of your exchange
 - b Explain how something of value you learned from
-

International Youth Exchanges

Optional skills

Notes

Try to identify ideas that you obtained while devising your exchange.

Did you respond to suggestions made by other people?

What do you know now that you did not know before?
Make a list of all the new things you learn as you work through the exchange.

As a result of talking to others is there an aspect of your exchange that you would have tackled in a different way?

Can you identify elements of the exchange that benefited because you thought through an idea and did it differently to the way you might have initially done it?

Analytical skills

Continue on separate sheet if necessary.

International Youth Exchanges

Optional skill area – Project theme skills

Learning outcomes

The participant should be able to:

-
- 1 Show how his/her personal ideas were used within the theme of the exchange programme

 - 2 Show how the wishes of the partner group were incorporated within the theme of the programme

 - 3 Show how personal knowledge was utilised within the programme

 - 4 Demonstrate that skills or knowledge related to the theme of the exchange have been acquired

Evidence of development

Show you have demonstrated personal development because you can:

-
- a Describe how the theme of the programme was decided upon
 - b Identify and describe one aspect of the programme theme that you strongly liked or disliked

 - a Give one example of how the programme incorporated the wishes of the partner group
 - b Give one example of how the programme theme was changed to accommodate the wishes of the partner group during the exchange

 - a Give an example of how your personal knowledge was utilised in the programme
 - b Give an example of how knowledge gain related to the theme of the exchange could be useful to you if you were to be involved in future exchanges

 - a Name one thing that has been learned during the exchange related to the programme theme
 - b Give an example of how you would tackle an aspect of the programme differently than originally planned

International Youth Exchanges

Optional skills

Notes

Think about how the theme for the exchange came about. Who had the original idea?

How did you contribute to the programme?

What ideas did you have for activities related to the theme and for places to visit?

Were the wishes of the partner group incorporated into the programme? If so, how?

Was the programme altered during the exchange either to improve it or to accommodate the wishes of your partner group?

What have you learned from the theme of the exchange that would encourage you to do things differently if it was repeated?

Project theme skills

Continue on separate sheet if necessary.

International Youth Exchanges

Optional skill area – Improving learning and performance

Learning outcomes

The participant should be able to:

-
- 1 Show an awareness of different ways of learning which reflects his/her likes and dislikes

an example of how this has been used

-
- 2 Demonstrate strategies for improving his/her skills in learning

-
- 3 Identify strengths and demonstrate how these may be used to develop learning potential

-
- 4 Show an awareness of group learning techniques and how they can be used to advantage
-

Evidence of development

Show you have demonstrated personal development because you can:

-
- a Describe two different methods of learning
- b Describe a method of learning that you dislike and give an example of how this has been used
- c Describe a method of learning you enjoy and give

-
- a Give one way in which you could improve your ability to learn from a method you feel you dislike
- b State one skill you need to improve in order to realise your learning potential

-
- a Identify two strengths that you have which enable you to learn quickly in an enjoyable way
- b Name and describe a way you can further use one of these strengths to improve your learning potential or speed up your learning

-
- a Identify one skill that you have learned from another member of the group and describe how this took place
- b Name another skill that you feel could be learned from a member of the group
-

International Youth Exchanges

Optional skills

Notes

You will learn a tremendous amount as your exchange progresses. Think about how you personally learn best – is it when you are told or when you try to find the answers for yourself?

Write down your feelings about different ways of learning and think about how you can improve your skills in the methods you like least.

Think about areas where you are strong and others where you are less strong. Try to use the areas of strength and develop a strategy for building on the less strong areas.

Try to identify how your performance affects others in the group and develop ways of reviewing this.

Improving learning and performance

Continue on separate sheet if necessary.

International Youth Exchanges

Optional skill area – Number and information technology

Learning outcomes

The participant should be able to:

-
- 1 Use money in everyday situations
-
- 2 Calculate in sterling the value of the currency used by the partner group
-
- 3 Use information technology to communicate with others
-
- 4 Use a computer spreadsheet and word-processing package for accounting, publicity or communication purposes
-

Evidence of development

Show you have demonstrated personal development because you can:

-
- a Calculate the total cost of three items costing under £1
 - b Calculate the change to be given for these three items from a £5 note
 - c Add together the cost of two items costing in excess of £2 each
-
- a Calculate the value of £1 in the currency of your partner group
 - b Demonstrate the ability to calculate the value in £ sterling of a given amount of the currency of your partner group
-
- a Demonstrate the use of the telephone or e-mail to impart or obtain information connected with the exchange
 - b Demonstrate how a fax or the Internet can be used to obtain or impart information
-
- a Produce a computer spreadsheet to detail income and expenditure related to the exchange
 - b Provide an example of a letter connected with the exchange or a piece of publicity material produced using a wordprocessing package
-

International Youth Exchanges

Optional skills

Notes

During your exchange you can take responsibility for keeping records of the amount of fund-raising done, and how you spend your money, including payment of invoices and running expenses. You will also have a final statement of accounts to deliver at the end of the exchange.

Use IT skills to develop a spreadsheet for your accounts as well as using computer skills to prepare promotional materials.

Use the Internet to find out more about your partner's country.

Learn telephone skills by arranging meetings and negotiating for fund-raising events.

Number and information technology

Continue on separate sheet if necessary.

International Youth Exchanges

Optional skill area – Language skills

Learning outcomes

The participant should be able to:

-
- 1 Demonstrate that some learning of the partner group's language took place

 - 2 Demonstrate a knowledge of the standard of written English of the partner group

 - 3 Demonstrate awareness of the effect that having different first languages can have on individuals and groups

 - 4 Identify feelings about language issues between the partner groups

Evidence of development

Show you have demonstrated personal development because you can:

-
- a Write down or record six words or phrases together with their meanings that you learned in your partner group's language
 - b Explain whether you found this preparation useful or not, and why

 - a Show evidence of the spoken and written English language skills of your partner group
 - b Detail whether you felt their standard of English made the exchange easier

 - a Explain two difficulties that arose as a result of having different first languages
 - b Detail how these difficulties were overcome
 - c Explain the effect that enhanced language skills may have had on the success of the exchange

 - a Demonstrate whether you, personally, would have benefitted from greater knowledge of the language of the partner group
 - b Explain whether you felt that the partner group had made sufficient effort to learn English and give your reasons for this

International Youth Exchanges

Optional skills

Notes

During your preparation for the exchange, record any time you spent which enabled you to read, write or speak the language of your partner group.

Try to negotiate with your exchange partners so that they work to develop their English skills and keep a note of the communications you have with them on this topic.

Prior to the exchange try to find somebody who would be prepared to come along to your group and give you a few lessons in your partner's language.

During the exchange be aware of the standard of your partner group's English.

Be aware of your own feelings about the use of another language.

Language skills

Continue on separate sheet if necessary.