Common methodology on youth engagement through intercultural Virtual Exchange

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Table of contents

1. Introduction 3
   1.1. Premises 3
   1.2. Erasmus+ Virtual Exchanges 3
   1.3. WORLD: Our World Our Planet 4
2. The Virtual Exchange 6
   2.1. What is a Virtual Exchange? 7
   2.2. What is a Virtual Exchange Project? 8
   2.3. Key Elements of a Virtual Exchange 8
   2.4. Themes 8
   2.5. Objectives 9
   2.6. Tools and Platforms 9
   2.7. Content 9
   2.8. The Role of the Facilitator 10
   2.9. Activities 10
   2.10. Information Exchange Activities 10
   2.11. Collaborative Activities 11
   2.12. Digital Storytelling 11
3. Key learning from the WORLD project 12
   3.1. Accessibility and Inclusivity of Digital Tools 13
   3.2. Internet Connectivity and Technical Constraints 14
   3.3. Language Barriers 14
   3.4. Engagement and Reaching Target Groups 15
4. Check list 15
5. Conclusions 16

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1. Introduction

1.1. Premises

This manual aims to **provide a practical and accessible guide for organizations, youth workers, and project designers interested in developing and implementing European Union–funded Virtual Exchange projects** involving partnerships between Africa and Europe.

Its purpose is to support stakeholders in understanding the **key principles, methodologies, and operational steps** required to design high-quality Virtual Exchange initiatives that **foster intercultural dialogue, mutual learning, and inclusive participation across regions.** The manual highlights how **digital tools and people-to-people** exchanges can meaningfully connect young people, educators, and civil society actors, overcoming geographical and mobility barriers.

By drawing on EU priorities such as **youth participation, global citizenship, inclusion, and international cooperation,** this manual seeks to strengthen **cross-continental partnerships**, promote equitable collaboration between African and European partners, and contribute to the creation of impactful, sustainable, and replicable Virtual Exchange projects aligned with EU funding frameworks.

This manual is structured to guide the reader from context and background to practical insights and key lessons learned. It begins with an "**Introduction"**, which sets the premises, provides an overview of Erasmus+ Virtual Exchanges, and presents the WORLD: Our World Our Planet project. The second section, "**What is a Virtual Exchange"**, explains the concept, its main features, and critical considerations for effective design and implementation. The third section, "**Key Learning from the WORLD Project"**, presents the main insights, challenges, and recommendations derived from our experience, offering practical guidance for planning, organizing, and facilitating inclusive, engaging, and impactful virtual exchanges. The fourth section **"Checklist"** is devoted to **a checklist to guide the planning and evaluation of Virtual Exchanges.** Finally, the final section **"Conclusions"** summarizes the main aspects of the manual, highlighting the progress made by the consortium in the WORLD project.

Throughout the manual, the focus is on the project's overarching objective: **to elaborate a common methodology to strengthen the youth dimension at local, national, and international levels and to ensure its capitalization at European level.**

1.2. Erasmus+ Virtual Exchanges

Virtual Exchange, according to the Erasmus+ Programme, refers to **online people-to-people activities** designed to foster **intercultural dialogue, mutual understanding, and the development of soft skills** among participants from different countries and cultural backgrounds. Through moderated digital interactions in small groups, Virtual Exchanges enable young people and learners to access **high-**

quality international and cross-cultural educational experiences without the need for physical mobility. While they do not fully replace the benefits of in-person exchanges, Virtual Exchanges allow participants to acquire many of the core advantages of international learning, such as global awareness, intercultural competence, and active citizenship. Digital platforms have proven to be particularly valuable in overcoming mobility constraints—highlighted during the COVID-19 pandemic—and in **spreading European values** beyond borders. Virtual Exchanges can be integrated into youth projects (non-formal education) or higher education curricula and may also serve as a preparatory step for future physical mobility. Erasmus+ Virtual Exchange projects always involve organisations and participants from **EU Member States and third countries**, both associated and non-associated to the Programme, fostering inclusive and balanced international cooperation.

1.3. WORLD: Our World Our Planet

The **WORLD project** aims to promote intercultural dialogue, tolerance, and youth participation through **virtual exchanges** and digital tools, involving young people from **five Global North and South countries** (Italy, Austria, Kenya, Tanzania, and Uganda). Its main focus is to strengthen the role of young people—especially **young women**—in addressing **climate change** and **gender inequality** at local, European, and international levels.

The project provides training for young people, youth workers, and facilitators, who will support participants in virtual exchanges, advocacy activities, women's leadership trainings, and dialogue with youth organizations and movements such as "Fridays For Future". Through participatory, bottom-up approaches, young people will actively contribute to the co-creation of a **Manifesto on youth participation**, addressed to local authorities.

WORLD will engage **1,300 young people aged 18–30** and **200 youth workers**, strengthening key competences such as critical thinking, intercultural communication, teamwork, digital and language skills. The project is based on a **mutual-learning methodology** that is flexible and inclusive, integrating a strong **intersectional gender equality perspective** and ensuring protection and inclusion of vulnerable groups.

The expected impact is the empowerment of young people as **agents of change**, the strengthening of international youth networks, increased youth participation in decision-making processes, and the development of **replicable good practices** to address global challenges such as climate change and gender equality, with long-term benefits for communities and society.

Consortium Overview

The consortium brings together European and African civil society organizations with long-standing and complementary experience in Global Citizenship Education, youth participation, and community-based work. It includes two NGOs based in Italy and Austria, with extensive expertise in research, education, advocacy, and EU-funded programmes, alongside local organizations operating in Kenya, Tanzania, and Uganda, whose work is deeply rooted in local contexts and community needs. Coordinated by WeWorld (Italy), which has over 40 years of experience in development cooperation and global education across 26 countries, **the consortium combines strong project management capacity with innovative approaches to youth engagement, climate justice, migration, and sustainable development.**

European partners contribute solid methodological expertise in formal and non-formal education, campaigning, and transnational youth participation, while African partners bring field-based knowledge, direct access to young people and communities, and experience in areas such as education, health, gender equality, environmental sustainability, and civic engagement. This balanced North–South partnership enables meaningful virtual exchanges grounded in mutual learning, inclusivity, and contextual awareness. Through structured coordination mechanisms, including steering and technical groups and continuous mutual learning processes, the consortium works collaboratively, valuing each partner's specific expertise and ensuring coherence, adaptability, and impact throughout the project.

The Consortium:

WeWorld (Italy) – Coordinator

WeWorld is an Italian NGO with over 40 years of experience in development cooperation, Global Citizenship Education, and awareness raising, working with young people, migrants, and women in Italy and across 26 countries worldwide. The organization brings strong expertise in project management, youth engagement, climate justice, migration, and participatory methodologies at local, national, and European levels.

Südwind (Austria)

Südwind is an Austrian organization with more than 45 years of experience in formal and non-formal education, campaigning, and Global Citizenship Education. It is a key actor in developing participatory and inclusive methodologies, with solid experience in Erasmus+ projects focused on youth participation, climate justice, and active citizenship.

WeWorld Kenya Foundation (Kenya)

WeWorld Kenya Foundation has been active since 2009, working primarily in education, children's rights, health, and food security. With strong roots in local communities, particularly in Migori and

Narok counties, it contributes in-depth contextual knowledge and experience in school-centred programmes and community-based awareness raising.

Organisation of African Youth – **OAYouth (Kenya)**

OAYouth is a youth-focused NGO operating across 35 African countries, supporting young people's leadership, civic engagement, and participation in community development. Its work addresses cross-cutting themes such as gender equality, inclusion, education, governance, climate action, and youth entrepreneurship, making it a key partner for youth-led virtual exchanges.

Young and Alive Initiative – **YAAI (Tanzania)**

Young and Alive Initiative is a feminist, youth-led organization based in Dar es Salaam that works on Sexual and Reproductive Health and Rights through innovation, art, ICT, and policy advocacy. Its expertise lies in youth leadership development, community mobilization, gender equality, and meaningful youth engagement.

Environmental Alert – **EA (Uganda)**

Founded in 1988, Environmental Alert works with communities and young people in Uganda to promote sustainable natural resource management and environmental justice. Through a human rights-based approach, it combines evidence-based advocacy, community mobilization, and youth empowerment, with a strong focus on climate action, renewable energy, and civic participation.

2. The Virtual Exchange

A dedicated part of the project resources was invested in **strengthening the capacities of partner organizations and youth workers involved in the Virtual Exchanges**. This included a structured self-training pathway composed of two online sessions delivered by UniCollaboration, a leading organization in the field of Virtual Exchange. The training combined **practical and methodological components**, focusing both on the effective use of digital platforms such as Microsoft Teams and Padlet, and on the core principles underpinning high-quality Virtual Exchanges.

In parallel, the project promoted mutual learning through dedicated **exchange sessions among partners**, aimed at fostering reciprocal knowledge of each organization's ways of working, methodologies, and local contexts. These moments of peer exchange allowed partners to share experiences, challenges, and good practices, strengthening trust and collaboration within the consortium.

Beyond technical skills, this process supported a **shared understanding of pedagogical approaches, inclusion, facilitation techniques, and intercultural learning**. Investing in capacity building and mutual learning contributed to aligning partners with diverse backgrounds and levels of experience, ensuring

coherence and quality in the design and implementation of the Virtual Exchanges, and reinforcing the long-term sustainability of the project.

Before finalizing the manual, the consortium met online to share, verify, and consolidate the lessons learned, difficulties encountered, and opportunities that emerged during the two years of implementation of the WORLD project, during which each partner worked with virtual exchanges. The elements that emerged were integrated into session 3. Key learning from the WORLD project.

The meeting gave all partners the opportunity to contribute to the development of the methodology, enriching it with local perspectives and specificities.

2.1. What is a Virtual Exchange?

A **Virtual Exchange (VE)** is a technology-enabled, sustained educational activity designed to foster intercultural dialogue and collaboration among participants across different locations. Key characteristics of a VE include:

- **Sustained Interaction**: Activities unfold over an extended period, promoting regular and intensive engagement between participants.
- **Technology-Enabled**: Utilizes digital tools, new media, and mobile technologies to facilitate connection and communication.
- **Synchronous Communication**: Encourages real-time or near-real-time meetings, preferably using platforms that support high levels of social presence.
- **People-to-People Approach**: Foster inclusive, intercultural collaboration and dialogue that bridges distances and differences, encouraging long-term relationship-building and inspiring positive action.
- **Learner-Led**: Rooted in the principles of dialogue, where participants actively co-create knowledge through mutual understanding and shared experience.
- **Facilitated**: Guided by trained facilitators or educators who support and enhance the learning process.
- **Educational**: Integrated into formal or non-formal learning environments to help participants develop measurable knowledge, skills, and attitudes.
- **Structured for Mutual Understanding**: Topics are chosen to promote empathy, identity exploration, perspective-taking, critical reflection, and intercultural competence—recognizing that meaningful understanding does not arise automatically from contact alone.

2.2. What is a Virtual Exchange Project?

A **Virtual Exchange Project** is a collaborative initiative jointly developed by two or more educators or youth workers from different countries. These types of projects:

- Can focus on skill development (e.g., photography, citizen journalism, foreign languages, tourism) or contemporary issues (e.g., environment, activism, migration, gender equality).
- Are designed to engage young people in sustained interaction with international peers.
- Aim to build competences such as intercultural communication, digital literacy, teamwork, and problem-solving.

2.3. Key Elements of a Virtual Exchange

A successful VE combines **synchronous** (real-time online interaction) and **asynchronous** (flexible online interaction) components. These may also be blended with offline work. Essential elements to consider include:

- Clear project structure and timeline
- Technological tools and platforms
- Defined learning objectives
- Opportunities for dialogue and collaboration
- Accessible and inclusive design

2.4. Themes

Virtual Exchanges can be designed around themes that are relevant to your organization's mission and the interests of young participants. Possible topics include:

- **Environmental sustainability**
- **Street art and creative expression**
- **Online identity and digital citizenship**
- **Equality and social justice**
- **Gender and LGBTQ+ issues**
- **Volunteering and civic engagement**
- **Youth-led solutions to local or global challenges**

2.5. Objectives

The core aim of any virtual exchange is to enable participants to **connect with peers globally**, fostering:

- **Greater awareness of diverse perspectives**
- **Intercultural understanding**
- **Effective collaboration in virtual teams**
- **Mutual learning**

Additionally, exchanges may focus on specific learning outcomes, such as digital media production or deeper knowledge of topics like climate change, youth empowerment, or discrimination. Clearly defining your project's goals will help shape its structure and content.

2.6. Tools and Platforms

An effective VE requires a central online space for communication and coordination, such as:

- **Platform to hold online video meetings (e.g., Zoom, Microsoft Teams)**
- **Learning Management Systems (e.g., Moodle)**
- **Interactive platforms (e.g., Padlet)**
- **Cloud-based collaboration tools (e.g., Google Workspace, Microsoft Teams)**

When selecting tools, consider:

- **Privacy and data protection (e.g., GDPR compliance)**
- **Accessibility and inclusivity (e.g., low-bandwidth options)**
- **Equity in access to technology**
- **Creating a shared understanding of online presence and digital safety**

2.7. Content

The exchange content serves as a springboard for dialogue and knowledge-building. It can include:

- **Informational resources (articles, videos, infographics)**
- **Participant-generated content**
- **Thematic materials aligned with project objectives**

Participants can also be encouraged to create and share original content, enhancing engagement and ownership.

2.8. The Role of the Facilitator

Facilitators play a crucial role in guiding and supporting dialogue. They are trained to:

- **Create a safe and inclusive space**
- **Remain neutral and multi-partial**
- **Encourage diverse perspectives and participation**
- **Manage conflicts constructively**
- **Promote critical thinking, reflection, and curiosity**

Facilitators are not content experts but process guides, helping participants navigate complex conversations and achieve meaningful interpersonal growth.

2.9. Activities

Activities in a VE should be designed based on the project's objectives and can include:

- **Icebreakers to build trust and rapport**
- **Facilitated dialogue sessions for deeper conversation**
- **Thematic explorations (e.g., cultural identity, discrimination, stereotyping)**
- **Skill-building exercises (e.g., digital tools, intercultural communication)**

Example: D.I.E. Activity

This activity encourages participants to distinguish between three types of responses:

- Describe: What can be objectively observed?
- Interpret: What might be inferred or assumed?
- Evaluate: What emotional or cultural judgments are being made?

The goal is to help participants recognize how subjective interpretations can influence understanding, promoting thoughtful and respectful dialogue across cultural contexts.

2.10. Information Exchange Activities

Information-sharing can help build connections and serve as a foundation for more complex collaboration. Possible activities include:

- **Sharing personal stories, hobbies, or descriptions of daily life**
- **Exchanging views on global or local issues**
- **Conducting interviews or creating joint multimedia presentations**

These activities can evolve from simple introductions to deeper exchanges on societal issues or personal experiences.

2.11. Collaborative Activities

Once trust has been established, small group collaboration can deepen the experience. Examples include:

- **Designing awareness campaigns**
- **Creating digital stories or photo essays**
- **Producing infographics or visual content**
- **Developing online exhibitions or graphic novels**

These projects require mutual respect, communication, and shared responsibility.

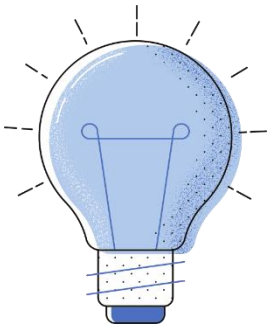
2.12. Digital Storytelling

Digital stories are short multimedia narratives that combine images, text, audio, and video. They are impactful tools for self-expression, intercultural dialogue, and creative collaboration. Key elements include:

- **Point of View: Personal and reflective perspective**
- **Narrative Voice: Authentic and engaging storytelling**
- **Emotion: Evoking empathy and connection**
- **Pacing: Balanced and intentional flow**
- **Soundtrack/Visuals: Enhancing meaning and impact**

Once completed, stories can be shared online with wider audiences, depending on project goals and participant consent.

3. Key learning from the WORLD project



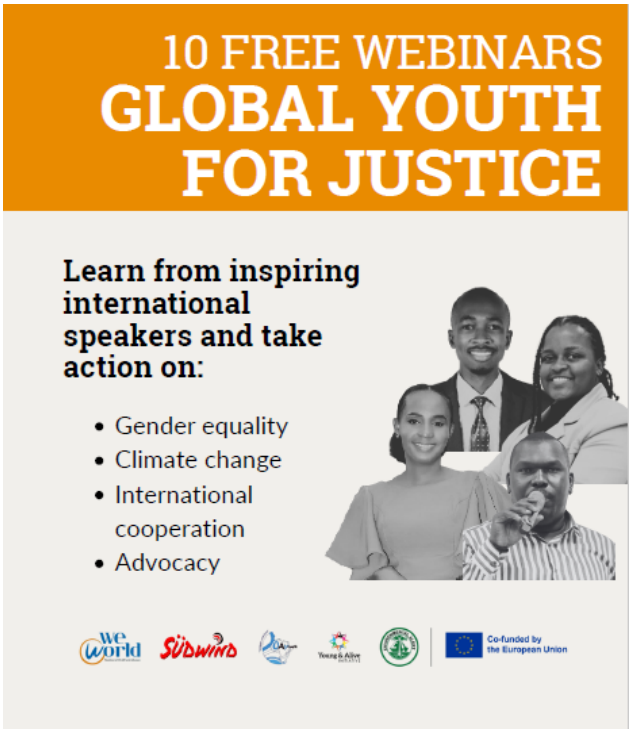
From Practice to Methodology

This manual is grounded in a **learning-by-doing process** developed through the implementation of four Virtual Exchange pathways that brought together participants from **five countries and engaged more than 1,200 people** overall so far. Rather than starting from a predefined model, the consortium progressively built **its methodology through practice, reflection, and continuous adaptation**.

The journey began with a **Virtual Exchange targeting educators, facilitators, and youth workers**, designed to create a shared foundation and enable participants to actively support and strengthen the broader process. This initial pathway involved over 100 participants and played a key role in shaping facilitation approaches and coordination mechanisms.

Building on these foundations, two structured exchange pathways—each composed of three sessions—were implemented focusing on **digital literacy and climate action for youth and students**, reaching 325 participants.

As the consortium's experience and confidence grew, the Virtual Exchanges expanded into a **series of ten thematic sessions on gender, climate, and youth participation**. Each partner country led two sessions featuring **local speakers, reinforcing contextual relevance, shared ownership, and peer-to-peer learning**. This phase engaged 427 young people aged 18–30 as the main target group, alongside an additional 207 participants from broader audiences.



The final pathway was a shorter Virtual Exchange dedicated to **women's empowerment, addressing grassroots agroecological movements and the underrepresentation of women and Global South perspectives in international climate decision-making spaces**, including recent COP processes. This pathway involved 134 young participants aged 18–30, with a further 68 participants joining from outside the core target group.

Throughout this journey, the **consortium's capacity to engage participants increased steadily**, supported by the **credibility** gained through **consistent, high-quality implementation**. Each Virtual Exchange was treated as an **opportunity for reflection**, allowing partners to analyse challenges, identify effective practices, and refine tools, formats, and facilitation strategies. **This iterative process transformed practical experience into shared methodology, directly informing the development of the present manual.**

Building on this journey, the following section presents the key elements identified throughout the implementation of the Virtual Exchanges. These include both critical aspects and positive practices that emerged from experience and informed the refinement of our methodology.

3.1. Accessibility and Inclusivity of Digital Tools

When virtual exchanges are implemented across different countries and continents, organizers must be mindful of **existing gaps and differences in access to digital tools and devices**. The structure of the exchange should be carefully planned to accommodate participants' diverse needs in terms of platforms and technologies. It should not be taken for granted that all participants will join sessions via a computer or have access to tools that allow multiple tabs to be opened simultaneously, nor that they have access to individual devices or adequate digital infrastructure (e.g. headsets, microphones, quiet spaces).

Virtual exchanges often rely on several digital tools to encourage participation, maintain attention, and provide complementary functionalities. While these tools can be creative and effective, they may also limit inclusivity, particularly for participants joining via mobile phones or shared devices. One possible solution is to select and implement platforms that **integrate multiple functionalities within a single environment**, reducing the need to switch between tools. For instance, widely used platforms for online meetings and webinars, such as Zoom, offer built-in applications and features that support interaction and engagement without requiring participants to open multiple tabs, thus remaining accessible across different devices. Centralizing materials and interactive content on a single digital space and sharing them asynchronously further supports inclusion. Inclusivity should always be considered a core pillar of virtual exchanges.

From an economic perspective, it is important to **anticipate costs related to digital access**, such as internet reimbursement for participants, platform subscriptions, or investment in multi-functional tools. Allocating resources strategically ensures that participation is not limited by financial barriers and supports equitable engagement. Inclusivity should always be considered a core pillar of virtual exchanges.

3.2. Internet Connectivity and Technical Constraints

Virtual exchanges can reduce geographical distances and connect people living in very different contexts; however, they fully rely on access to a **stable internet connection**. This access cannot be assumed, particularly when exchanges involve participants with varying levels of technological availability or those joining from rural or peripheral areas. During several sessions, participants with **unstable connections exited and re-joined meetings multiple times, affecting continuity, participation, and the quality of exchange**.

To ensure access to content and discussions, it is essential to **share materials both in advance and after the sessions**, addressing potential gaps caused by disconnections. Access to the internet is not solely a technological issue but can also be influenced by political conditions, environmental factors, and sudden interruptions such as power outages or internet shutdowns. For these reasons, **flexibility** and **adaptability** are crucial when planning and scheduling virtual exchanges. Providing asynchronous materials, such as recordings, shared documents, or recap messages via messaging apps, allows participants to catch up if they miss parts of a session. Disruptions **may also affect speakers or facilitators**; therefore, having a backup plan and alternative activities is strongly recommended to ensure continuity.

3.3. Language Barriers

Virtual exchanges are often conducted in a **shared language**, most commonly English, which is **not the native language of many participants**. This can hinder participation, limit interaction, and discourage individuals who may feel insecure about their language skills, sometimes resulting in passive attendance.

To mitigate this challenge, organizers can provide **written materials**, presentations, or key resources translated into multiple languages, when possible. Using **clear** and **simple language** during sessions, allowing additional time for discussion, and encouraging the use of chat functions or collaborative boards for written contributions can support broader participation. Small-group activities, peer support mechanisms, and the involvement of bilingual facilitators can further contribute to creating a more comfortable and inclusive linguistic environment. In some settings the function to use subtitles, as some platform providers as Zoom offer, can also be an option to facilitate overcoming the language barrier.

3.4. Engagement and Reaching Target Groups

Engaging participants and reaching target high audiences requires careful planning and the strategic use of appropriate platforms. It is important to select tools that allow organizers to monitor registrations and attendance, as well as to schedule automated reminder emails to maintain engagement over time. This is particularly relevant given that, across several exchanges, **dropout rates ranged between 40% and 50%**, a common trend in online learning environments. Over-recruitment and diversified promotion channels proved effective strategies to ensure final participation targets were met.

Participant engagement also depends to a large extent on the networks and partnerships of the organizing bodies. Organizations with established youth networks can achieve their goals more easily, while others may need to use additional channels, cross-promotion, and collaborations with external actors to generate interest. Experience has also shown that thematic relevance plays a key role: **exchanges addressing current, concrete, or emotionally engaging topics have attracted greater participation than more general or abstract themes.** Moreover, limiting the number of topics covered in each meeting and presenting them in simple, non-technical language encourages more active participation and allows even those unfamiliar with the topics to learn new content.

Finally, managing a large number of participants requires **clear facilitation roles and adequate support to maintain interactivity and meaningful exchange**, even within large groups. For example, the Q&A session in the platform ZOOM is a tool that promotes meaningful interaction even with a large number of participants and encourages the involvement of those who prefer not to speak by opening the microphone.

4. Check list

We provide a checklist to guide the planning and evaluation of Virtual Exchanges. It helps ensure that all key aspects—methodology, technology, facilitation, and participant engagement—are considered before, during, and after the exchange, supporting high-quality, inclusive, and effective experiences.

Phase	Action / Task	Responsible	Notes / Tips
Before Organizing	Define learning goals and objectives	Project coordinator / Educators	Include intercultural, digital, teamwork skills, or topic-specific knowledge
Before Organizing	Identify partners and establish collaboration	Project coordinator / Partner organisations	Conduct peer learning sessions to understand methods and contexts

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Phase	Action / Task	Responsible	Notes / Tips
Before Organizing	Train facilitators on tools and VE methodology	Trainers / Facilitators	Include digital platforms (Teams, Padlet), facilitation, inclusion, dialogue skills
Before Organizing	Select digital platforms and ensure accessibility	Tech support / Coordinator	Check low-bandwidth options, mobile compatibility, single-platform solutions
Before Organizing	Design content and activities	Educators / Facilitators	Icebreakers, info exchange, collaborative projects, skill-building exercises; provide materials asynchronously
Before Organizing	Plan participant recruitment and engagement	Project coordinator	Use automated reminders, multiple promotion channels; over-recruit to offset drop-outs
After Organizing	Collect feedback from participants and partners	Facilitators / Project coordinator	Use surveys, focus groups, or chat reflections
After Organizing	Evaluate objectives and learning outcomes	Educators / Coordinator	Measure engagement, intercultural competence, digital skills, teamwork
After Organizing	Review technology and accessibility	Tech support / Coordinator	Identify barriers, evaluate effectiveness of backup plans, translated materials, peer support
After Organizing	Document activities, tools, methodology	All partners	Keep materials, formats, lessons learned for future VEs
After Organizing	Plan sustainability and follow-up	Project coordinator / Partner org	

5.Conclusions

The path that led to the creation of this manual is the result of a **gradual learning process,** built through practice and direct experience gained in the implementation of Virtual Exchanges. The experience developed within the WORLD project has allowed the Consortium to refine tools, approaches, and methodologies, making **virtual exchanges increasingly inclusive, engaging, and effective.** Each

exchange has been seen as an opportunity for growth: a time to analyse critical issues, identify promising practices, and improve formats, tools, and facilitation strategies.

The manual is intended as a practical and accessible guide for organizations, youth workers, and project designers interested in developing and implementing EU-funded Virtual Exchanges, particularly in the context of partnerships between Africa and Europe. **The document highlights how digital tools and people-to-people exchanges can create meaningful connections between young people, educators, and civil society actors, overcoming geographical and mobility barriers.**

The shared reflections and local perspectives brought by each partner have contributed to building a more solid and informed framework, capable of enhancing both the potential and the challenges of this type of activity. The manual therefore concludes with a clearer and shared vision, the result of two years of experimentation and collaboration, and with the aim of providing a solid basis for the development of future initiatives and the consolidation of effective and sustainable Virtual Exchange practices.

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