



**RENYO - Re-engaging young offenders
with education and learning**

Quantitative Analysis of Learning Power Data

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Co-funded by the
Erasmus+ Programme
of the European Union



Renyo

Re-engaging young offenders with education and learning

Quantitative Analysis of Learning Power Data

The RENYO Project

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12 October 2021

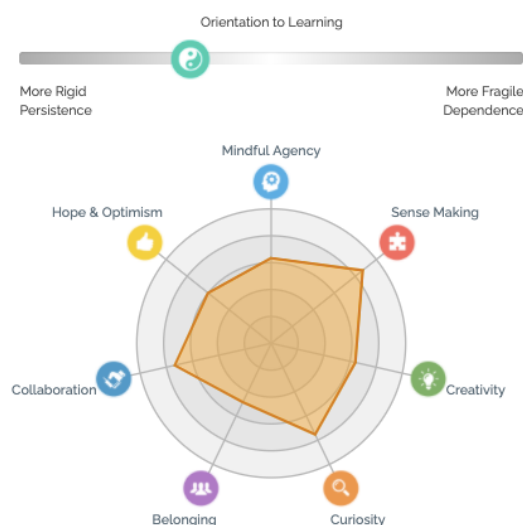


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1 Background

Educators working with young people in custodial settings (young participant or YP hereafter) were recruited to receive training on using Authentic Inquiry provided by the four RENYO project partner organisations. These educators conducted their own authentic inquiry as a learner during the course of training, then trialed this method with young participants they worked with.

Learning Journey Platform was introduced to the educators as a tool that facilitates users' reflection about themselves as a learner. The reflection takes place when users respond to the Crick Learning for Resilient Agency survey¹. Upon the completion of a survey, the platform calculates the result and presents it to the user as visual feedback when they click on to the next page. The platform also stores the numerical data of users' learning power profiles for further analysis off-line.



An illustrative sample of a learning power profile produced by the learning journey platform

¹ Deakin Crick, Ruth, Shaofu Huang, Adeela Ahmed Shafi, and Chris Goldspink. 'Developing Resilient Agency in Learning: The Internal Structure of Learning Power'. *British Journal of Educational Studies* 63, no. 2 (24 March 2015): 121–60. <https://doi.org/10.1080/00071005.2015.1006574>.

2 Objective of the analysis

The objective of this analysis is to answer the following research question:

Over the period of the project, did the young people's learning skills and attributes change as reflected in the Learning Journey Platform data?

The findings are to be combined with findings from the qualitative analysis to assess the effects of using Authentic Inquiry in re-engaging young people in custodial settings with education and learning.

3 The data

There are 73 young participants from four partner organisations who have completed at least one learning power profile, of these, 58 participants have subsequently completed a second learning power profile and 8 participants completed three or more learning power profiles. The count of learning power profile recorded from each organisation are summarised by the orders of personal profiles (i.e., the 1st, 2nd, 3rd, 4th, 5th or 6th profile completed by a young participant) in Table 1. The dates on which these profiles were completed are listed in Table 2 to be found in the appendix.

Table 1

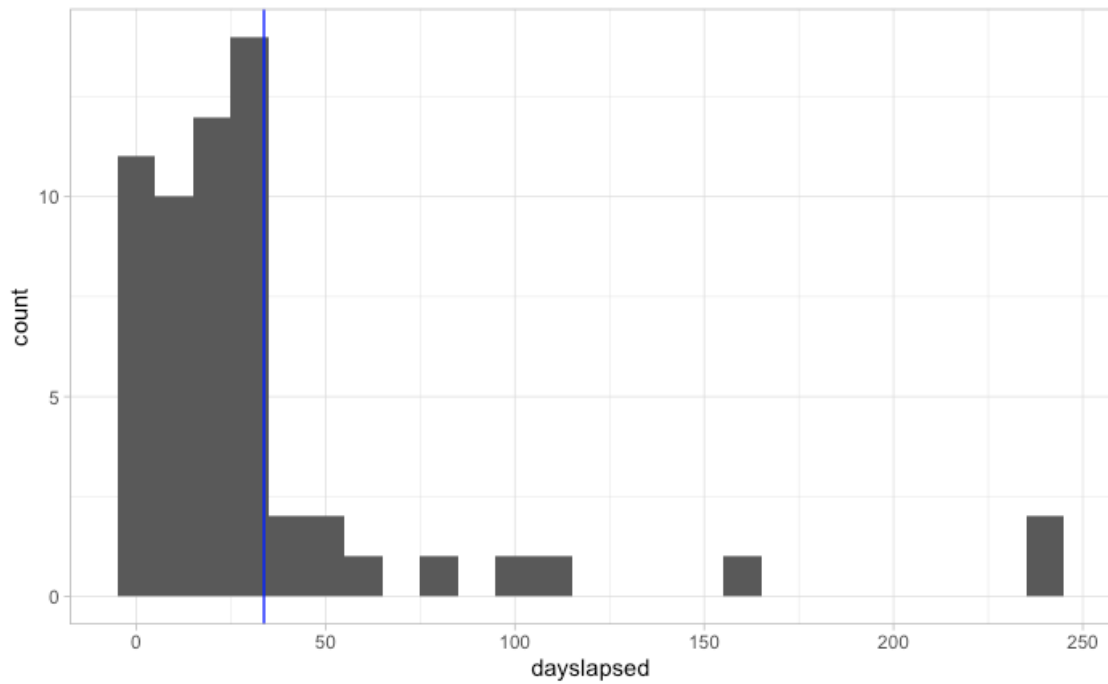
	1	2	3	4	5	6
CES	32	26	4	0	0	0
FD	29	26	3	1	1	1
FHD	4	2	0	0	0	0
VG	8	4	1	0	0	0

Count of learning power profiles completed by personal order and by organisation

When a young participant completed more than two learning power profiles, two profiles were selected based on the following principles:

1. the two profiles that has the most day lapse
2. with the exception that if two or more profiles were completed within a few days, only the first is included and the rest are ignored.

As a result of the selection, profiles with the following profile id numbers were excluded from subsequent analysis: 9192, 10668, 10514, 10542, 10935, 10753, 10997, 11001, 11002, 10755, 11066. The remaining 58 pairs of pre and post learning power profiles have an average of 33.7 days lapsed. The distribution of days lapsed are plotted in the figure below.



4 Young Participants' initial Learning Power profiles

The initial learning power profiles reported by the young participants when they did their first CLARA survey is plotted in the figure below, showing the distribution of scores in each of the eight learning power dimensions, and is summarised using numbers in Table 3 that follows.

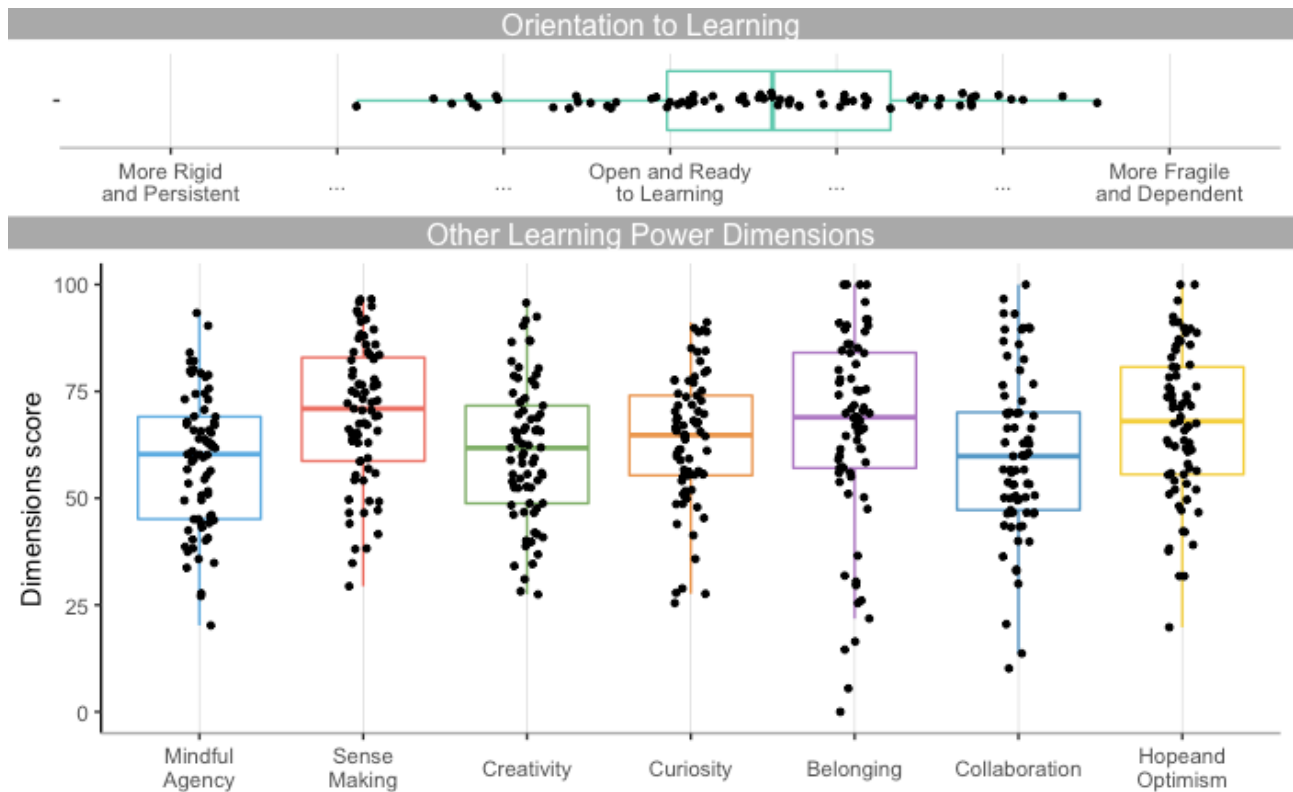


Table 3

Dimension	Mean	Median	Std.Dev	Min	Max	Count
Mindful Agency	58.7	60.3	16.0	20.24	93.38	73
Sense Making	69.8	71.0	16.4	29.40	96.60	73
Creativity	61.1	61.8	16.3	27.48	95.74	73
Curiosity	63.6	64.8	15.3	25.46	91.20	73
Belonging	66.2	68.9	23.6	0.00	100.00	73
Collaboration	60.2	59.8	19.4	10.18	100.00	73
Hope and Optimism	67.7	68.0	17.9	19.80	100.00	73
Orientation to Learning	58.4	59.2	15.2	21.72	88.48	73

Descriptive statistics of the initial learning power profiles completed by YPs

Collectively, the young participants reported higher scores in some dimension than in others and some of the differences were considered statistically significant (tested using one-way ANOVA, $F = 4.3175259$, $p < 0.0005$). Specifically, they reported themselves as being stronger in *Sense Making* and higher in *Hope and Optimism*, and having lower *Mindful Agency* and being weaker in *Creativity* and *Collaboration*.

5 Comparison between participants who completed only one profile and those completed more

Of the 73 young participants who completed at least one learning power profile, 15 completed only one profile (group 1) and 58 completed two or more (group 2). Learning power characteristics of these two groups are compared visually in the figure below in each of the eight learning power dimensions. The distribution of scores of these two groups are then summarised using numbers in Table 4.

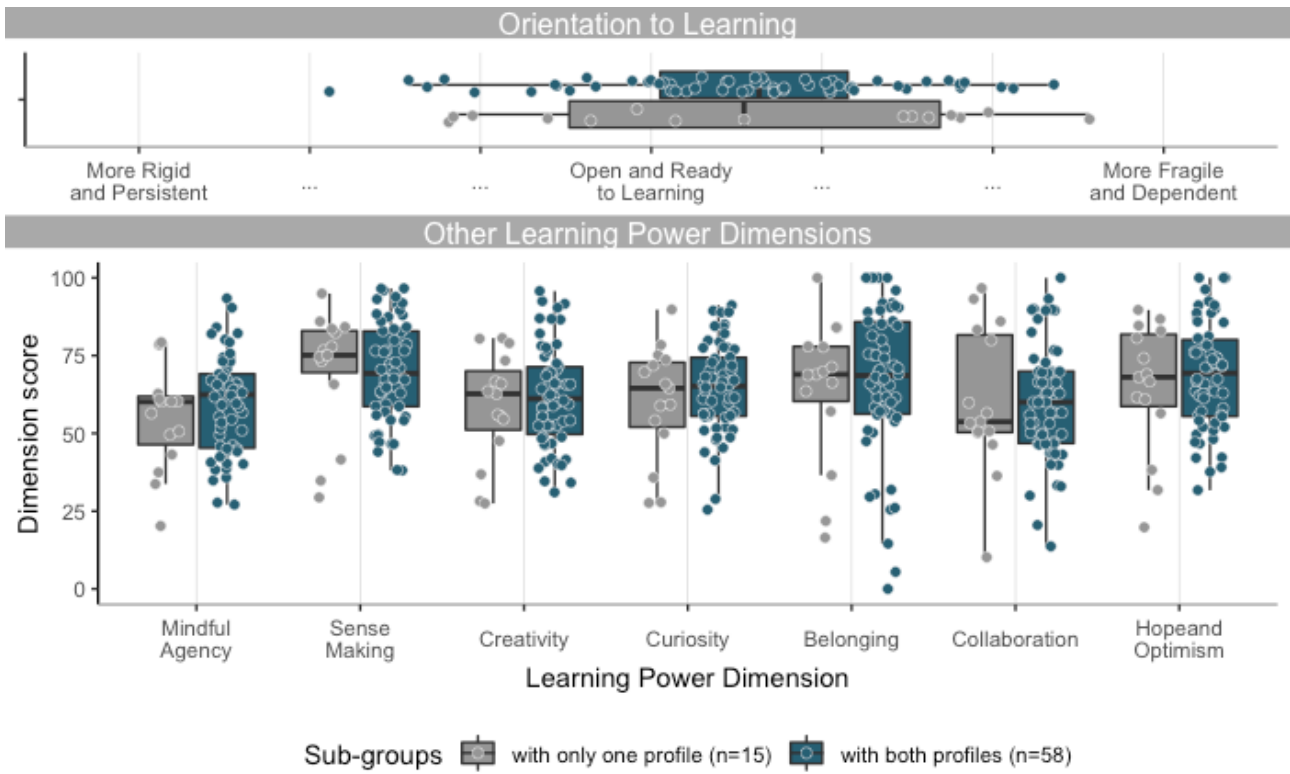


Table 4

Dimension	Sub-group	Count	Mean	Median	Std.Dev	Min	Max
Mindful Agency	1	15	55.5	60.2	17.0	20.24	79.28
Mindful Agency	2	58	59.6	62.4	15.7	27.10	93.38
Sense Making	1	15	70.3	75.1	19.5	29.40	94.92
Sense Making	2	58	69.7	69.3	15.7	38.10	96.60
Creativity	1	15	58.6	62.7	17.5	27.48	80.62
Creativity	2	58	61.7	61.1	16.1	31.04	95.74
Curiosity	1	15	60.2	64.5	18.4	27.64	89.80
Curiosity	2	58	64.5	65.2	14.5	25.46	91.20
Belonging	1	15	64.3	68.9	23.1	16.46	100.00
Belonging	2	58	66.7	68.6	24.0	0.00	100.00
Collaboration	1	15	60.4	53.7	23.4	10.18	96.66
Collaboration	2	58	60.1	60.0	18.5	13.68	100.00
Hope and Optimism	1	15	64.8	68.0	20.9	19.80	89.66
Hope and Optimism	2	58	68.4	69.3	17.2	31.74	100.00
Orientation to Learning	1	15	59.0	58.1	19.3	32.20	88.48
Orientation to Learning	2	58	58.3	59.5	14.1	21.72	85.36

Table 4

Descriptive statistic comparing those who completed only one profile (group 1, n=15) and those who completed both profiles (group 2, n=58)

The mean scores reported by these two sub-groups varied slightly, however, no statistically significant difference was found between these two sub-groups using independent two-sample t-test. We understand that the primary reason that a young participant did not complete a second profile after their authentic inquiry is their leaving the custodial setting before the second survey was due, and the above comparison reassures that there is no noticeable learning power characteristics that may explain the completeness of their participation.

Table 4b

Dimension	Mean_1	Mean_2	Std.Dev_1	Std.Dev_2	mean difference	df	t	p.value
Mindful Agency	55.5	59.6	17.0	15.7	-4.08	20.66609	-0.843	0.409
Sense Making	70.3	69.7	19.5	15.7	0.61	18.99145	0.112	0.912
Curiosity	60.2	64.5	18.4	14.5	-4.29	18.73152	-0.838	0.413
Creativity	58.6	61.7	17.5	16.1	-3.17	20.61004	-0.636	0.532
Hope and Optimism	64.8	68.4	20.9	17.2	-3.69	19.20548	-0.632	0.535
Belonging	64.3	66.7	23.1	24.0	-2.43	22.45036	-0.361	0.721
Collaboration	60.4	60.1	23.4	18.5	0.32	18.75979	0.049	0.961
Orientation to Learning	59.0	58.3	19.3	14.1	0.73	18.01422	0.136	0.893

Difference in initial learning power profile between YPs completing only one profile and those completing more than one, assessed using t-test

6 Changes in YPs’ learning power before and after doing authentic inquiry

The score distributions of young participants’ learning power before and after doing authentic inquiry are compared using scatter- and box-plots in the figure below, then in numbers in Table 5 that follows. The mean scores appear to have increased from Time 1 (before doing authentic inquiry) to Time 2 (after doing authentic inquiry) on all learning power dimensions except Orientation to Learning.

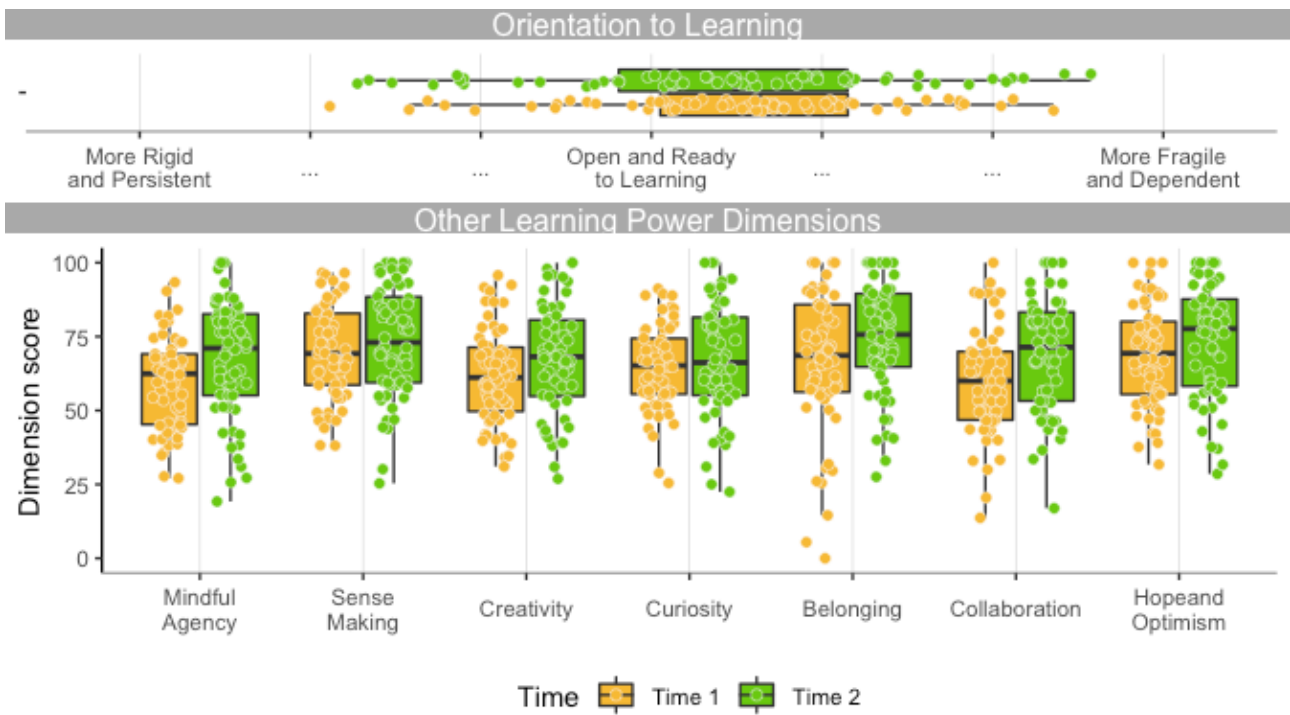


Table 5

Dimension	Time	Mean	Median	Std.Dev	Min	Max	Count
Mindful Agency	1	59.6	62.4	15.7	27.10	93.38	58
Mindful Agency	2	67.3	71.1	20.3	19.22	100.00	58
Sense Making	1	69.7	69.3	15.7	38.10	96.60	58
Sense Making	2	73.1	73.0	18.8	25.34	100.00	58
Creativity	1	61.7	61.1	16.1	31.04	95.74	58
Creativity	2	67.4	68.2	18.7	26.90	100.00	58
Curiosity	1	64.5	65.2	14.5	25.46	91.20	58
Curiosity	2	67.1	66.2	19.8	22.48	100.00	58
Belonging	1	66.7	68.6	24.0	0.00	100.00	58
Belonging	2	74.7	75.7	19.2	27.54	100.00	58
Collaboration	1	60.1	60.0	18.5	13.68	100.00	58
Collaboration	2	69.0	71.4	19.2	16.94	100.00	58
Hope and Optimism	1	68.4	69.3	17.2	31.74	100.00	58
Hope and Optimism	2	73.7	77.7	19.4	28.54	100.00	58
Orientation to Learning	1	58.3	59.5	14.1	21.72	85.36	58
Orientation to Learning	2	56.9	57.4	15.8	24.14	88.64	58

Descriptive statistics comparing YPs' learning power profiles on Time 1 and Time 2

These changes in the mean scores are assessed using paired t-test, the results of which are summarised in Table 6 below. The changes in *Mindful Agency*, *Creativity*, *Hope and Optimism*, *Belonging*, and *Collaboration* were considered statistically significant at the threshold of $p < 0.05$. The increases in the dimension of *Sense Making* and *Curiosity* do not reach the threshold of statistical significance, but it is worth noting that *Sense Making* was one of their strengths from the outset.

Following the same line of thought in connecting these changes over time with the relative strengths and weakness of this cohort of young participants from the outset, one would observe, in particular, the increases in *Belonging* and *Hope and Optimism* which were further developed from a relatively high level already at the beginning. Conversely, the experience in authentic inquiry seems to have relatively limited effect on *Curiosity* even there is a large room for development.

Orientation to Learning has a bi-polar construct where the middle zone, being open and ready to learning, is considered the optimal state. The average position of these young participants did not move much between Time 1 and Time 2. However, it is noted that there are almost equal numbers of young participants who reported an increase or a decline in this dimension as shown in Table 7 below.

Table 6

Dimension	Mean1	Mean2	Std.De v1	Std.De v2	mean difference	df	t	p value
Mindful Agency	59.6	67.3	15.7	20.3	-7.72	57	-3.261	0.002
Sense Making	69.7	73.1	15.7	18.8	-3.35	57	-1.318	0.193
Curiosity	64.5	67.1	14.5	19.8	-2.63	57	-1.131	0.263
Creativity	61.7	67.4	16.1	18.7	-5.66	57	-2.475	0.016
Hope and Optimism	68.4	73.7	17.2	19.4	-5.25	57	-2.201	0.032
Belonging	66.7	74.7	24.0	19.2	-7.95	57	-2.290	0.026
Collaboration	60.1	69.0	18.5	19.2	-8.87	57	-3.811	0.0003
Orientation to Learning	58.3	56.9	14.1	15.8	1.37	57	0.704	0.484

Changes in YPs' learning power over time assessed using paired t-test

Looking at the changes at individual level as shown in Table 7, there is a good proportion of young participants who reported a decline even the mean score has significantly increased in a dimension. Based on the numbers in Table 7, one can observe that there are least participants

reporting a decline in *Mindful Agency* and *Collaboration*, and there are twice as many participants reporting a decline in *Sense Making* and *Belonging*.

Table 7 -

Table 7

dimension	decline	unchanged	rise
Mindful Agency	9	15	34
Sense Making	20	7	31
Creativity	16	16	26
Curiosity	15	17	26
Belonging	23	4	31
Collaboration	12	11	35
Hope and Optimism	15	14	29
Orientation to Learning	25	13	20

Changes in learning power dimension at the individual level

7 Summary and Discussion

- The young participants as a cohort reported a significantly more positive perception about themselves as a learner after having undertaken an authentic inquiry
- Despite the positive overall effect, individuals' experience varies as many of them reported a decline in some learning power dimensions

It is worth noting that the analysis is not able to prove the improved learning power at Time 2 is a causal effect of authentic inquiry, as it cannot be ruled out that the improvement was due to other factors and it might happen regardless of their participation in authentic inquiry. However, the findings should give confidence to any further study on the effectiveness of using authentic inquiry to re-engage young people in custodial settings in education and learning.

It requires further investigations in future studies to learn how the educators can optimise the positive impact and reduce the negative effect of authentic inquiry. It is likely to also be fruitful to understand the experience of those who reported some declines and contrast with those who reported many rises. But this goes beyond the scope of the current project.

Appendix

Table 2 - Details of data point recorded in the source data set

UserID	id_1	Profile1	Lapse1	id_2	Profile2	Lapse2	id_3	Profile3	Lapse3	id_4	Profile4	Lapse4	id_5	Profile5	Lapse5	id_6	Profile6
10295	9186	2020-08-18	9 days	9192	2020-08-27	22 days	9234	2020-09-18	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
11229	10384	2021-01-15	36 days	10668	2021-02-20	15 days	10694	2021-03-07	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16965	10532	2021-02-05	6 days	10552	2021-02-11	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16966	10241	2020-12-09	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16967	10240	2020-12-09	50 days	10501	2021-01-28	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16968	10242	2020-12-14	61 days	10561	2021-02-13	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16974	10565	2021-02-13	0 days	10566	2021-02-13	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16975	10533	2021-02-06	5 days	10551	2021-02-11	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16976	10534	2021-02-06	7 days	10564	2021-02-13	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16977	10540	2021-02-08	7 days	10572	2021-02-15	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16978	10562	2021-02-13	0 days	10563	2021-02-13	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16980	10567	2021-02-13	1 days	10568	2021-02-14	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16981	10628	2021-02-17	2 days	10667	2021-02-19	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16982	10545	2021-02-09	3 days	10557	2021-02-12	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16983	10553	2021-02-11	0 days	10554	2021-02-11	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16984	10513	2021-02-01	0 days	10514	2021-02-01	11 days	10559	2021-02-12	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16985	10549	2021-02-10	2 days	10556	2021-02-12	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16991	10243	2020-12-17	78 days	10693	2021-03-05	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16992	10687	2021-03-03	0 days	10688	2021-03-03	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16993	10504	2021-01-29	0 days	10505	2021-01-29	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16995	10674	2021-03-13	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16997	10378	2021-01-14	27 days	10550	2021-02-10	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
16998	10381	2021-01-15	20 days	10529	2021-02-04	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17000	10362	2021-01-14	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17001	10359	2021-01-13	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17002	10531	2021-02-05	12 days	10631	2021-02-17	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17004	10663	2021-02-19	0 days	10664	2021-02-19	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17008	10500	2021-01-28	35 days	10690	2021-03-04	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17062	10508	2021-01-30	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17075	10535	2021-02-06	2 days	10542	2021-02-08	4 days	10560	2021-02-12	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA

Table 2 - Details of data point recorded in the source data set

17076	10548	2021-02-10	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17092	10558	2021-02-12	7 days	10665	2021-02-19	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10195	10699	2021-03-12	33 days	10987	2021-04-14	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10196	10696	2021-03-12	33 days	10986	2021-04-14	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10197	10698	2021-03-12	35 days	10993	2021-04-16	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10198	10941	2021-03-26	17 days	10982	2021-04-12	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10199	10943	2021-03-26	17 days	10983	2021-04-12	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10200	10945	2021-03-26	17 days	10984	2021-04-12	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10201	10937	2021-03-26	25 days	10999	2021-04-20	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10202	10939	2021-03-26	21 days	10940	2021-04-16	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10203	10938	2021-03-26	20 days	10991	2021-04-15	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10204	10697	2021-03-12	35 days	10992	2021-04-16	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10205	10936	2021-03-26	21 days	10994	2021-04-16	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10206	10934	2021-03-26	26 days	11004	2021-04-21	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10207	10750	2021-03-17	28 days	10990	2021-04-14	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10208	10706	2021-03-15	11 days	10935	2021-03-26	19 days	10989	2021-04-14	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10209	10707	2021-03-15	30 days	10988	2021-04-14	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10210	10752	2021-03-18	0 days	10753	2021-03-18	33 days	11002	2021-04-20	-3 days	10996	2021-04-17	0 days	10997	2021-04-17	3 days	11001	2021-04-20
10211	10754	2021-03-18	0 days	10755	2021-03-18	30 days	10998	2021-04-17	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10212	10756	2021-03-19	34 days	11006	2021-04-22	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10213	10980	2021-04-10	10 days	11003	2021-04-20	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10214	10981	2021-04-11	9 days	11000	2021-04-20	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10215	10700	2021-03-13	25 days	10976	2021-04-07	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10216	10702	2021-03-14	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10217	10708	2021-03-16	22 days	10979	2021-04-07	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10218	10701	2021-03-13	25 days	10977	2021-04-07	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10219	10703	2021-03-14	24 days	10978	2021-04-07	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10221	10751	2021-03-17	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10222	10929	2021-03-25	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10223	10930	2021-03-25	38 days	11049	2021-05-02	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10224	10931	2021-03-25	38 days	11048	2021-05-02	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17050	10485	2021-01-25	242 days	10485a	2021-09-24	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17051	10484	2021-01-25	242 days	10484a	2021-09-24	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17053	10486	2021-01-25	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA

Table 2 - Details of data point recorded in the source data set

17055	10488	2021-01-25	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
3665	3597	2019-03-19	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
3781	3672	2019-03-28	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
3793	3692	2019-04-01	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
10141	9062	2020-05-11	163 days	9376	2020-10-21	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17042	10506	2021-01-29	109 days	11065	2021-05-18	0 days	11066	2021-05-18	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17043	10527	2021-02-03	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17065	10541	2021-02-08	100 days	11068	2021-05-19	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA
17407	10975	2021-04-07	6 days	10985	2021-04-13	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA	NA days	NA	NA

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