2nd TRAINING ON INTERNATIONAL MOBILITY

Valencia, Spain

7th- 9th November 2023

Introduction

Introduction

► **Presentation of the training calendar**

► **Introduction of RYMO project and the partner organisations**

► **Introduction of the participants**

Agenda of the training

	1st day	2nd day	3rd day
9:30-11:00	Introduction	Preparation of participants to mobility: How to accompany before mobility ?	Support of participants to mobility: How to accompany during mobility ?
11:00-11:30	Coffee break	Coffee break	Coffee break
11:30-1:30	Mobility challenges for participants and professionals	Preparation of participants to mobility: How to accompany before mobility ?	Support of participants to mobility: How to accompany after mobility ?
1:30-3:00	**LUNCH**		
3:00-4:00	Preparation of participants to mobility: How to accompany before mobility ?	Preparation of participants to mobility: administrative steps	Mobilities for professionals
4:00-4:30	Coffee break	Coffee break	Coffee break
4:30- 5:00	Evaluation of the day	Evaluation of the day	Cultural Visit until **6:30**
8:00	Dinner	Dinner	Dinner

► **RYMO stands for Rural Youth Mobilities Opportunities**

It aims to create cross-border opportunities for young people living in rural areas to improve their integration through mobility. This means increasing the possibilities for young adults and youth workers, to get informed on the topic and to train as well as guide people toward such activities.

► **ADICE (France)**

the Association for the Development of Citizen and European Initiatives (ADICE) is a non-profit organization which aims to fight discrimination and promote equal opportunities for young adults thanks to mobility programs to develop their professional, social and intercultural skills.

► **Mediterranéo Erasmus International Center (Spain)**

An agency for transational mobility and a host institution that promotes the design and implantation of initiatives funded in the field of UE policies for development, innovation, training, research and territorial cooperation

► Active Youth (Lithuania)

A for-purpose organization with an extensive experience in non-formal education. Most important topics: sustainability, social inclusion, healthy lifestyle, digital tools and human rights.

► Association Community (France)

Leadpartner

A French association that works to maintain social links between inhabitants and strengthen solidarity between generations.

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► Walk Together (Bulgaria)

A learning organization that gathers trainers, youth, adult learners, youthworkers, professionals, policy makers, experts and volunteers to create civic activities with European dimension and with benefits for their local community.

► Bellidée (France)

A Community Center in the North of France. They manage 3 Neighborhood Houses and provide activities for all in order to encourage social link and solidarity in the neighbourhoods..

Summary of the first training (7th-9st of March)

Subjects introduced:

→ Existing European mobility programs

→ Existing national mobility programs

→ Interculturality

→ Tackling obstacles for mobility in rural areas.

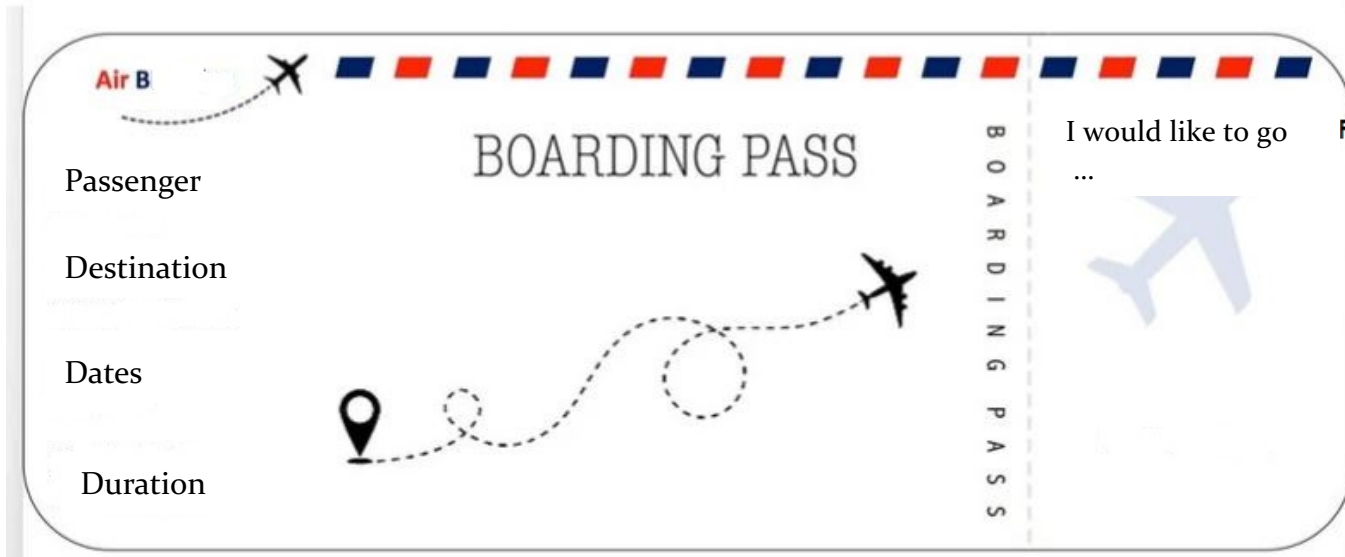→ Resources you can use to develop mobility programs

DAY 1

Presentation, ice breaker

Let's present ourselves

► **Boarding Pass**

→ Who you are ?

→ Which organization are you from ?

→ Why are you here?

→ International mobility of your dreams

Objectives of the training

► **Understand the challenges of mobility and the benefits for participants**

► **Define and understand tripartite collaboration: rights and duties**

► **Define the participant's profile, motivations and needs**

► **Understand and implement the key stages of mobility: preparation, follow-up, assessment and valuing on return**

► **Insure the health, security and well-being of the volunteer**

► **Know how to deal with difficulties**

► **Find out about funding and partnership opportunities through the Erasmus+ education and training program**

Expectations for the training / week & objectives

► **Write on the paper your expectations from the training**

► **We will review them every day**

► **Write on the paper your fears for the training**

► **We will evaluate the training every day**

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BREAK

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DAY 1

Mobility challenges for participants and professionals

The challenges of mobility

► **What are the advantages and disadvantages of an international mobility ?**

Give

➕ Give all your positive points about international mobility

➖ Give all your negative points about international mobility

We exchange groups after 10 minutes

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The challenges of mobility

► **In a different geographical, cultural and linguistic context, we move from one country to another**

EXPECTED RESULTS AT THE END OF AN INTERNATIONAL MOBILITY:

Mobility is an opportunity for learning and development, enabling us to

► **Develop personal, social and professional skills**

► **Expand professional and personal networks**

► **Experience a different intercultural context**

MOBILITY IS A WAY TO

► **Promote understanding**

► **Technology transfer**

► **Provide a "European workforce"**

ALLOW A LEARNING PROCESS

► **International skills**

► **Personal skills**

► **Professional skills**

Benefits at different levels:

► **Cultural**

► **Social and relational**

► **Pedagogical (autonomy)**

► **"what is possible (future)**

► **Formative (skills acquired)**

Changes in people's perceptions of themselves and others

The benefits of mobility

INTERCULTURAL LEARNING

► A fresh outlook and ability to adapt

► Become aware of their cultural
orientation, broaden the range

► Adapting to a new way of life,
our own identity

► Can help to value the individual, recognized as another person with
their own resources

This adds value to a CV, making it more attractive to potential employers.

Skills acquired

PERSONAL

- Adaptability
- Self-confidence
- Entrepreneurial spirit
- Openness
- Tolerance and flexibility
- Individual responsibility
- Stress resistance

PROFESSIONAL

- Technical
- Digital
- Teamwork
- Project management

SOCIAL/CROSS-SECTIONAL

- Learning to learn
- Foreign language skills
- Intercultural skills
- Autonomy
- Initiative
- Communication skills

► **We asked our volunteers which skills they acquired during their international mobility**

► **Which ones do you think were the most mentioned ?**

Skills acquired by our volunteers

Language skills

To be open-minded and curious

Respecting instructions

Demonstrate autonomy

Take initiative

Adapt to other cultures and environments

To discover other values

Take responsibility

Gain self-confidence

Organizational skills

Being a good listener

Teamwork

Social skills

Resist stress

Skills acquired by our volunteers

1. Adapt to other cultures and environments — 92%
2. Language skills — 88%
3. Social skills — 83%
4. To be open-minded and curious — 76%
5. To discover other values — 73%
6. Demonstrate autonomy — 72%
7. Teamwork — 65%
8. Gain self-confidence — 65%
9. Take initiative — 58%
10. Develop projects — 54%
11. Organizational skills — 53%
12. Take responsibility — 44%
13. Resist stress — 27%
14. Respecting instructions — 18%

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LUNCH

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DAY 1

Preparation of participants to mobility : How to accompany before mobility?

Partnerships

PARTICIPANT

Preparation
Follow-up

Activities
Mentoring

SENDING ORGANISATION

Selection
Contract

HOSTING ORGANISATION

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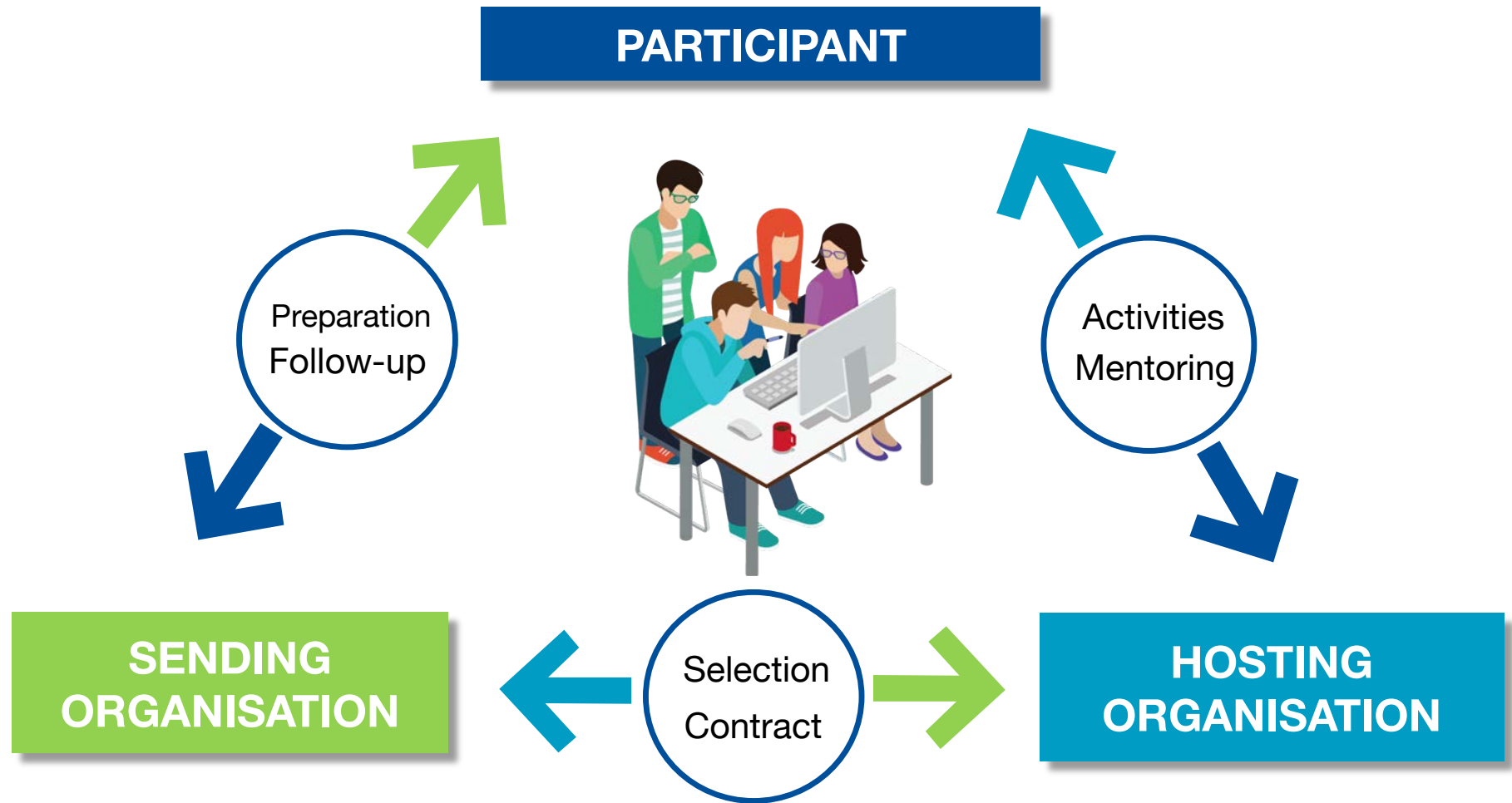
You need to define the basis of collaboration

SENDING ORGANISATION

HOSTING ORGANISATION

They need to:
- **Make a contract**
- **Define common project evaluation criteria**
- **Develop mutual understanding**
- **Ensure the relevance of the project and activities**
- **Define reception conditions**

A three-party collaboration

Everyone has rights and duties

PARTICIPANT

SENDING ORGANISATION

HOSTING ORGANISATION

Define who is responsible for each action	Participant	Sending Organisation	Hosting Organisation
Help the participant complete the administrative formalities required to enter and stay in the host country.			
In cooperation with the host organization, ensure that the skills acquired during the mobility are recognized, based on jointly defined criteria;			
Gather all the information required to ensure that the participants and conditions of the internship meet the eligibility criteria of the program			
Provide any documents requested (e.g. signed contract, certificate of attendance, etc.).			
Provide information on the duration of, or changes to, the mobility programme.			
Participate in the training organized by the sending organization.			

A three-party collaboration

Everyone has rights and duties

PARTICIPANT →
- Participate in preparation
- Respect rules and values
- Respect the imposed discipline

SENDING ORGANISATION →
- Preparing and organizing follow-up
- Organize the trip
- Staying in touch
- Responding to problems

HOSTING ORGANISATION →
- Prepare an activity calendar
- Identify a mentor/tutor
- Arrival training
- Ensure safety on site
- Organize stay (accommodation, meals, transport)
- Organize language learning

Platforms →

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SALTO

EUROPEAN YOUTH PORTAL

Training and Cooperation
Activities (TCA)

eurodesk
OPPORTUNITY
FINDER

**Intermediary
organizations** →

ERASMUS INTERN.org

eurojobs.com

GLOBALPLACEMENT.COM
interns & internships worldwide

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Resources: where to find partners

Platforms

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Erasmus+ Project Results

Erasmus+
EU programme for education, training, youth and sport

| Home | About Erasmus+ ▼ | Opportunities ▼ | Programme Guide | Resources and tools ▼ | What's new? ▼ | Projects ▼ |

You are here: Erasmus+ / Projects

Erasmus+ project results

Presenting the details and outcomes of projects funded
under the Erasmus+ programme.

Search for Erasmus+ funded projects

Platforms

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Training and Cooperation Activities (TCA)

- **Who can apply?**

Any organization wishing to submit a project in one of the sectors covered by the Erasmus+ Education and Training Agency.

- **Create partnerships**
- **Benefit from support**
- **Develop your network**

Platforms

- **Who can apply?**
Any organization wishing to submit a project in one of the sectors covered by the Erasmus+ Youth and Sport program.

- **Create partnerships**
- **Benefit from tools**
- **Participate in training courses**

Resources: where to find partners

Platforms

EUROPEAN YOUTH PORTAL

- **What is it ?**

Offers European and country level information about opportunities and initiatives that are of interest to young people who are living, learning and working in Europe

- **Create partnerships**
- **Benefits from information**
- **Find opportunities for participants**

Platforms

- **What is it ?**

Present available opportunities to go abroad to volunteer, learn or do an internship. It also displays open European and international competitions to get a chance to win prizes.

- **Create partnerships**
- **Find opportunities for participants**
- **Easy to use**

Resources: where to find partners

Intermediary Organisations

ERASMUS INTERN.org

- **What is it ?**

Aims at bringing together internship providers and students seeking an internship opportunity abroad.

- **Create partnerships with employers**
- **Find opportunities for students abroad or digital**
- **Post your own internship offers inside your organisation**

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Intermediary Organisations

- **What is it ?**
Aims at gathering all job offers from across Europe.

- **Create partnerships with employers**
- **Post the resume of your participants**
- **Post your own job offer inside your organisation**

Intermediary Organisations

GLOBALPLACEMENT.COM
interns & internships worldwide

- **What is it ?**

Aims at bringing together internship providers and students seeking an internship opportunity worldwide.

- **Create partnerships with employers**
- **Benefits from tips to apply to internships**
- **Post your own internship offers inside your organisation**

Exchanges with your partners before the arrival

VIDEO INTERVIEW or VISIT

► **Presentation**

► **Arrival date**

► **Activity news**

► **Practical aspects**

► **Working and living conditions**

for the participant

► **Questions**

Evaluation and end of the day

Planning of the training

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DAY 2

Preparation of participants to mobility : How to accompany before mobility?

How to select participants ?

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Getting ready for departure

It is important for each participant to be prepared

► AVOID MISUNDERSTANDING

Inform young people about the key stages

► AVOID DISAPPOINTMENT

The return can be quick when facing the initial difficulties

► REDUCE SAFETY RISKS

Reduce the chances of accidents

► REDUCE CONFLICT SITUATIONS

Preparing for life in another culture

3 Steps of the Deployment

The key action of the deployment

BEFORE

Preparation

DURING

Implementation

AT THE END

Evaluation

3 Steps of the Deployment

The key action of the deployment

BEFORE

- Selection of participants
- Practical arrangements
- Preparation
- Health-, safety, regulations

DURING

- Follow-up and mentoring
- Support during the activity
- Language support

AT THE END

- Assessment of learning outcomes
- Recognition of learning outcomes

Personal project

The project helps to visualize the participant's wish and mobilize the means to achieve it.

► THE CONSTRUCTION

Help analyze their needs and expectations, formalize the project

► AVOID DISAPPOINTMENT

The mobility should not be experienced as a holiday

► WHERE AM I ? WHERE AM I GOING?

Identify the place of the mobility in their personal and professional path

► CONTRACT / AGREEMENT

The participant have to be contractually associated (or its parents if its a minor)

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Work on the skills

COMPETENCE

ATTITUDE

KNOWLEDGE

KEY COMPETENCE

1 can be defined as the skills that all individuals need for personal growth and development, active citizenship, social inclusion and employment.

2 are defined as the ability to execute processes and use existing knowledge to achieve results.

3 is made up of concepts, facts and figures, ideas and theories that have already been established and that enable us to understand a certain field or subject.

4 describe the disposition and state of mind to act or react to ideas, people or situations.

The construction of the project

The European Union's 8 key competences

► **Literacy competence**

► **Multilingual competence**

► **Personal, social and learning to learn competence**

► **Citizenship competence**

► **Cultural awareness and expression competence**

► **Entrepreneurship competence**

► **Mathematical competence and competence in science, technology and engineering**

► **Digital competence**

The European Union's 8 key competences

The construction of the project

The European Union's 8 key competences

These are the eight key competences:

1. Literacy competence

2. Multilingual competence

3. Personal, social, and learning to learn competence

4. Citizenship competence

5. Cultural awareness and expression competence

6. Entrepreneurship competence

7. Mathematical competence and competence in science, technology, and engineering

8. Digital competence

Why is it useful in the work-place?

- To gain a broader perspective of the world, tolerate differences, avoid conflict, understand that each culture is unique and diverse.

- To work effectively in a multicultural team.

- To respect and be aware of cultural differences.

- To be tolerant and respectful and respond open-mindedly to different ideas and values.

- To use social and cultural differences to create new ideas and increase innovation and quality of work.

The European Union's 8 key competences

Practical Examples

CULTURAL DIFFERENCE

+ Knowledge about different culture.
++ Learn from other cultures.
+++ Know about the multicultural shock.
++++ Make use of social and cultural differences to create new ideas and increase both innovation and quality of work.

TOLERANCE AND RESPECT

+ Respect the different nationality.
++ Appreciating different cultures.
+++ Be tolerant.
    Adapting to different customs in different contexts.
++++ Accept that there is not a culture better than another.

INTERACTION WITH OTHERS

+ Knowing how to live together.
++ Listen to other opinion.
+++ Respond open-mindedly to different ideas and values.
++++ Welcome different ideas and values to enrich yourself and your own culture.

TEST YOUR COMPETENCES

TOLERANCE AND FLEXIBILITY

- I have experienced cultural and religious differences.
- I adapt myself to the context and to local cultures and I act accordingly.
- I am interested in current local cultural customs/ events happening abroad and in work of arts and culture.
- I respect other work cultures and beliefs and I am tolerant with people whose values differ from mine.

UNDERSTAND

- I understand multicultural and socioeconomic differences.
- I understand cultural misunderstandings.
- I respect other work cultures and beliefs and I am tolerant with people whose values differ from mine.
- I adapt myself to the context and to local cultures and I act accordingly.

EXPLAIN

- I can explain my own culture to a foreigner.
- I can explain cultural misunderstandings.
- I can explain my prejudices/assumptions on other cultures, but I can go beyond them.
- I can explain and respect different beliefs at work.

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Activity " Linking skills to key competencies"

Key competences

Literacy Competence	Multilingual Competence
EXPRESS	EXPRESS
WRITE	WRITE

The construction of the project

It's important to define the "profile" of the future participant, so as to guide him or her towards a form of mobility more suited to his or her current situation.

► COLLECT

all information about the participant

► UNDERSTAND

personal/professional background

► ASSESS

the candidate's motivation

► MATCH

the candidate's profile and the mobility project

Matching Profiles and Needs

It is important to select the participant with the profile best suited to the host organization and the activities proposed

Objectives of the

PARTICIPANT

Analysis of the needs of the

HOSTING ORGANISATION

The construction of the project

Matching Profiles and Needs

It is important to select the participant with the profile best suited to the host organization and the activities proposed

BUILDING COHERENT, RELEVANT SUPPORT

PARTICIPANT NEEDS

SENDING AND HOSTING ORGANISATION

- ► **Participant profile**
- ► **Participant skills**
- ► **Participant's objectives and future plans (personal or professional)**

- ► **Structure philosophy**
- ► **Knowledge of each organisations' support methodologies**
- ► **Communication**

BREAK

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DAY 2

Preparation of participants to mobility : How to accompany before mobility?

How to select participants ?

ON AN INDIVIDUAL SCALE

ON A COLLECTIVE SCALE

By accompanying each participant on his or her path to social advancement. It's a pathway entry

By enabling the group to discover and become aware of cultural differences

The definition of the participant's profile

The participant is active and concretely involved in the project

OBJECTIVES

- Identify issues consistent with their path and project
- Define a project adapted to profile and objectives

ACTIVITIES

- Individual work; CV, cover letter, project sheet
- Presentation of motivations

The definition of the participant's profile

Motivation at the start, the key to success

MOTIVATION

- **Determine the commitment and driving force of their success**
- **CV, Cover letter**

SELECTION

- **Parents' wishes**
- **Hasty departure**

PREPARATION

Motivation of the participant

Experiences can help them shape their professional future

Participants may be motivated to:

► **Discover new countries and cultures**

► **Learn/improve a foreign language**

► **Gain autonomy and self-confidence**

► **Open up new perspectives on the job market**

► **Integrate an international mobility experience into a defined career path**

► **Get a citizen/European involvement**

► **Adapt to a new working environment**

► **Enhance their technical knowledge in their field**

► **Learn new working methods**

► **Settle abroad**

► **Define a career direction**

► **Change professional direction**

► **Test themselves before entering the job market**

► **Gain experience to access training upon return**

SELECTION

- **Converge profile and needs**
- **Sharing objectives**

CLASSIC SELECTION

PROFILE DEFINITION

Profile of the participant

Profile diagnosis

PROFILE 1	Structural difficulties, No professional experience Interested as a way out, but don't necessarily see the point, hesitation and difficulty in making up their mind
PROFILE 2	Difficulties linked to the job market; Motivation increases as you go along Difficulty in moving from integration measures to concrete employment experiences International experience, possibly via family
PROFILE 3	Motivated but not yet confident Qualified, but preferring short-term mobility to start with Explicit life and career plans Realistic and achievable plans for reorientation or vocational training
PROFILE 4	Has already had experience abroad; International is a means of promotion Experience abroad, but rarely independently
PROFILE 5	Autonomous, but needs support to realize project Explicit life and career plans and orientation expectations Looking for added value to (re)start their career, often independently
PROFILE 6	Autonomous and qualified, need to finance mobility Explicit and precise life and career plans Diverse and varied experiences abroad, often on thier own Acquire specific technical skills. Develop an international professional network

Profile of the participant

Mobility objective

PROFILE 1	Meet other young people Get away from their usual environment Create social links Perform simple tasks
PROFILE 2	Social advancement; Valuing initiative Experience and learn about life in a new environment Performing a task from A to Z
PROFILE 3	Experience of socialization; Experience of responsibility Supporting and reinforcing professional projects. Renewal with a work logic
PROFILE 4	Opportunity for 1st professional experience Acquisition of work methods Adaptation to different work situations. Autonomy in work and/or daily life
PROFILE 5	Professional opportunities to develop Development of a professional network Teamwork Deepen acquired skills through practical application.
PROFILE 6	Professional and personal enrichment Acquisition of specific technical skills Practical application of skills; teamwork. Development of a professional network

Profile of the participant

Supporting mobility

Group volunteering

Individual short-term volunteering

Individual short-term volunteering

Short-term internship

Individual long-term volunteering

Internship

Individual long-term volunteering

Internship

Expert volunteering

PROFILE 1	Long preparation and cooperation work with participants' supervisors in the area, and links with the host site, family, etc.
PROFILE 2	Help in setting objectives Longer support, interviews to prepare your project Need a helping hand, support
PROFILE 3	Help in clarifying objectives (especially professional ones) and career path To keep young people motivated, we need to find a project that suits their profile
PROFILE 4	Determine precise objectives with participants Work on argumentation, the added value of mobility and medium-term prospects. Language support.
PROFILE 5	Support for the project already defined by participants, guidance on the type of coherent activities.
PROFILE 6	Advice and information, no need for support, project well defined.

To each his own mobility

Individual short-term volunteering

Individual long-term volunteering

Internship

Expert volunteering

youth exchange

Which mobility is the most suited for each participant ?

The participant is :

- **Autonomous, with definite professional experience but insufficient to find a job**

- **Lacks autonomy but would like a professional experience abroad, has already traveled with parents**

- **Autonomous but has no clear professional project, or needs to discover the world, socialize or change direction**

- **Has never traveled abroad alone and lacks autonomy**

- **Autonomous, with defined professional experience, already has experience in their sector and abroad**

To each his own mobility

Which mobility is the most suited for each participant ?

The participant is :

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Internship

Individual short-term volunteering

Individual long-term volunteering

youth exchange

Expert volunteering

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Practical exercise

Selection process: how to score during the selection process

Who is the best candidate for you ? – profile : Social worker – working with Men refugees

CV
Marie Dupont

EDUCATION

Master Degree in Political Sciences

WORK EXPERIENCE

6 months ECS in Thailand working with Children
2 months working as receptionist in an hotel in Italy

MOTIVATION

She would like to bring her contribution to a humanitarian project

PERSONAL CHARACTERISTICS

Nice person, calm, shy

CV
Sarah Dala

EDUCATION

Master Degree in Human Rights

WORK EXPERIENCE

1 Year - Working in the Court of Justice in Luxembourg
6 months internship working for Amnesty International

MOTIVATION

She would like to defend Human Rights and bring Justice in the World

PERSONAL CHARACTERISTICS

Very motivated,excellent communication skills, creativity

CV
Peter Big

EDUCATION

Bachelor in Social Sciences

WORK EXPERIENCE

1 year ECS in a Social Center in Turkey
2 year work experience in Netherlands working with asylum seekers

MOTIVATION

Sharing his skills while gaining new experience. He would like to open his own NGO later on.

PERSONAL CHARACTERISTICS

Nice and respectful, motivated; good listener

Selection process: how to score during the selection process

Use the selection table and give the notes to each category

	EDUCATION	WORK EXPERIENCE	MOTIVATION	PERSONAL CHARATERISTICS
Marie Dupont	/5	/5	/5	/5
Sarah Dala		/5	/5	/5
Peter Big	/5	/5	/5	/5
Final notation	/5	/5	/5	/5
	/15	/15	/15	/15

LUNCH

DAY 2

Preparation of participants to mobility: administrative steps

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BEFORE
The Mobility

☑ *INFOPACK*

Before Arrival: Info Pack

Entrance and visa

The local context

Vaccination

Contact numbers

Travel info

Security situation

Living and working conditions

BEFORE
The Mobility

☑ *INFOPACK*

- *ENTRY AND VISA PROCEDURES*
- *LOCAL CONTEXT*
- *PRESENTATION OF THE HOST ORGANIZATION AND ITS VALUES*
- *CLIMATE*
- *VACCINATIONS*
- *CONTACT NUMBERS*
- *TRANSPORTATION: HOW TO GET THERE AND WHERE TO GO*
- *SAFETY SITUATION*
- *LIVING CONDITIONS*
- *AGENDA: ACTIVITIES, WORKING HOURS, ETC.*

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Administrative steps for participant

What are the administrative steps that are important to go through for the participant to international mobility ?

What do they need to do for each category ?
- ► Administrative documents
- ► Health
- ► Security
- ► Bank information
- ► Practical / everyday life « suitcase »
- ► Communication / communication tools
- ► Arrival

Administrative steps for participant

Administrative documents

- ☑ **National Identity Card/Passport valid +6 months and with a scanner**
- ☑ **Get informed on compensation possible (social or unemployment allowance)**
- ☑ **European Health Insurance Card, if in Europe**

Health

- ☑ **Validate insurance registration / inform of coverage and how to use the insurance.**
- ☑ **Download and print the insurance card. Save it in your e-mail.**
- ☑ **Check that all compulsory vaccinations have been carried out**
- ☑ **Medical certificate "fit to go mobile for XdurationX in XcountryX ".**

Security

- ☑ **Find out about the hosting country (neither idealize nor dramatize)**
- ☑ **Consult the Ministry of Foreign Affairs "advice to travelers".**
- ☑ **Register with your embassy for nationals established outside your country for +6 months**
- ☑ **For French travelers : Register with Ariane (or through your school if you are a national education mobility agency)**

Bank information

- ☑ **Inform your bank of your departure, to avoid blocking your bank card.**
- ☑ **Know/check that the bank card can be used abroad, and that the limits for withdrawals/spending abroad are respected.**
- ☑ **Check with partner banks to avoid/understand exchange fees, and find out what is the currency, how it can be converted and how much it costs.**
- ☑ **Have some cash on hand at the time of departure**

Administrative steps for participant

Practical / everyday life « suitcase »

☑   Check plug adaptor.
☑   Have suitable clothing for going on site.
☑   If equipment is specific to the activities and climate, check with the hosting organisation beforehand, or on site.
☑   Bring a gift for your host family and/or host organization.

Communication / communication tools

☑ Check that your cell phone is switched on/unblocked abroad, so that you can buy another Sim card in your host country (if necessary, not in Europe).
☑ Record the names and telephone numbers of tutors at the host organisation, and of the referent at the sending organisation + on a paper notebook
☑ Master essential phrases for asking directions and other essential information.

Arrival

☑ Check who is picking you up at the airport or find out about local transport when you arrive
☑ Check ticket purchases, keep/scan/send tickets to the sending organisation
☑ Prepare for jet lag.
☑ Confirm / inform your sending organization and family of your arrival.

A correct information on living and working conditions prevent incidents, accidents and cultural misunderstanding

PRACTICAL ARRANGEMENT

- Living conditions: accommodation
- Working conditions: activities, rules, relationships
- Welcome booklet: vaccination, do and don't
- Provide support for visa application

SECURITY

- Security management plan
- Risk assessment; first aid kit

The participant identifies the conditions that determine the success of the project and potential difficulties

OBJECTIVES

- Preparing for new cultural contexts
- Anticipating difficulties
- Giving you the keys to adapt
- Skills for a successful project

► **Culture**

"the way of life, especially the general customs and beliefs, of a particular group of people at a particular time"

► **Interculturality**

"Refers to the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect."

► **Stereotypes**

"Stereotypes are the ultimate expression of categorization. These are judgments that are made about others without foundation or reflection."

► **What are the stereotypes might you have about volunteers according to their nationality/origin ?**

The known of culture

Cultural elements we are aware of

External behaviours, manners

Costums

Significant emotional component

Language, history

ICEBERG

The unknown of culture

Cultural elements we are less aware of

Values

Presumptions

World view

Way of thinking
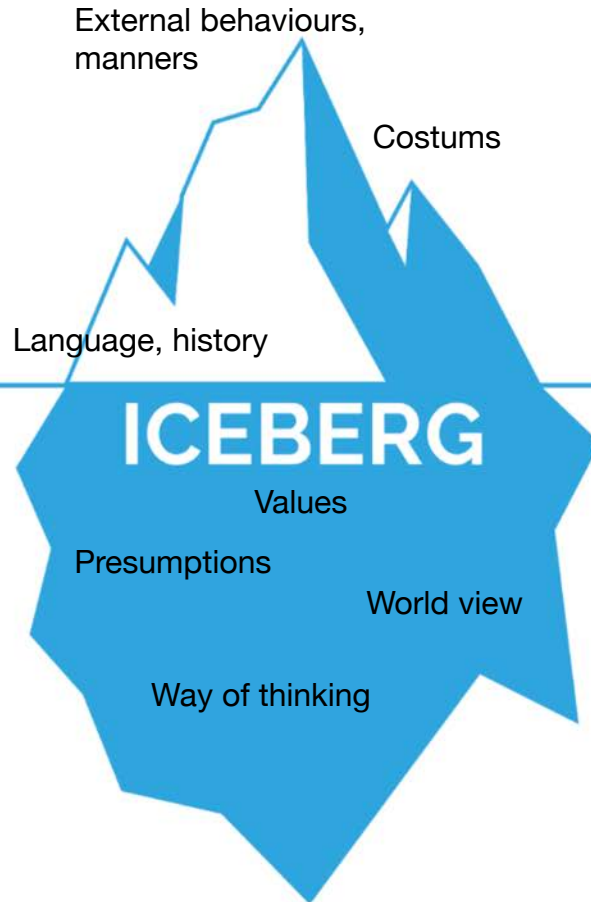
Very important emotional component

Extremely important emotional component

Interculturality

► **Cultural shock**

Culture shock is a set of emotions associated with arriving in a new culture, meeting an unknown culture.

It can hit participants, regardless of their mobility experience, a few days, weeks or even months after their arrival.

Interculturality

Intercultural awareness

▶ **Prepare to the Cultural Shock**
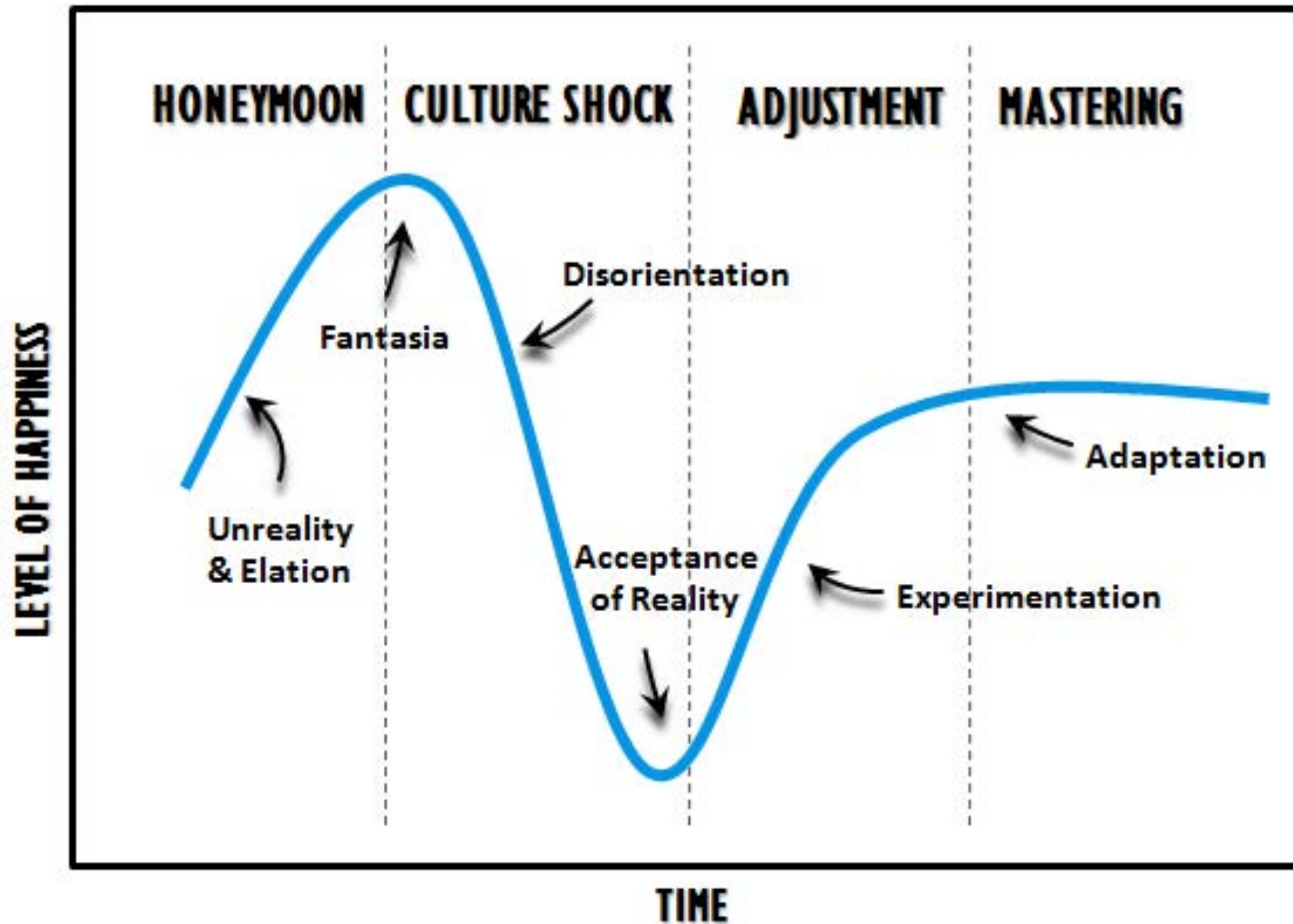
Security preparation

Be aware of potential risks and anticipate them in local contexts

The question of responsibility

Each individual is responsible for his or her own safety

Risk reduction

It's impossible to eliminate all risk, but it is generally
possible to reduce it

Learn to assess risks

The participant can take steps to reduce the risk

MOBILITÉ INTERNATIONALE
GUIDE DE **SÉCURITÉ**
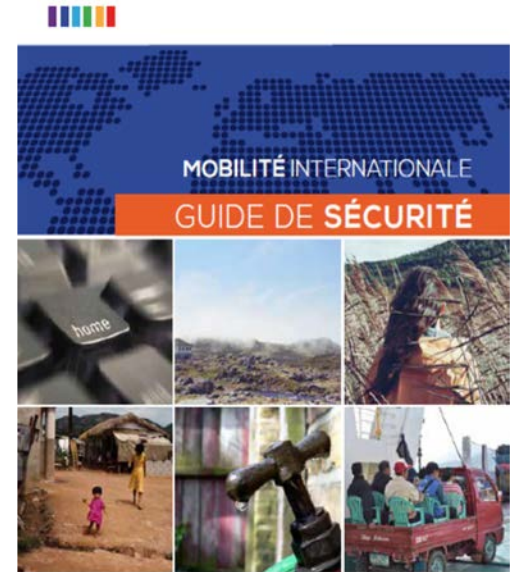
Everyday safety
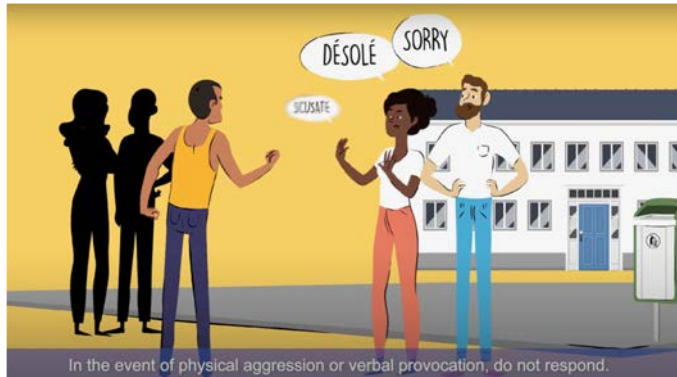
Your Behavior

Health, hygiene and stress

Useful numbers

Evaluation and end of the day

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Planning of the training

	1ˢᵗ day	2ⁿᵈ day	3ʳᵈ day
9:30-11:00	Introduction	Preparation of participants to mobility: How to accompany before mobility ?	Support of participants to mobility: How to accompany during mobility ?
11:00-11:30	Coffee break	Coffee break	Coffee break
11:30-1:30	Mobility challenges for participants and professionals	Preparation of participants to mobility: How to accompany before mobility ?	Support of participants to mobility: How to accompany after mobility ?
1:30-3:00	**LUNCH**		
3:00-4:00	Preparation of participants to mobility: How to accompany before mobility ?	Preparation of participants to mobility: administrative steps	Mobilities for professionals
4:00-4:30	Coffee break	Coffee break	Coffee break
4:30- 5:00	Evaluation of the day	Evaluation of the day	Cultural Visit until **6:30**
8:00	Dinner	Dinner	Dinner

DAY 3

Support of participants to mobility: How to accompany during mobility?

OBJECTIVES
- Monitor, coordinate and evaluate learning
- Carry out administrative and financial follow-up, organize the return

ACTIVITIES
- Maintaining communication with the participant and the host organization
- Mid-term interview

VALIDATION
- Certification of experience
- Testimonial

Roles and responsibilities

Of the mobility project manager

► **Two people in contact with the participants**

► **Mobility referent**

From the sending organisation

Responsible for following the participant and connect the hosting organisation and the participant.

► **Mentor/Tutor**

From the hosting organisation

Responsible for helping a younger or less experienced person and give them advice over a period of time, especially at work or school.

The mobility referent has to

► **Listen/Advise/Support**

► **Follow participants' objectives**

► **Mediation**

► **Administrative work**

► **Arrange the logistic**

► **Maintain regular contact with hosting organisation**

► **Maintain contact with the National Agency, etc.**

► **Evaluate**
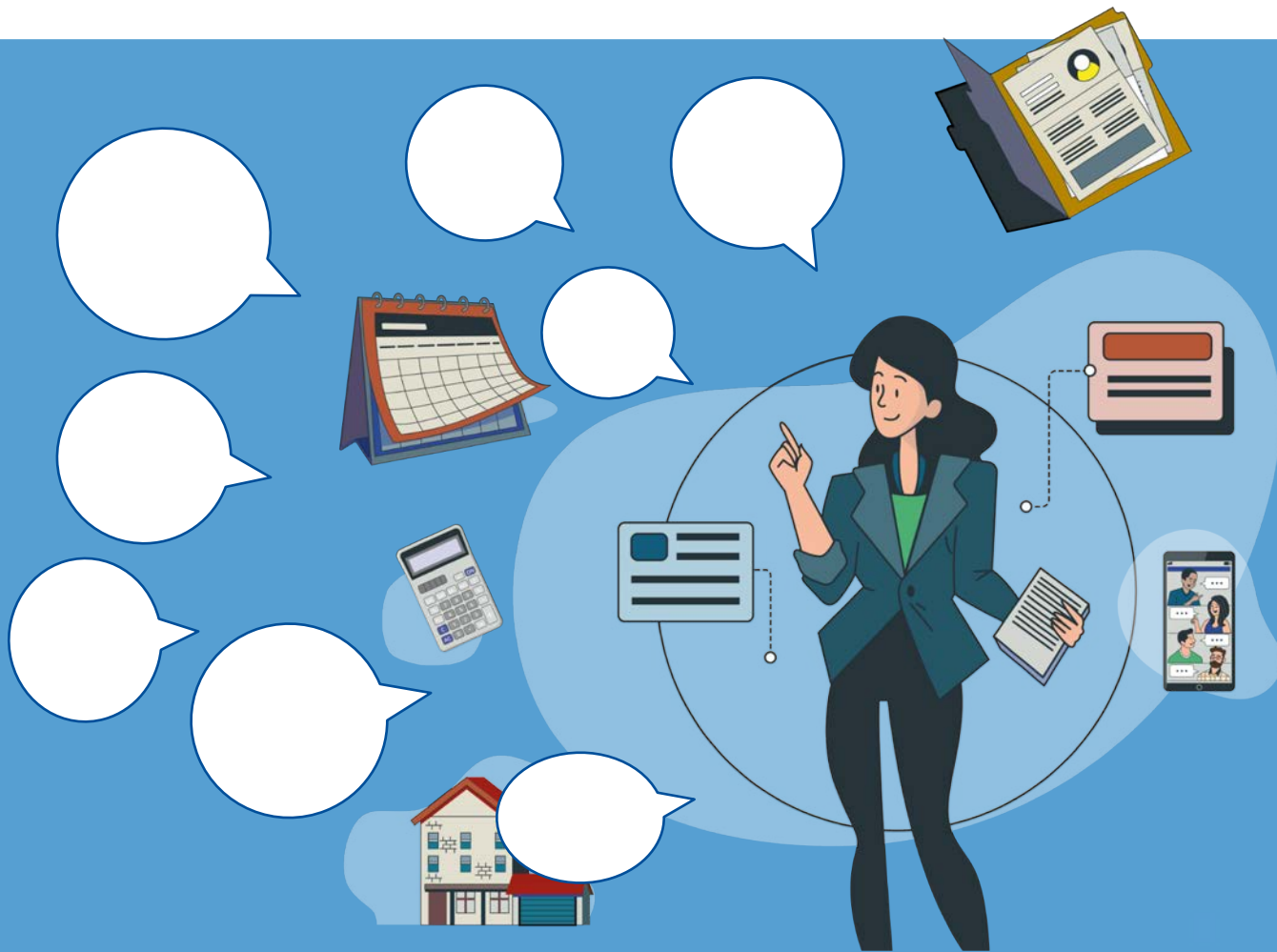
The mentor/tutor has to

▶ **Monitor participants objectives**

▶ **Supervise participant tasks**

▶ **Organize arrival training**

▶ **Organize logistics (accommodation, local transport, etc.)**

▶ **Maintain regular contact with the sending organisation**

▶ **Mediation**

▶ **Perform administrative work with sending organisation**

▶ **Ensure participant safety**

▶ **Help integration**

▶ **Give Feedbacks**

**PRACTICAL EXERCISE:
What difficulties might
volunteers encounter?**

Difficulties related to mobility

The project does not always run smoothly

Interculturality

Different geographical, cultural and linguistic backgrounds

Limited in time

Very little time to adapt and integrate

Everyday life

Some difficulties are unpredictable, others are more so

Carrying out activities

Misunderstanding during planning or implementation

No common reference to the learning process

Referent and mentor/tutor

The key to a successful international mobility

ADICE

EU Aid Volunteers
We Care, We Act

MANUEL SUR LE MENTORAT

Difficulties related to mobility

3 categories encountered at ADICE

In Everyday Life

In Carrying Out Activities

Unstructured Situations

Difficulties related to mobility

Potentially difficult situations in everyday life

Emotions

Health

Financial Issues

Relations to others

New Environment

Difficulties related to mobility

Potentially difficult situations in everyday life

Health

Depression, eating disorders (too much, too little, poor diet), stress, lack of sleep, accidents

Emotions

Missing loved ones, a feeling of loneliness, disappointment, shynesś, culture shock on arrival

New environment

Difficulties integrating into the local communitý problems or lack of interest in making new contacts, lack of privacy in accommodation

Relationship with other participants

Misunderstandings, different mobility concepts, overlapping tasks and/or responsibilities

Difficulties related to mobility

Potentially difficult situations when carrying out activities

Different working style

Activities

Personal Conflict

Lack of communication

Need to feel « important » and « useful »

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Difficulties related to mobility

Potentially difficult situations when carrying out activities

Activities and task assignments

Does not understand tasks

A different working style

Need more explanation or independence

Lack of communication

between mentor and participant

Personal conflict

With the supervisor during the mobility

Difficulties related to mobility

Other situations encountered at ADICE

A shortage of human resources

Lack of interest for activities

Unknown situations

Difficulties related to mobility

Group work : Define a solution for each difficulty

A participant receives electric shock from high-voltage cable

A participant volunteer is pregnant after a month in a traditional village

Two participants fight, the police intervene to separate them

The participant doesn't feel integrated

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Group Work

CASE 1 : A participant receives electric shock from high-voltage cable

What happened?

It's 10 a.m. on a public holiday, you wake up and look at your phone. You have three messages: one from Maria, the participant, one from the local hospital and one from the sending organization.

Participants had organized a party in a small town in Croatia. It was 4 o'clock in the morning. The participants heard a very aggressive discussion in the street. Maria and Peter decided to go up to the roof terrace to see what was going on. Peter leaned forward to get a better view, but was struck by a high-voltage cable. As a result, he loses consciousness… Maria calls 112 (the European emergency number).

What do you do ?

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Group Work

CASE 2 : A participant volunteer is pregnant after a month in a traditional village

What happened?

In a small, very traditional village of 500 inhabitants in Albania, three ESC volunteers live in the village and are deployed for six weeks. The volunteers play a crucial role in the community development work being carried out by the organization with support from the European Union.

At 10 a.m., on a Monday morning, At the regular team meeting, which takes place every Monday, the volunteers' tutor announces that Sarah is pregnant. The villagers accuse the organization of not being serious and of bringing in "easy" girls from Western Europe.

What do you do ?

▶ CASE 3 : Two participants fight, the police intervene to separate them

What happened?

At 8 o'clock on Sunday morning, you receive a call from the owner of the apartment rented for the participants. The neighbors called the landlord complaining that they couldn't sleep at night and that the police had been to the apartment several times. There are 5 participants of a youth exchange living in the same apartment. They each have their own bedroom and share a living room.

At around 2am on Saturday morning, John came home drunk. He began approaching Anna inappropriately and touching her private parts. Anna woke up Max, who became very angry and hit John. Anna also slapped John. Then Anna and Max threw John out of the apartment. John called the police.

What do you do ?

▶ CASE 4 : The participant doesn't feel integrated

What happened?

A volunteer arrived few months ago in a small organisation in Estonia. The volunteers' usual schedule is: work-home-work-home. Since she arrived, she hasn't gone out or engaged with local people as she doesn't speak the local language and doesn't know the places to go to.

The Hosting Organisation's mentor never proposed her to go out in the city or invite her to cultural events— because she is busy and it is not a practiced in the local culture. The volunteer feels that she has not enough contact with the Hosting Organisation and feels that she is not integrated in the local culture and that the Hosting Organisation doesn't support her.

What do you do ?

Main steps in conflict resolution

Identify (1/3)

► **Where does the problem come from?**

► **All factors in the chain**

► **Carry out a risk assessment before   and try to anticipate the problem**

► **Listen during the follow-up meeting and try to identify potential difficulties**

Difficulties related to mobility

Main steps in conflict resolution

Express yourself (2/3)

► **Talk to the participant**

► **Give them space to express themselves**

► **Stick to the facts**

► **Don't be judgmental**

► **Be objective**

Imagine (3/3)

► **Imagine a possible solution**

► **Be creative**

► **Involve the participant in proposing a solution**

► **Find common ground**

Difficulties related to mobility

Do not avoid the conflict situation

► **Identify the conflictual situation and try to anticipate them**

► **Organise meetings to come out with a solution to the conflict situation**

► **Prefer face-to-face individual meetings, and eventually have a neutral part when is possible to calm down if the situation gets tense**

► **Propose the plan "step by step" out from the conflict situation**

► **Be solution oriented**

► **Put yourself in the place of the participant**

► **Ask the participant to put him/herself in the mentor/line manager place and ask what he/she would do**

► **Address directly the person concerned, talking about the problem to intermediaries will raise the tensions**

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Difficulties related to mobility

Potentially difficult situations in everyday life

Emotions

The longing and missing for family and friends, a sense of loneliness, disappointment, shyness, cultural chock on arrival…

What can be proposed to the participant

- Do some sport
- Take the participant for café or lunch
- Take some holidays
- Have regular meetings to ask how is going
- Introduce the participant to other people, local or international participants to create a social life
- Inform the participant about cultural events, places that he/she could visit
- Make sure the participant can be in touch with the family and friends
- Provide books so the participant can read more about the country and the cultural aspects to facilitate the integration.

Health

Depression, eating disorder (too much, not enough, bad food), stress, lack of sleep, accidents.

What can be done to avoid difficulties? Inform the participant about

- Visit a doctor/psychologist
- Give some days off for the rest/holidays
- Take the volunteer for a café or organise an activity out, eventually with other colleagues or participants.

Financial Issues

The volunteers may have difficulties in managing their budget or financial difficulties.

What can be done to avoid difficulties? Inform the participant about

- The living costs in the country
- Where to buy cheap food (to cook at home) and ultimate products
- The second hand shop system, where to buy used things
- Specific discounts for young people, sale period
- How to bargain in the market
- Money change places, to avoid rips
- The use of the common transport.

Difficulties related to mobility

Potentially difficult situations in everyday life

Relations to others

Misunderstanding, different conception of work, overlapping duties and/or responsibilities, difference of treatments...

What can be done to avoid difficulties?

- Organise a meeting with each participant and with all the participants and ask what is not going well. It is important to hear each part in order to take a fair decision
- Don't judge, be solution proposal oriented. Discuss together how this kind of situation could be avoided in the future
- Be neutral and try not to aggravate the situation
- Set the rules from the beginning
- Create team building activities and encourage them to work together and support each other, while having their own project
- In case of violence/harassment between the participant, the deployments need to be terminated.

New Environment

Integration difficulties within the local community, problems or lack of interest in making new contacts, poor infrastructure and lack of public transportation...

What can be proposed to the participant?

- Have a talk with the participant and ask how you could help
- Visit a doctor
- Take the participant for café
- Introduce the participant to all colleagues and other participants, to the local community
- Organise teambuilding activities with team and participants
- Propose places to visit the surroundings
- Show to the participants how things work in the office and at home.

Difficulties related to mobility

Potentially difficult situations when carrying out activities

Different working style

There are different ways to work. Some volunteers need more explanations and guidance to carry out the activities. Some volunteers like to work independently and do no need step by step guidance to complete the task.

What can be done?

- Set the rules
- Allocate an observation period to understand how each other works before working together…
- Provide space for creativity and innovation that the volunteer could bring
- Take a time to discuss about the problem itself.

Activities

The volunteer doesn't understand the tasks or there is a lack of planning activities. Very fast, the participant can have a lack of interest and motivation.

What can be done?

- Define the tasks to everybody
- Have regular meetings to evaluate progress
- Set up deadlines and inform what it is expected from him/her in terms of results
- Keep yourself available to answer questions and provide support
- Adapt the tasks to the volunteers' profile
- Discuss with the volunteer potential changes in the tasks and the objectives
- Avoid asking the volunteer to do ambition projects, they are not employees
- Give place for personal project and encourage his/her creativity
- Keep the volunteer motivated and provide personal and professional recognition
- If a volunteer struggles with a task implementation, put them working with other volunteers or other stuff
- In case of lack of activities, re-evaluate the need and discuss with the other staff what kind of activities can be done
- Facilitate the communication in the field by providing the translation by local volunteer or interpreter.

Potentially difficult situations when carrying out activities

Personal Conflict

What can be done?

- Set the rules from the beginning
- Do not to mix the problem with the person
- If there is a conflict between the mentor and the participant, the mentor or the participant should discuss with the line manager who should have a role of intermediator/a third party and a neutral point of view
- Find a balance in the personal and professional relationship to avoid misunderstanding.

Lack of communication

Misunderstandings can often come from a lack of communication between the organisation and the participant.

What can be done?

- Organise regular meetings to discuss with the participant
- Plan the meetings in advance
- Give regular feedback on the work that participant understand she/he is in right direction
- Answer regularly to the participant's email and messages
- Avoid that the volunteer cannot advance in the work
- Facilitate the communication between the participant and the other staff/stakeholders/community
- Organise team building to facilitate the communication between you and the participants, with the other staff, between the participants
- In case of travel, holiday, medical leave, inform the participant to whom can address his/her questions/ask for support during the mentor's absence.

Potentially difficult situations when carrying out activities

Need to feel « important » and « useful »

Some volunteers have the feeling that the other members of the team in the hosting organisation do not understand why they are there and what they are doing. Volunteers can easily feel demotivated as their deployment seems to have no importance and no meaning for the host organisation and local communities.

What can be done?

- Prepare the team before the arrival - Inform about the role of the volunteer and ask to be flexible and supportive, raise awareness about cultural differences
- Set the rules
- Encourage team work with different members of the team when possible.

Other situations encountered at ADICE

A shortage of human resources

Some volunteers may have important expectations and a strong will to implement activities. Unfortunately, they can be confronted to a lack of human resources.

What to do ?

- Keep in regular contact and answer to the email so the volunteer can keep working and not be blocked
- Recruit local volunteers when possible.

NB: for security reasons the volunteer is not allowed to work alone, the hosting organisation need to find a solution.

Lack of interest for activities

It may happen during a volunteering project that the local community is not interested in the activities that the volunteer proposes.

What to do ?

- Encourage the volunteer to be creative
- Facilitate the work before - discuss with the teachers, school director, etc.

Other situations encountered at ADICE

Unknown situations

It is not easy to react nor adapt behaviour in an unknown situation. It may often happen to the volunteer. This can lead to some misunderstandings.

What to do ?

- Propose different solutions
- Inform the hosting organisation and the participant before and try to find joint solutions
- Propose the participant to carry out other activities linked to their field of experience.
- Set the rules and demand to the participant to not take decisions in the name of the organisation
- Ask the participants to inform the mentor and/or line manager before taking the initiative
- Inform about the hierarchy – communication tree.

BREAK

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DAY 3

Support of participants to mobility: How to accompany after mobility?

End of the mobility and valorization

AT THE END

Evaluation

Evaluation enables participants together the fruits of their experience international mobility

End of the mobility and valorization

The final evaluation is as important for organizations as it is for the participant
as it accurately assesses the project's contribution in relation to the initial objectives

AT THE END

Evaluation

End of the mobility and valorization

OBJECTIVES

- Assessment, validation and promotion of career paths
- Provide advice on professional projects
- Help you define the next steps to enhance your achievements

What does your return evaluation look like?

Key step of the deployment

End of the mobility and valorization

▶ **The intercultural, personal, professional, communication and linguistic skills acquired should never be underestimated.**

▶ **It is really important to know to identify, to name, to describe and to illustrate them.**
  → Give concrete examples

▶ **Specify the reasons that led you to carry out this deployment, the difficulties encountered on the field and what you have learned from I**

▶ **The extraprofessional skills acquired:**
  → curiosity, open-mindedness, self-awareness, autonomy, work in team

▶ **Valorize your intercultural working experience:**
  → working in international team, adaptability , negotiations etc ,

Key step of the deployment

End of the mobility and valorization

▶ **Tools to value the experience**

→ CV, Cover letters

→ Recommendation letter

→ Self-assessment

→ Testimonies (articles, participation to events)

→ Social networks

→ Reinforce and increase it network

→ Blog, videos, photos

Youthpass

End of the mobility and valorization

▶ Youthpass is a European recognition instrument for identifying and documenting learning outcomes that are acquired in projects under the Erasmus+ Youth and the European Solidarity Corps programmes.

→ Youthpass promotes individual reflection and awareness about learning and helps to make learning outcomes visible for the learners themselves as well as for others.

→ It aims to reinforce reflective practices in youth work and solidarity activities, thereby enhancing their quality and recognition.

→ It also supports the continued pathways of young people and youth workers, and...

→ raises visibility of the value of European engagement

▶ 3 roles

→ A certificate of participation in the 2 youth programs

→ A process of reflection (self-assessment) by the participant on his or her learning/skills.

→ A European strategy for recognizing youth work

LUNCH

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DAY 3

Professionals' mobility with Erasmus+

Objective of the Erasmus+ program
Education and training challenges

The aim of the Erasmus+ program is to support the professional and personal educational development of people in the fields of education, training, youth and sport, through lifelong learning.

Budget

28 billion euros

80% increase in budget compared to 2014-2020 period

30% of the budget will be invested in cooperation projects

70% of the budget will support mobility projects

10 million Europeans of all ages and backgrounds

Erasmus+

Eligible Countries

> Participating countries

> Partner countries

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Priorities of the Programme

INCLUSION AND DIVERISTY

ENVIRONMENT AND FIGHT AGAINST CLIMATE CHANGE

DIGITAL TRANSFORMATION

PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT

Erasmus+

Sectors

School Education

Higher Education

Adult education

Vocational education and training

Youth and Sports

School Education

Elementary school, middle schools, high schools (general and technological) public or private

Local authorities or associations working in this field

Students, teachers, administrative staff

Vocational and Educational Training

Vocational high schools
Continuing education organizations

Apprentices, students, teachers, trainers,
apprenticeship supervisors, staff

Higher Education

Universities, Colleges, Higher Schools

Students, teachers, professors, doctoral students, professionals

Youth

Associations, social economy companies, popular education structures, social action/insertion, cultural promotion

Volunteers, employees, users, beneficiaries

Adult Education

Associations, organizations, NGOs, public bodies at local, regional or national level, social enterprises, informal youth groups

Young people and youth workers

To do What ?

KEY ACTION 1

Learning mobility of individuals

KEY ACTION 2

Partnerships for Cooperation

KEY ACTION 3

Support to policy development and cooperation

Learning mobility of professionals

> TRAIN teachers in inclusive teaching methods

> COMPLETE teaching assignments, training periods or observation of professional practices in Europe

> INTERNSHIP in a European company to develop professional skills

> EXCHANGE practices between integration players

> PROMOTE the mobility of low-skilled or low-skilled, socially disadvantaged adults

> STUDY and train in Europe.

Erasmus+

Learning mobility of professionals

PROFESSIONAL MOBILITY	DURATION IN DAYS	OBJECTIVE
Job Shadowing ADU/VET/SCO	2 - 60	Learn new practices Gather new ideas through observation
Teaching or training assignment ADU/VET/SCO	2 - 365	Teach or train learners in a host organization in another country
Courses and training ADU/VET/SCO	2 - 30	Benefit from a course or training delivered by qualified professionals Allow participants to interact with other learners and trainers

Testimony

Job Shadowing

> **Marlène**

> **Administrative and accounting management assistant**

> **Two days' mobility in Tallinn with the Mundo MTÜ organization**

> **Discover a management tool used for a deployment project**

> **Understand the organization and how it works**

> **Improve language skills**

Marlène, notre assistante de gestion, retour sur son stage d'observation en Estonie - ADICE

Budget

Support through lump sums

> Travel expenses (+ additional fee for use of green transport)

> Accommodation costs

> Organization costs

> Inclusion

Erasmus+

Short mobility projects

> Single-beneficiary (no consortium)

> No accreditation

> Maximum 18-month projects

> Maximum of 30 mobilities

> Limit of 3 projects over a 5-year period

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Accreditation

> Accreditation is valid for between 2 and 7 years

A call for proposals is published each year

One accreditation per sector

> Once accreditation has been obtained, keep in mind : Applications according to need

Link to Erasmus+ objectives

Dates to remember

Application deadlines

26 janvier 2023	> **ECHE Charter (KA1)**
23 février 2023	> **Shorter mobility projects (KA1)**
22 mars 2023	> **Cooperation partnerships(KA2)**
4 octobre 2023	> **Cooperation partnerships (KA2) 2nd session**
19 octobre 2023	> **Accreditations (KA1)**

Evaluation and end of the training

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Introduction

Introduction

► **Introduction of RYMO project and the partner organisations**

► **Presentation of the training calendar**

► **Introduction of the participants**

Planning of the training

	1st day	2nd day	3rd day
9:30-11:00	Introduction : RYMO projects and the participating organizations Summary of the first training Presentation of participants	Introduction of the day My international project: Communication and conflict management	Introduction of the day My international project: Security abroad Part 1
9:30-11:00	Coffee break	Coffee break	Coffee break
11:15-13:00	Get prepared to go abroad: The European Union and eco-responsibility	Building my project abroad Part 1	My international project: Security abroad Part 2
13:00-14:00	**LUNCH**		
2:00-4:00	Get prepared to go abroad: Interculturality	Building my project abroad Part 2	Cultural visit ?
4:00-4:30	Coffee break	Coffee break	Coffee break
4:30- 5:00	Evaluation of the day	Evaluation of the day	Evaluation of the training

► **RYMO stands for Rural Youth Mobilities Opportunities**

It aims to create cross-border opportunities for young people living in rural areas to improve their integration through mobility. This means increasing the possibilities for young adults and youth workers, to get informed on the topic and to train as well as guide people toward such activities.

Subjects introduced:

→ Existing mobility programs

→ Professional and personal value of international mobility

→ The obstacles and solutions to international mobility

→ Interculturality

→ Involvement of young people in international mobility

→ The Youth Pass Certificate

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DAY 1

Presentation, ice breaker

Objectives and expectations of the participants

► **Present in 5 minutes**
  → Who you are ?
  → Why are you here ?

► **Draw your life timeline**
  → What happened before?
  → Why your participation to this training today ?
  → What next?
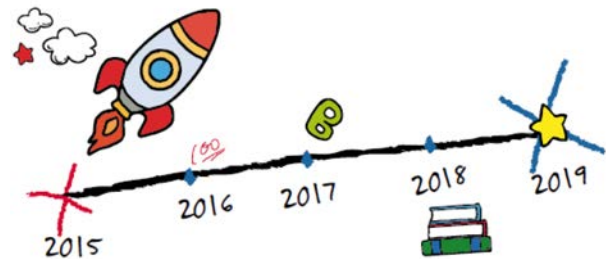
Expectations for the training / week & objectives

► **Write on the paper your expectations from the training**

► **We will review them every day**

OBJECTIVES OF THE TRAINING

→ Get to know each other

→ Deepen your knowledge on the EU

→ Prepare you to undertake international mobility projects

→ Give you advice on how to build your own project

→ Put yourself in a situation, to project yourself in a different context to be able to adapt

BREAK

DAY 1

Get prepared to go abroad: the European Union and eco-responsibility

The European Union

▶ **Ideas that embody the European Union ?**

Give

➕ 3 positive points about the European Union

➖ 3 negative points about the European Union

► **How does the European Union work ?**

https://www.youtube.com/watch?v=BdumuKmTKt4

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The European Union

▶ **The European Union in your every day life**

The EU brings you several advantages when you are in mobility:

→ Roaming in the EU: your calls (to landlines and mobiles) text messages (SMS) and data services are charged at national rate

→ Health insurance: access to health professionals and hospitals in the visited country, without any prior procedure, under the same conditions and at the same rates as the insured in the country

→ Driving license and safety rules: driving license is valid in all 27 countries. Harmonization of road safety rules and the points-based license system

The European citizenship

▶ **I am a citizen of a Member State of the European Union: therefore I am a European citizen.**

I belong to a community of values

➔ Justice

➔ Equality

➔ Solidarity

➔ Citizenship

➔ Liberty

➔ Dignity

The European Citizenship

► **Being a European citizen allows you to :**

→ The principle of non-discrimination between all citizens of the Member States

→ The right to move and reside, work and study in the territory of other member states;

→ To vote in municipal and European elections.

→ To be elected in another Member State;

→ To be protected abroad (European Health Insurance Card and N°112);

→ To have the right to be informed and to act: right of access to documents of the European Parliament, the Council of the European Union and the European Commission;

→ Fundamental rights (civil, political, economic, social thanks to the European Charter of Fundamental Rights).

The European Union and eco-responsibility

► **The European Green Deal**

► **Implement the new industrial revolution:**

→ 55% reduction in car emissions by 2030

→ 50% reduction in light-duty vehicle emissions by 2030

→ Zero emissions from new cars by 2035

► **Strengthen global climate action**

→ 1/3 of global public funding to fight climate change comes from the EU and its Member States.

→ 30% of the EU's development cooperation and international cooperation funds will be dedicated to supporting climate goals

The European Union and eco-responsibility

▶ **The European Green Deal**

▶ **Make transportation sustainable for all:**

→ 35 million buildings could be retrofitted by 2030

→ Reduce light-duty vehicle emissions by 50% by 2030.

→ 160,000 additional green jobs could be created in the construction sector by 2030.

▶ **Make our energy system clean**

→ 40% new renewable energy target for 2030.

→ Reduce final and primary energy consumption by 36-39%.

► **And you, what do you do on a daily basis to protect the environment?**

The European Union and eco-responsibility

► **What actions you can undertake during your mobility ?**

→ Be aware of the extent of the ecological issues and your environmental impact when on the move.

→ Be digital sober (do not regularly change your smartphone: only 14% of the phones do not really work anymore when changed by a user).

→ Favour less emissive means of transport (if possible).

→ Favour and promote eco-responsible behaviour with your colleagues, during your activities, etc.

LUNCH

DAY 1

Get prepared to go abroad: INTERCULTURALITY

► **Stereotypes**

"Stereotypes are the ultimate expression of categorization. These are judgments that are made about others without foundation or reflection."

► **Culture**

"the way of life, especially the general customs and beliefs, of a particular group of people at a particular time"

► **Interculturality**

"Refers to the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect."

► **Exercise:**

Draw on a flipchart what you know/imagine about the country context and culture that is assigned to you.

► **French vs. Bulgarians vs. Lithuanians vs. Spanish**

Interculturality

The known of culture
Cultural elements we are aware of

External behaviours, manners

Costums

Language, history

ICEBERG

The unknown of culture
Cultural elements we are less aware of

Values

Presumptions

World view

Way of thinking
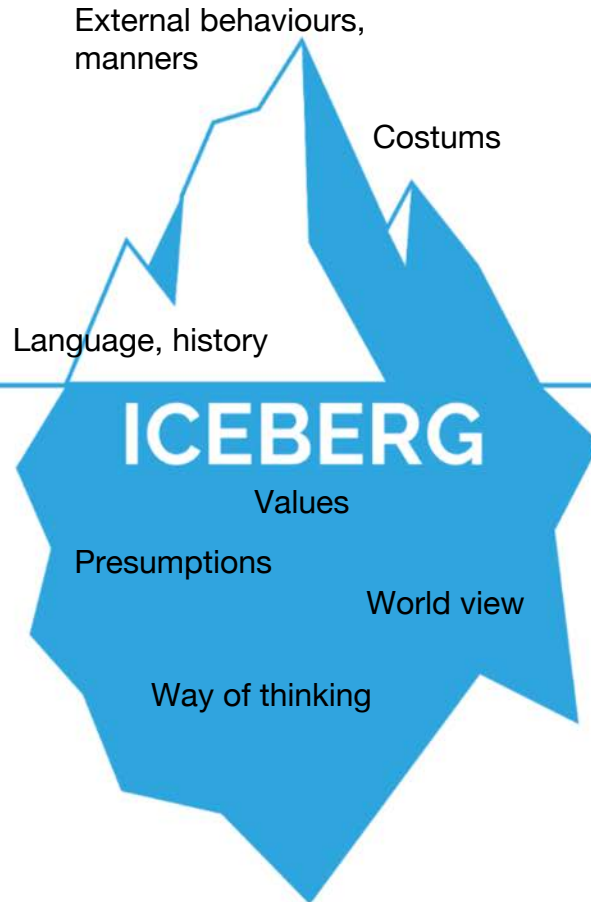
Significant emotional component

Very important emotional component

Extremely important emotional component

► **To start…**

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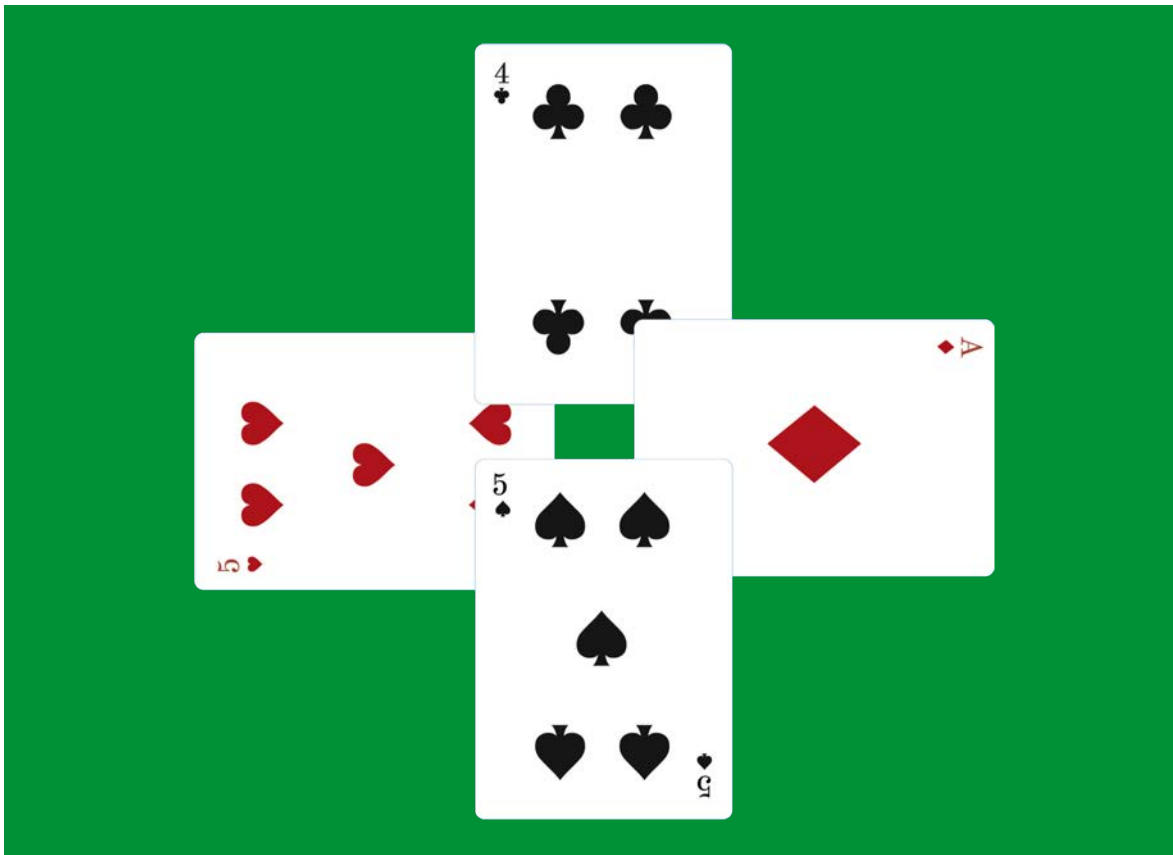
Interculturality

▶ **Cultural shock**

Culture shock is a set of emotions associated with arriving in a new culture, meeting an unknown culture.

It can hit participants, regardless of their mobility experience, a few days, weeks or even months after their arrival.

Interculturality
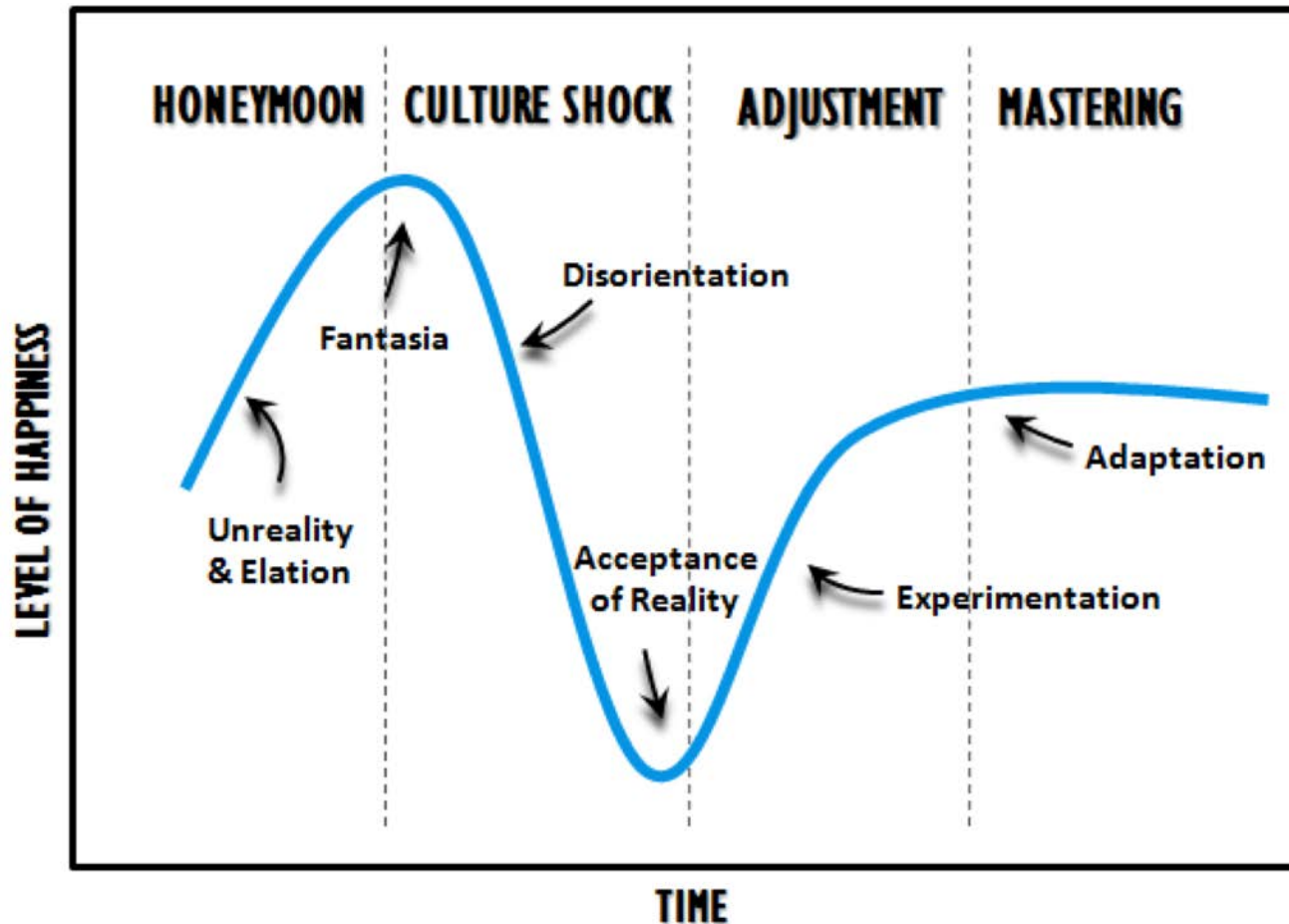
► **Cultural Shock**

Interculturality

► **Cultural Shock**

How to prevent the cultural shock ?

> ► **Find out about the destination:**
>
> → The geography
>
> → The language
>
> → The reputation of foreigners
>
> → The rules of knowing how to live
>
> → Religions/traditions
>
> ► **Prepare mentally:**
>
> → Cultivate empathy/open-mindedness
>
> → Imagine your mobility project/identify the issues, obstacles and opportunities
>
> → Analyze your culture/the reception of foreigners in France

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Interculturality

How to prevent the cultural shock ?

► **Plan:**

→ Keep in touch with your family and friends: ask them to write to you regularly

→ Take pictures, movies, music…

→ Share your experience: journal, social network, blog…

How to deal with the cultural shock ?

► **Experience your emotions:**

→ Share your emotions (tutor, friends, family)

→ Rationalize and detach yourself from your culture

→ Constructive attitude

→ Relax, be physically and mentally in good shape

→ Knowing how to tolerate differences

→ Immerse yourself in this new culture

→ Engage in other activities related to their mission and personal interests

Interculturality

► **Adaptation and integration**

The different levels

Milton J. Bennett defines intercultural sensitivity in terms of phases of personal development. It distinguishes six levels of development in the perception and acceptance of cultural differences.

| Refusal | Defense | Minimisation | Acceptance | Adaptation | Integration |

During your period of mobility

► **Observe**
→ Understand the activities, needs, the objectives and functioning of the organization

► **Participate**
→ Implementation of the proposed activities

► **Understanding**
→ First feedback

► **Propose new project initiatives, solutions, seek financing…**

► **Responsibility**
→ Carry out activities alone

► **The adaptation period and the timeline of the project**

► **Working together:**

→ it takes a time, especially in intercultural context

► **There are not only advantages but also disadvantages / challenges to going abroad**

► **Role of the participant is not always well defined**

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Evaluation and end of the day

Planning of the training

	1st day	2nd day	3rd day
9:30-11:00	Introduction : RYMO projects and the participating organizations Summary of the first training Presentation of participants	Introduction of the day My international project: Communication and conflict management	Introduction of the day My international project: Security abroad Part 1
9:30-11:00	Coffee break	Coffee break	Coffee break
11:15-13:00	Get prepared to go abroad: The European Union and eco-responsibility	Building my project abroad Part 1	My international project: Security abroad Part 2
13:00-14:00 LUNCH			
2:00-4:00	Get prepared to go abroad: Interculturality	Building my project abroad Part 2	Cultural visit
4:00-4:30	Coffee break	Coffee break	Coffee break
4:30- 5:00	Evaluation of the day	Evaluation of the day	Evaluation of the training

Advantages of working together

► **Expanding meanings**

→ multiple perspectives

→ greater openness to new ideas

→ multiple interpretations

► **Expanding alternatives**

→ increasing creativity

→ increasing flexibility

→ increasing problem-solving skills
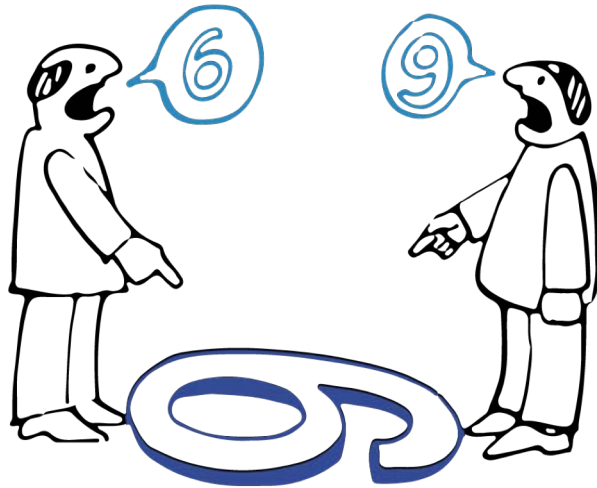
→ Other…

Working together + / -

► **Diversity increases**

→ ambiguity

→ complexity

→ Confusion

→ Difficulty converging meanings

→ miscommunication

→ hard to reach a single agreement

→ Difficulty converging actions

→ hard to agree on specific actions

→ Other…

► **CONFLICTS are the result of the cohabitation of people with different cultural codes sharing the same space.**

→ Therefore, anyone working on conflicts must have an understanding of the CULTURAL CONTEXTS of the parties involved, especially, in cases in which parties come from different cultures.

Conflict management

► **The conflicts are very often coming in unstructured situation**

→ New situation

→ Unknown situations

→ Surprising situations

→ Situations that are different from the usual

4 TYPES OF CONFLICTS

► **Relationship conflict**

► **Task conflict**

► **Procedural conflict**

► **Conflict of status**
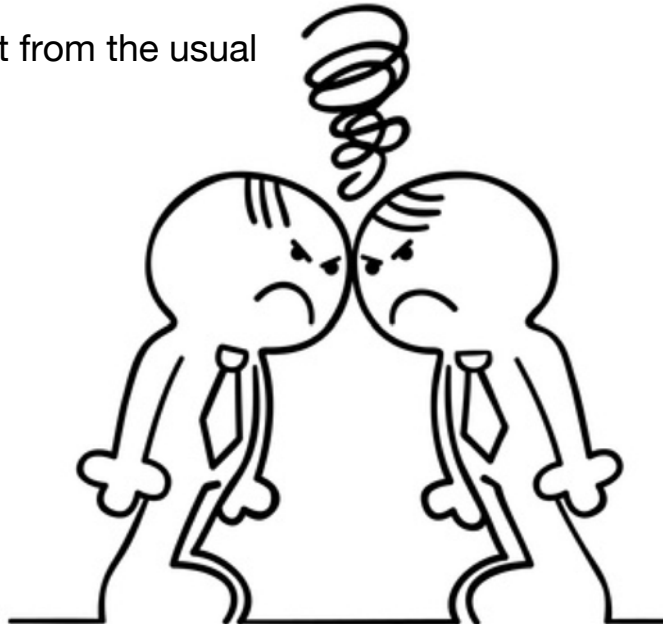
Practical exercises

▶ **Situation 1**

→ A participant took the initiative to meet with a local organization that does awareness-raising and education work with children, in order to collect data on ongoing projects in the region.

→ In order to save time, he did not go through the usual hierarchical scheme, which would have cost them several days.

→ The tutor summoned her about this initiative.

▶ **Situation 2**

→ The organization was waiting for significant funding from the donor to be able to launch the first purchases of equipment and start activities.

→ However, when the participant arrive, the association informs them that the funding has not yet arrived and that the deadline is uncertain.

→ The tutor calls the participant to propose a solution: go work for another association for 1 month which gives classes to children
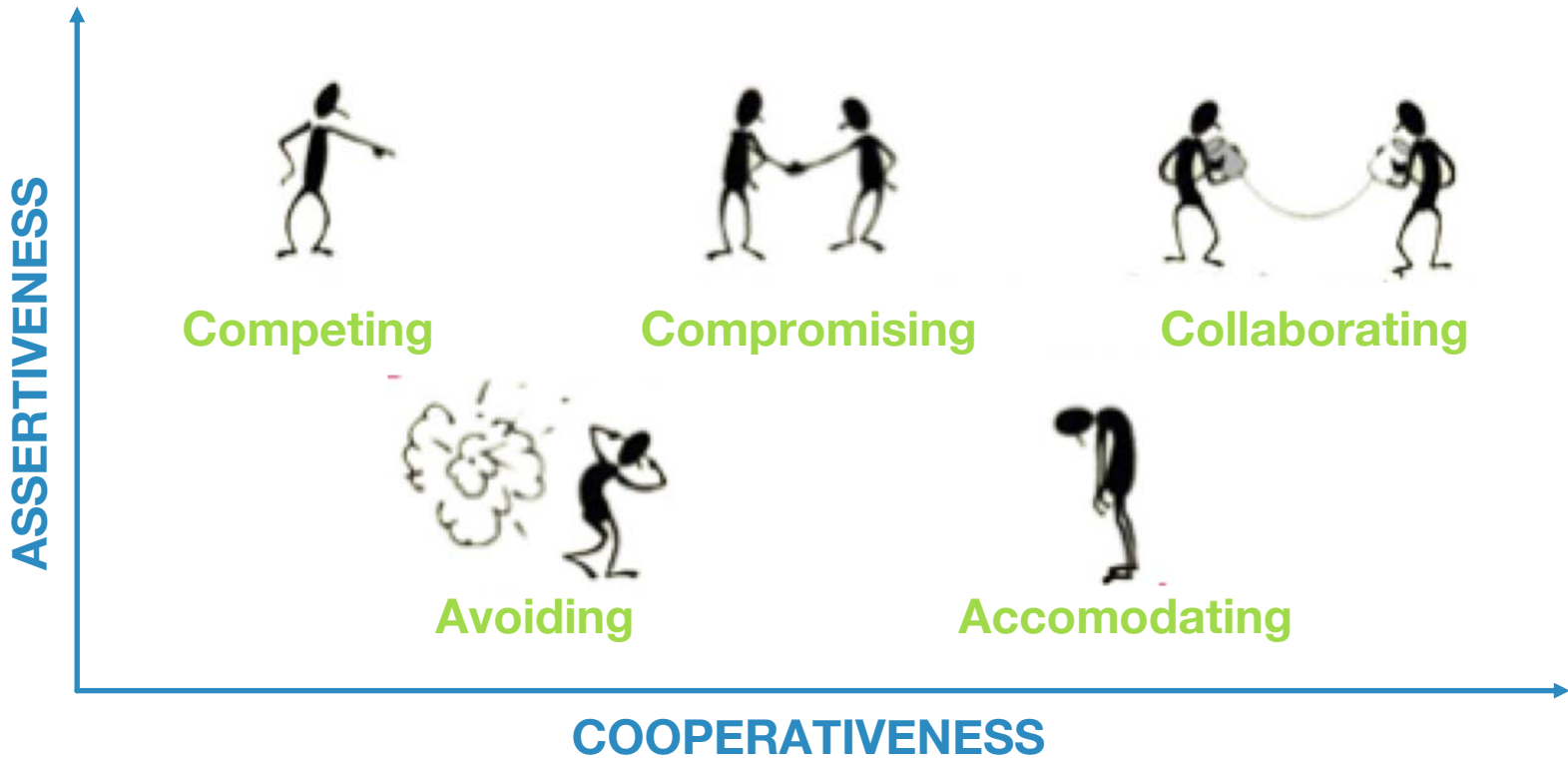
Practical exercises

▶ **Situation 3**

➔ The volunteers began their mission with an immersion in the field:

○ they participate in educational activities with children and children's teachers in schools.

➔ However, in one of the schools, the public is not receptive:

○ some children stop coming after a few days even if the activity is considered as compulsory by the school

▶ **Situation 4**

➔ In a company there is a lack of funding, at this moment there are only 2 employees who are recruiting.

➔ The intern takes his work very seriously, invests a lot to find funders and spends 10 hours a day in the office.

➔ The tutor, the association director often goes on a trip to Europe and the intern has no one to answer her / his questions...

Conflict Handling Styles

ASSERTIVENESS

Competing   **Compromising**   **Collaborating**

Avoiding   **Accomodating**

COOPERATIVENESS

Conflict Handling Styles

► **Competing**

→ A competing style takes a firm stance and refuses to see the perspectives of the other parties.

► **Compromising**

→ This is also described as a "give and take" style. Both parties give up something in order to reach a decision.

► **Collaboration**

→ To find a solution that will meet the needs of all parties, you would aim for a solution that actually satisfies everyone and ends up being a win-win situation

► **Accommodating**

→ Allowing the other party to satisfy their concerns while neglecting your own.

► **Avoiding**

→ An avoiding style completely evades the conflict.

CONFLICT HANDLING STYLES

ASSERTIVENESS

Competing   Compromising   Collaborating

Avoiding   Accomodating

COOPERATIVENESS

Conflict management - Tips

► **Communication**
→ You need to TALK and TALK AGAIN !

► **Lot of misunderstandings are coming because the participant and host organization are not talking enough**
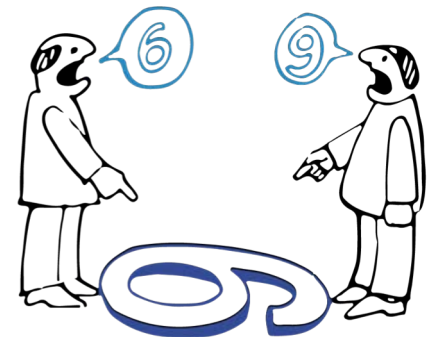
► **Do not wait for saying your opinion**
→ Misunderstanding!

► **Make an appointment and talk individually about your problem**

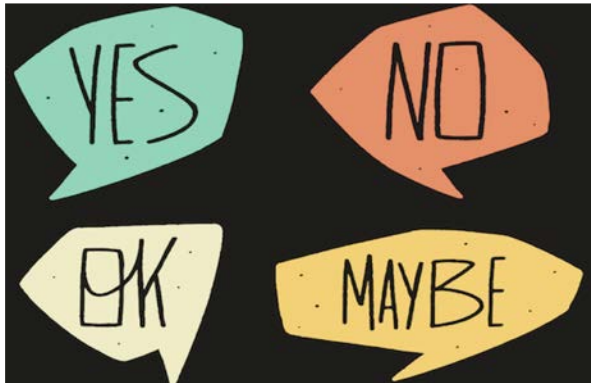► **Set a framework and propose a regular meeting**

► **The perception of time is not the same in every country.**
→ Try to be patient.

Do not forget: I have to adapt!

CULTURAL DIMENSION

► **Most of the international mobility participants have individualistic cultural backroad but they will be deployed in collective cultures where:**

→ Indirect communication:
To say *„no" should be avoided, „yes"* doesn't always mean agreement.

→ Using more *„probably", „maybe", „likely", „there's a chance".*
Instead of *„no" is „we'll think about it", „let's see...", „maybe you're right"*

→ Confrontation should be avoided. Less questions.

→ Harmony is the purpose (not the truth as individualistic culture). There is no absolute, truth, relativity of belief is accepted, no strict lines between good and bad
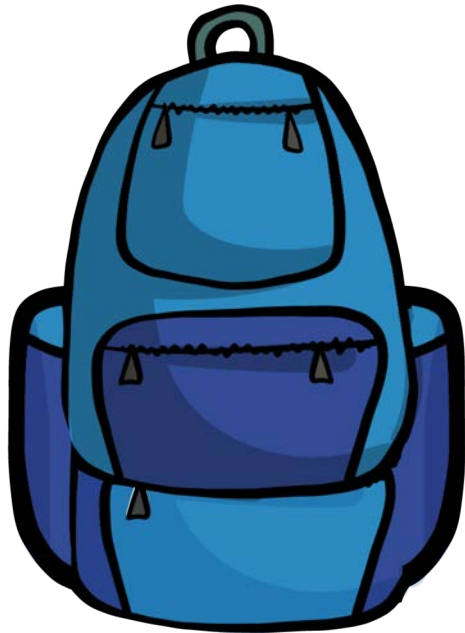
BREAK

DAY 2

Building my project abroad (Part 1)

My project as the pathway

► **Who am I ?**

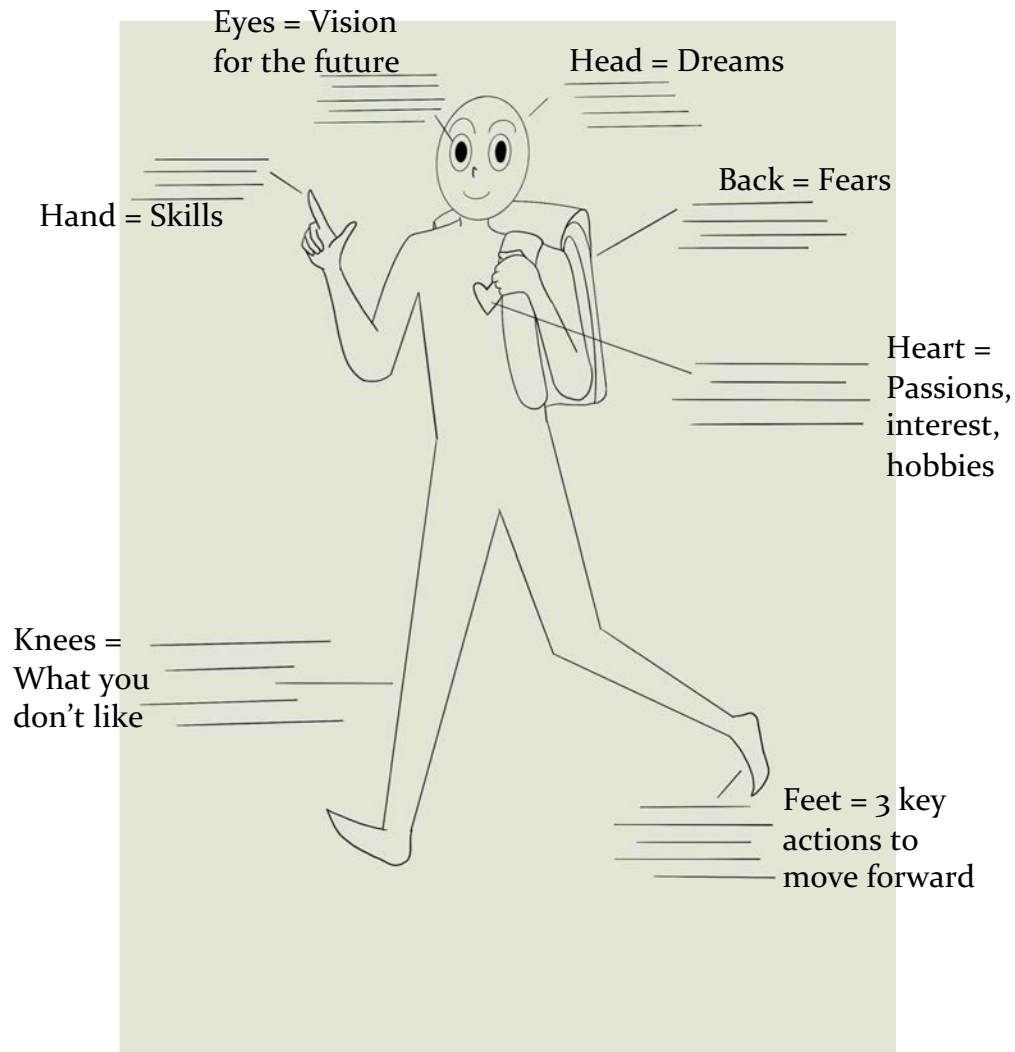► **My motivation**

► **My objectives**

► **My competences**

Eyes = Vision for the future

Head = Dreams

Hand = Skills

Back = Fears

Heart = Passions, interest, hobbies

Knees = What you don't like

Feet = 3 key actions to move forward

My motivation

► **Motivation of departure**

→ I want to save the world

→ Discover another culture

→ To have a plus in my CV

→ Make a break in my professional path

→ Learn a new language

→ Do something practical in the field

→ Improve my skills

→ Leave my home country

→ Find my bearings

→ Define my professional project
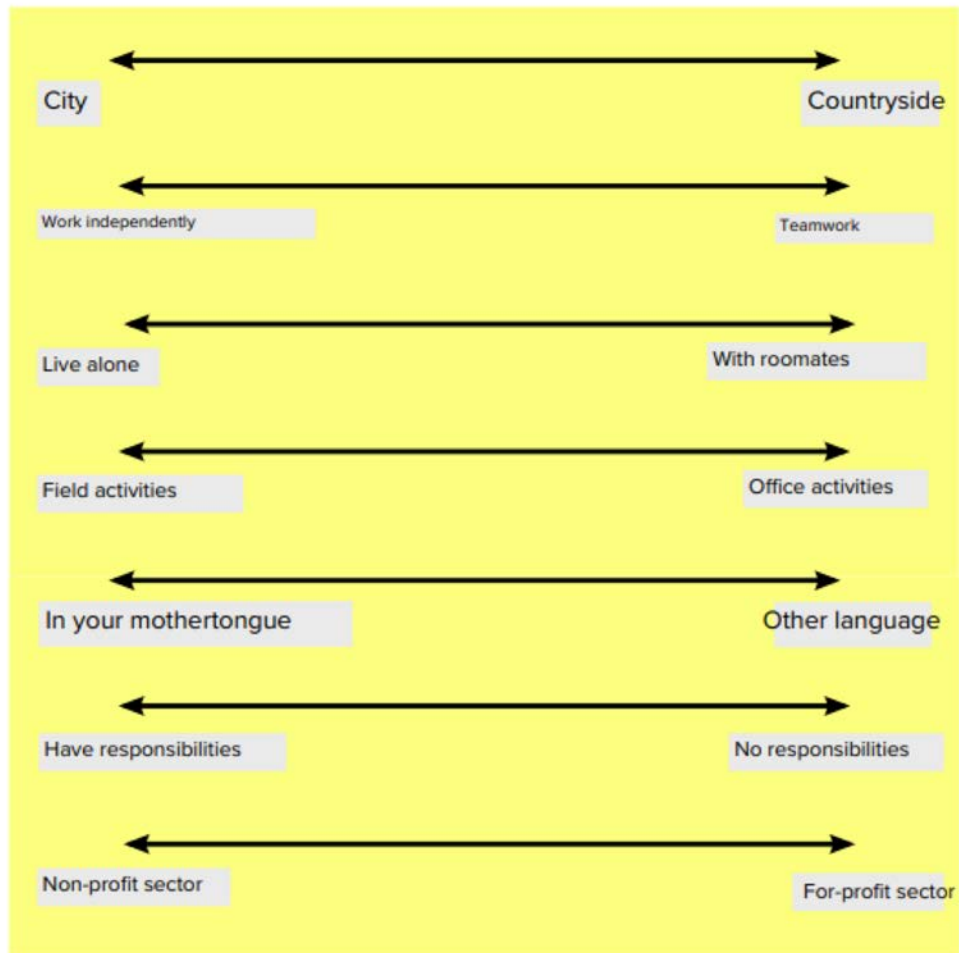
→ Gain autonomy and confidence

► **What is / will be my motiviation to engage in an international mobility project ?**

My objectives

Where do I see myself ?

City ←————————————————————————————→ Countryside

Work independently ←————————————————————→ Teamwork

Live alone ←————————————————————————→ With roomates

Field activities ←————————————————————→ Office activities

In your mothertongue ←————————————————→ Other language

Have responsibilities ←————————————————→ No responsibilities

Non-profit sector ←————————————————————→ For-profit sector

1. I like to organise activities
2. I like to speak in public
3. I like to be in contact with the public
4. I like to work in nature
5. I like to speak another language
6. I like to do administrative tasks
7. I like to take initiatives
8. I like to be in the field

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My competences

▶ **Competence in mother tongue** ☆ ☆ ☆ ☆

▶ **Personal and social skills and learning to learn** ☆ ☆ ☆ ☆

▶ **Competence in cultural awareness and expression** ☆ ☆ ☆ ☆

▶ **Mathematical and science, technology and engineering skills** ☆ ☆ ☆ ☆

▶ **Multilingual skills** ☆ ☆ ☆ ☆

▶ **Civic competences** ☆ ☆ ☆ ☆

▶ **Entrepreneurial skills** ☆ ☆ ☆ ☆

▶ **Digital skills** ☆ ☆ ☆ ☆

LUNCH

DAY 2

Building my project abroad (Part 2)

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Advantage of an international mobility project

► **To learn another culture**

► **To live in another environnement**

► **To meet new people**

► **To communicate in foreign language**

► **To acquire new skills....**

Disadvantage of an international mobility project

► **The participant is coming outside and has less influence on the decisions, it can be frustrating.**

► **International mobility projects are limited in time**

→ Very often, participant who are working in an organization does not see the result of her / his achievements.

► **It takes time to build good working relationships with the team**
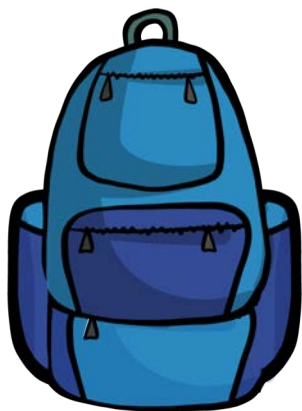
► **Communication in foreign language**

► **Expected impacts**

→ This experience would be successful if I achieved….

o These achievements will be evident through…

► **Competences**

→ I would like to improve … of competences

o The activities that could help to improve these competences

► **Future plan**

→ An international mobility project will help my for my future project …

How will I use this experience in my future?

Valorize your experience in return

▶ **The intercultural, personal, professional, communication and linguistic skills acquired should never be underestimated.**

▶ **It is really important to know to identify, to name, to describe and to illustrate them.**
  → Give concrete examples

▶ **Specify the reasons that led you to carry out this deployment, the difficulties encountered on the field and what you have learned from I**

▶ **The extraprofessional skills acquired:**
  → curiosity, open-mindedness, self-awareness, autonomy, work in team

▶ **Valorize your intercultural working experience:**
  → working in international team, adaptability , negotiations etc ,

Valorize your experience in return

▶ **Tools to value your experience**

→ CV, Cover letters

→ Recommendation letter

→ Self-assessment

→ Testimonies (articles, participation to events)

→ Social networks

→ Reinforce and increase it network

→ Blog, videos, photos

Youthpass

► Youthpass is a European recognition instrument for identifying and documenting learning outcomes that are acquired in projects under the Erasmus+ Youth and the European Solidarity Corps programmes.

→ Youthpass promotes individual reflection and awareness about learning and helps to make learning outcomes visible for the learners themselves as well as for others.

→ It aims to reinforce reflective practices in youth work and solidarity activities, thereby enhancing their quality and recognition.

→ It also supports the continued pathways of young people and youth workers, and...

→ raises visibility of the value of European engagement

► 3 roles

→ A certificate of participation in the 2 youth programs

→ A process of reflection (self-assessment) by the participant on his or her learning/skills.

→ A European strategy for recognizing youth work

Evaluation and end of the day

Planning of the training

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2:00-4:00	Get prepared to go abroad: Interculturality	Building my project abroad Part 2	Cultural visit ?
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Local context and security

SECURITY INTRODUCTION

▶ **Why security is important ?**

→ Everybody is concerned

→ Reminding of the risks

→ Advices on protective measures

→ Essential to be well prepared before a departure

▶ **What could be the security causes that could lead your project to fail ?**

Local context and security

ADMINISTRATIVE PROCESS

▶ **Administrative Process**

→ Embassy/Consulate registration

→ Identity documents / Useful contacts (email, phone number..)

→ Emergency contacts (phone numbers, address)

→ Money, is the country you are going to is in euro ?

→ Health insurance: European Health Insurance Card

→ Vaccines

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Local context and security

▶ **Inform and be informed**

➔ Be informed: via sending organisation, host organisation, volunteers / trainees, local and national institutions, other organisations, press...

▶ **Important to crosscheck the information through different sources !**

➔ Inform: institutions, organisations, local authorities that you are staying somewhere.
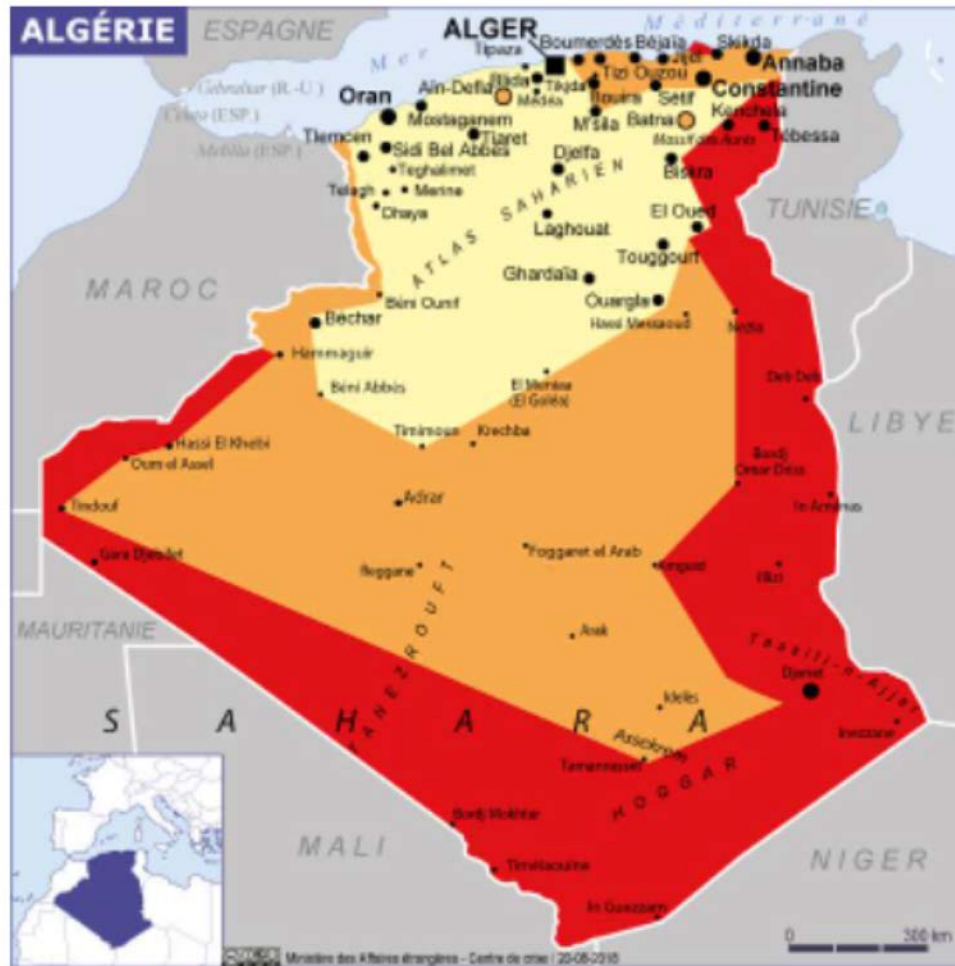
➔ Analysis of different themes before arrival:

o The general situation of the country
o The local context
o Potential risks

General situation in a country: Algeria

Source: Foreign Affairs french ministry

Source: Foreign Affairs french ministry

Source: UK government

General situation in a country: India

INDE

Source: Foreign Affairs french ministry

Formellement déconseillé
Déconseillé sauf raison impérative
Vigilance renforcée
Vigilance normale

India Travel Advice

Do not travel
Reconsider your need to travel
Exercise a high degree of caution

Source: Australian ministry

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Local context and security

GENERAL SAFETY RULES

► **On-site Behaviour**

→ Have a perfect behaviour during the work times and out,

→ Respectful, polite, learn and respect the local customs,

→ To dress correctly regarding the local customs,

→ To respect the local and national laws,

→ To inform and stay informed about the potential risks (political situation, environmental…),

→ To avoid any unappropriate sexual behaviour,

→ To take enough rest and to eat correctly,

→ Not consuming any illegal substences and moderatly alcohol (if not forbidden),

→ To avoid moving alone by night,

→ To check all the autorisations and agreements,

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Everyday safety

Scenario 1

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Everyday safety

▶ **Inform yourself**

→ know your area and the threats.

▶ **Remain vigilant to your surroundings (people and places).**

▶ **Try to blend in to your surroundings.**

▶ **Avoid any display of wealth.**

▶ **Stay away from isolated areas.**

▶ **Rehearse & discuss evacuation plan with staff or colleagues.**

▶ **Ensure your communications are in order.**

▶ **Always inform your office / co-workers / family, as to where you are going and your estimated time of return.**

MAPS.ME
Offline Mobile Maps

Home robbery

Scenario 2

Home Robbery

▶ **Internal Considerations**

→ Good communications & list of emergency numbers.

→ All doors / windows lockable (chain).

→ If possible: Alarm / internal early warning system.

→ Safe room.

→ Dustbins - inside.

→ Emergency lighting.

→ Safe Location nearby?

→ Keep curtains closed at night.

BREAK

Theft, burglary, assault

Scenario 3

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Theft, burglary, assault

►Precautions to be taken

→ When walking, carry your bag preferably as a shoulder strap, closing against oneself, rather than on the shoulder, to discourage "tearing off".

→ Avoid travelling at night without being accompanied.

→ Never isolate yourself, favor busy places (while avoiding crowded places where theft is more frequent).

→ Beware of physical contact during crowd movements.

→ Remain vigilant towards strangers who approach you.

Local context and security

TRAVEL AND VEHICLES

► Precautions to be taken

→ Comply with the road safety rules in force in the host country

→ If you ride on a two-wheeler, wearing a helmet is MANDATORY!

→ Remember to lock your vehicle (also when you are inside if possible).

→ Never drive a vehicle under the influence of alcohol or drugs.

→ Do not get into a vehicle driven by a person under the influence of alcohol or drugs.

→ Check that your vehicle or the one you are driving is insured

Local context and security

ALCOHOL AND ILLEGAL SUBSTANCES

► **Precautions to be taken**

→ Do not consume illegal substances, including alcohol in countries where it is prohibited

→ Be aware of and comply with the laws of the host country on this subject

→ If you want to buy alcohol, do it in places you know.

SEXUAL INTERCOURSE AND ABORTION

► **Precautions to be taken**

→ Use condoms for all sexual intercourse.

→ For people taking contraception, plan to take it well in advance.

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Health and Hygiene

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Health and Hygiene

Sleep and Rest

▶ **Precautions to be taken**

→ Give yourself time to rest

→ Get enough sleep each night

WATER AND FOOD

▶ **Precautions to be taken**

→ Eat a healthy diet and drink a lot of water if needed.

→ Preferably drink bottled mineral water and check that the bottle has never been opened or boil tap water or use purification tablets.

→ Remember to wash your hands regularly (especially before each meal).

→ Dispose of waste properly.

→ Keep the kitchen, bathroom and toilet clean.

→ Make sure you know where the food comes from and wash fruits and vegetables well with boiled water.

→ Eat only vegetables and fruit that you peel. If you eat outdoors, make sure your food is cooked thoroughly.

Breathe in

4 Seconds →

4 Seconds

Hold ↑ ↓ Hold

4 Seconds

← 4 Seconds

Breathe Out
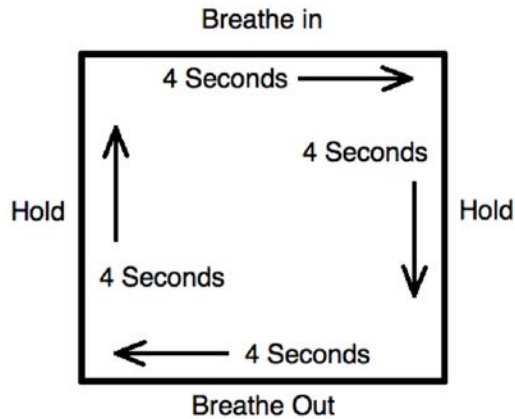
STRESS MANAGEMENT

→ Stress = normal reaction in a new environment

→ Culture shock - adaptation stress

→ Shock due to a certain event

→ The cumulative shock

→ Some recommendations (leisure, taking a step back, integration…)

→ These are essential to feel good and thus manage stress properly:

  o Meals, Rest, Relationships

  o Overwhelmed Stress / Excessive / Post Traumatic Stress (situations, symptoms)

► Precautions to be taken

→ Discuss your difficulties and satisfactions with your contact in the country

→ Stay well surrounded,

→ Take your mind off it by doing simple pleasures (sports, food, rest, leisure).

Vaccination & Medical check

▶ **Medical Check to be done before the departure**

　➔ What can be covered?

　　○ 1 General medical check by the generalist before the departure

▶ **Vaccination to be done before the departure**

　➔ To look at the vaccination adviced / required in your deployment countries

▶ **Malaria medecine can be covered if needed (in France)**

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Health and Hygiene

► **First Aid**

→ The reception structure must have first aid kits at its disposal. However, it is prudent to build your own emergency kit and keep it in your home.

→ Contents:

  o antiseptic, dressing, painkiller, anti-diarrheal....

► **Some reference sites to find out about health risks in your host country**

→ Red Cross application

→ World Health Organization (WHO)

http://www.who.int/malaria/travellers/

For France:

→ The Ministry of Foreign Affairs and International Development (under "Advice by country")

http://www.diplomatie.gouv.fr/fr/conseils-aux-voyageurs/conseilspar-pays/

→ The Pasteur Institute

http://www.pasteur.fr/fr/sante/vaccinations-internationales/recommandations-generales

Crisis management

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CRISIS MANAGEMENT

▶ **Types of crisis**

→ Natural, political, economic, economic, social and religious disasters, accidents, assaults, health

▶ **Crisis management**

→ Be prepared / Get informed:
safety guide and safety protocol, exchanges with sending and host organizations, emergency contacts...

→ Suspension / Evacuation
(situations, recommendations)

→ Incident report / Survival kit
(food, water, lamp, money, first aid kit, card...)

Crisis Management

SECURITY PROTOCOL

▶ **Security protocol is divided up according to the potential risks encountered during a mobility period:**

→ Political, economic, social and religious situation

→ Health

→ Travel

→ Environmental situation

▶ **The different risk areas are themselves divided according to the level of danger, which is represented by different colours for stable, unstable, tense and serious.**

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LUNCH

Evaluation and end of the training

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