



# INFORMATION & ORIENTATION



Training Guide  
for Future Mobility Projects

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*merseyside*  
**EXPANDING  
HORIZONS**

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# Introduction

## Aims & Objectives of this Training Guide



+ The objective of this training guide is to create a training that will be implemented by all the partners' organization and provided to professional in the adult education field. It will be the opportunity to **promote a better support and guidance of future international mobility participants.**

+ Informing, guiding and training professionals in the adult education sector about international mobility opportunities is of up most importance when they have to refer their beneficiaries to obtain more information or to start a specific international mobility project. Also, the objective is for them to **understand the impact** that these international mobility experiences can have both on their beneficiaries and own organisation.

The training guide informs and defines what can be understood by "international mobility project". It also convinces adult education workers that international mobility projects are a real **added value** on the participants' profile. Finally, the guide informs the adult education workers of the different **mobility project opportunities and funding** and enables them to get actively involved. In 2019, according to data from the European Union, 25.1 %, or 18.6 million young people aged 16-29 years were at risk of poverty or social exclusion in the EU, with women at slightly higher risk than men.

“  
Inform

“  
Convince  
Enable

“  
COVID-19

“  
Improve  
Facilitate

+ As the COVID-19 pandemic worsened the situation for the most precarious (e.g. more than 1 million persons fell into poverty in France since March 2020), enabling professionals to create international mobility projects comes therefore as a priority. Indeed, international mobility can be an answer to these issues as it offers the opportunity for participant to **develop social, professional and intercultural skills** which can help them either resume studies, enter the labour market or develop their career plan.

Informing, guiding and training professional will be an opportunity to:

- **Improve access & uptake** of mobility projects by adult educators for their learners
- **Facilitate the integration** of adult learners into the labour market

+ This Written Guide aims to be a starting place for potential future mobility projects, to help staff who work with adults to start their own project and to access all the key information in one place and in a user-friendly format. It contains visually attractive bitesize chunks - sections with clear steps and procedures for each aspect & real-life success stories / case studies & integrated links.

A Video Presentation to support & present the key information for each of the 5 parts of the Guide will also be available.



## Pedagogical Format & Content of the Guide

**This Guide is divided in five parts:**

- 1 International mobility project & the current opportunities to participate using existing funding streams
- 2 The benefits of international mobility projects & how to showcase them
- 3 Conditions for a successful mobility project: Methodology to support a participant before, during and after his/her mobility project
- 4 Mobility Success Stories and statistics
- 5 How to find more information, partners and apply for funding streams



## Mobility+ project and the training guide



- + This training guide is developed in the frame of the Erasmus+ Key Action 2 Mobility+ project. The objective of the Mobility+ project is to **inform and train adults' education workers to ensure the quality of supporting future international mobility participants**. The project partners believe that effective preparation is of key importance: preparation to **improve awareness** and use the most convincing arguments, evidence and resources to **encourage and prepare future mobility participants** so that their experience can be of the highest quality and benefits.
- + This project aims to fill this gap by **designing innovative and adaptable training programmes and resources** for adult education workers and their beneficiaries.
- + The Mobility+ project is carried out transnationally because each partner brings their experiences, already developed tools and knowledges of international mobility project management to adapt them to the needs of the target groups. The partners are located in territories in which initiatives such as adult education linked to European and international mobility projects are less accessible or developed. Indeed, the project partners are based in urban areas of France, Germany, England and Estonia deeply impacted by unemployment. People who are far from employment must be **remobilized and accompanied in basic knowledge and interpersonal skills**. These prerequisites need the pursuit of actions adapted to individual situations.
- + The project will develop complementary tools and methods to train adults' education workers in the support of participants and especially those with fewer opportunities (support before, during and after their mobility project to **ensure high quality experience and a strong impact** on the professional and personal inclusion). This would be possible thanks to the experience of each partner and the skills developed in these sectors (mobility project management, training, employment, evaluation and certification).

# 1



**International mobility project  
& the current opportunities to  
participate using existing funding  
streams**

Mobility refers to an activity which takes place in a foreign geographical, cultural and linguistic context by moving from one country to another to do

- an internship,
- a volunteering activity or
- work.

International mobility projects are now considered all over Europe as a new non formal education opportunity for people to gain new personal and professional skills and new experiences.

International mobility enables participants to develop a European consciousness through intercultural experience, but also enables the discovery of new cultural and social realities. It contributes to the development of solidarity between countries, and strengthens their relations which may offer opportunities to others for the present and the future.

It is especially seen as beneficial for participants (overall for people with fewer opportunity) because they are given the means to promote their social and professional carrier. Various programs of international mobility are now existing (thanks to institutional supports at local, national and European level) which is a proof of the importance of these opportunities in our society.



- + **In the wake of the COVID-19 pandemic, sending beneficiaries abroad may seem difficult to manage due to the high responsibilities and potential risks that mobility may imply. Nonetheless, international mobility remains a possibility as many programs sought to adapt and implemented measures to ensure the beneficiaries' safety.**

To pursue mobility exchanges, new dispositions have been taken such as virtual or hybrid mobilities, and physical mobilities can be ensured safely by using some tools and taking some precautions.

- **Virtual mobility** refers to the set of activities supported by online technologies which enable participants to experience an international mobility project even though they do not physically travel. It is an interesting solution to provide an alternative to those who cannot travel to the host country but still want to live the international experience online.
- **Hybrid mobility** refers to starting the mobility, first by doing virtual activities for the host structure from the home country, and then start the physical mobility in the hosting country when possible.



- + **It is recommended to follow regularly COVID-19 situation updates through institutional websites (e.g. European Center for Disease Prevention and Control: <https://www.ecdc.europa.eu/en>), and to send beneficiaries only in a country where positivity rates remain feeble. It is also advised to ask the participants to take a COVID-19 test prior departure and observe a quarantine period in the host country as precaution.**



## For whom and when to propose an international mobility project

Getting a job, accessing training, integrating into society depend on the one hand on one's professional experience and skills, and on the other hand on one's personality and the social skills have acquired. One can be «well educated», have a clear project but experience difficulties in finding a job due to a lack of self-confidence and openness to others, for example. Social skills often count much more in the process of social integration than know-how. The implementation of a mobility project implies an investment on the part of the participants, as they have to leave their environment, take responsibility, improve their ability to make important decisions and become involved in the local community. The promotion therefore aims to give the participant the opportunity to take decisions and initiatives themselves.

### International mobility is an opportunity for:

- Young job seekers to:
  - Test themselves / verify their professional project

- Complete a training course with a «situational» part
- Have an experience before entering the labour market
- Show autonomy when independence is difficult to acquire
- Bridge the gap between unemployment and the labour market
- **People who want to reorientate themselves to:**
  - Take a break or get back on track after a period of uncertainty or difficulty
  - Test themselves to re-orientate themselves
- **Young people in search of «their path» to:**
  - Answer these questions: «where am I now» and «where am I going»
  - Give a new impetus to a person, who can regain motivation by starting a new project or making changes in their life
  - Offer an «immersion period» during which the person can discover a work field more concretely and test himself in this field



## Different kinds of mobility



Erasmus+ + INTERNSHIP IN EUROPE

### VET programme in Erasmus+

#### WHY?

The internship allows to acquire a professional experience in company or association in all fields: marketing, design, architecture, administration, social...

#### THE OBJECTIVES

- To develop professional and social skills
- To progress in at least one foreign language
- To increase employability
- To reinvigorate the job search with recent experience.

#### TERMS & CONDITIONS

Travel costs, food and accommodation, pocket money, insurance and linguistic support are provided by the coordinating organisation as beneficiary of Erasmus+ funding.

- From 18 years old
- 3 to 12 months
- EU countries and programme partner countries
- Be a job seeker under the status of "VET trainee".

#### HOW TO APPLY FOR

Contact a training organisation to find out if it has Erasmus+ grants or contact a job centre advisor in charge of international mobility programs.

## European Solidarity Corps internship

### WHY?

The ESC internship is an opportunity to train while helping tackle social challenges and communities in need, all while developing skills and gaining work experience.

### THE OBJECTIVES

- To develop professional and social skills
- To tackle social challenges
- To help communities in need
- To progress in at least one foreign language
- To increase work experience.

### TERMS & CONDITIONS

Travel costs, food and accommodation, pocket money, insurance and linguistic support are provided.

- Between 18 and 30 years old
- 2 to 6 months, renewable once for up to another 6 months
- Be an EU citizen or have a valid residency permit until you return to home country
- EU and countries neighbouring the EU
- No prerequisites for skills and experiences.

### HOW TO APPLY FOR

Participants need to register on the European Solidarity Corps Platform and create a profile. Then, they will be allowed to apply for advertised opportunities, access the general online training and even participate in contests.

## VOLUNTEERING ACTIVITIES

### European Solidarity Corps

### WHY?

The European Solidarity Corps is a European Union initiative that aims to give young people the opportunity to volunteer or work on projects at home or abroad to help communities and individuals across Europe.

### THE OBJECTIVES

- To develop professional and social skills
- To benefit from an inspiring and empowering experience
- to bring change and help communities in need.

### TERMS & CONDITIONS

Travel costs, food and accommodation, pocket money, insurance and linguistic support are provided.

- 18 to 30 years old
- 2 to 12 months (2 weeks to 2 months for young people with fewer opportunities)
- Individual or group volunteering activity
- Be an EU citizen or have a valid residency permit until you return to home country
- EU and countries neighbouring the EU
- Not having previously participated in a EVS project longer than 2 months
- No prerequisites for skills and experiences.

### HOW TO APPLY FOR

Young people must be registered on the portal of the European Solidarity Corps (PASS) to participate in voluntary projects and/or initiate their own solidarity project.



Humanitarian volunteering	
<b>WHY?</b>	The volunteer deployment projects aim to send experts to organisations outside of the European Union in different areas such as education, community development, risk prevention, the environment, health, etc.
<b>THE OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To provide operational support and expertise to the host organisation and its beneficiaries</li> <li>• To share skills and knowledge to respond to the structures and local communities' current needs</li> <li>• To contribute to the strengthening of partner structures and the resilience of local communities.</li> </ul>
<b>TERMS &amp; CONDITIONS</b>	<ul style="list-style-type: none"> <li>• From 18 years old</li> <li>• 6 to 12 months</li> <li>• Countries outside the EU</li> <li>• Be a European citizen or be a long-term resident of an EU country</li> <li>• Junior: less than 5 years' experience</li> <li>• Senior: more than 5-year experience.</li> </ul>
<b>HOW TO APPLY FOR</b>	Vacancies for full-time and on-line volunteering opportunities through EU Aid Volunteers are published on the vacancy page of the EU Aid Volunteers platform.

## JOB AND ENTREPRENEURSHIP

European Solidarity Corps job	
<b>WHY?</b>	The ESC job is an opportunity to work while helping tackle social challenges and communities in need, all while developing skills and gaining work experience.
<b>THE OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To develop professional and social skills</li> <li>• To tackle social challenges</li> <li>• To help communities in need</li> <li>• To progress in at least one foreign language</li> <li>• To increase work experience.</li> </ul>
<b>TERMS &amp; CONDITIONS</b>	<p>Travel costs, food and accommodation, pocket money, insurance and linguistic support are provided.</p> <ul style="list-style-type: none"> <li>• Between 18 and 30 years old</li> <li>• Full-time with a minimum duration of 3 months</li> <li>• No maximum duration but financial support limited to 12 months paid by the organisation employing the ESC participant</li> <li>• Be an EU citizen or have a valid residency permit until return to home</li> <li>• Home country, EU and countries neighbouring the EU</li> <li>• Based on a written employment contract which complies fully with national law</li> <li>• Include a learning and training component.</li> </ul>
<b>HOW TO APPLY FOR</b>	Participants need to register on the European Solidarity Corps Platform and create a profile. Then, they will be allowed to apply for advertised opportunities, access the general online training and even participate in contests.



EURES	
<b>WHY?</b>	EURES is aimed at European job seekers to help them find a job, apprenticeship or traineeship in an EU country other than the one in which they reside.
<b>THE OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To develop professional and social skills</li> <li>• To increase work experience.</li> <li>• To benefit from assistance in building a professional project</li> <li>• Receive follow-up from a EURES advisor or a dedicated team.</li> </ul>
<b>TERMS &amp; CONDITIONS</b>	<p>EURES network provides support - counselling and financial aid (interview travel costs, recognition of qualifications, moving abroad cost, language courses support)</p> <ul style="list-style-type: none"> <li>• Applicant must be an EU citizen or have a valid residency permit.</li> <li>• «Your first EURES job» (YfEj) for applicants 18-35 and «Reactivate» for people over 35</li> <li>• Job must be located in a EU27 country + Iceland and Norway other than the country of residence of the jobseeker</li> <li>• Minimum contract duration of 6 months, full- or part-time work placement (no less than 50% full-time equivalent)</li> </ul>
<b>HOW TO APPLY FOR</b>	Contact a job centre advisor in charge of international mobility programs.

## Erasmus for Young Entrepreneurs

Erasmus for Young Entrepreneurs	
<b>WHY?</b>	To acquire necessary skills to create and/or manage a small business in Europe. The areas of specialisation are: social and solidarity economy, R&D, new technologies, training and consulting, renewable energies, etc.
<b>THE OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Successfully launch one's own activity or develop a young business (less than 3 years)</li> <li>• Get to know another market and different ways of doing business</li> <li>• Access new markets and establish international partnerships with foreign businesses.</li> </ul>
<b>TERMS &amp; CONDITIONS</b>	<p>The funding is based on payment of monthly lump sums to the entrepreneur in line with the maximum amount for the relevant country of the exchange and the actual period that the new entrepreneur spends abroad collaborating with the host entrepreneur.</p> <ul style="list-style-type: none"> <li>• From 18 years old</li> <li>• 1 to 6 months</li> <li>• EU countries</li> <li>• Have a concrete project presented in a business plan or have started a business less than 3 years ago.</li> <li>• Permanently reside in one of the participating countries.</li> </ul>

# 2



## The benefits of international mobility projects & how to showcase them

International mobility is a unique opportunity that allows the beneficiary to enrich their values and acquire useful skills to carry out personal and professional projects. It allows participants to thrive on this experience and develop social and technical skills in a multicultural environment.

There are multiple ways to develop transversal competences, but transnational mobility programmes are a unique and privileged opportunity for their development. There is an added value to international mobility experiences in the development of an individual's soft and hard skills. This is increasingly acknowledged by employers, who consider that professional experience abroad is a major asset in a candidate's application.

The mobility pathway represents an opportunity for the participant to discover himself/herself and to acquire a variety of personal skills. Living in a different environment can provoke a personal

dynamic of adaptation. It is above all a human experience, a personal adventure.

The benefits of mobility differ according to the duration of the project. For short-term mobility (less than 2 months), which is also younger, mobility is first of all an opportunity to learn to live in a community (learning rules, instructions, etc.). The longer the duration of the stay, the more skills are acquired in the various fields. You are in a different context from the usual one, you have to adapt to another language, culture and environment. It is an experience where the added value of mobility goes beyond the professional framework. It is above all a human experience, a personal adventure.



## ..... The benefits of international mobility projects

### **Cultural benefits**

Mobility is an invitation to broaden one's vision of things because it allows the discovery of other cultures and ways of living. It enables participants to make new encounters, to become aware of different economic contexts and social differences. This contributes to the development of a greater confidence in approaching new environments and help participants to become more tolerant toward others. These qualities are essential bricks for social cohesion and European construction.

### **Social and relational benefits**

Transnational mobility integrates the environment in the pedagogical process, meaning that participants need to adapt to a professional world but also to different lifestyles. During their mobility, participants will find themselves in situations where they have more opportunities to hear new opinions, to take into account different

points of view which will give them the opportunity to learn to listen, to debate and to express their own opinions respectfully.

### **Pedagogical benefits**

Participants must invent methods and ways to live and work by themselves, they cannot find of «off-the-shelf» solutions in models of their past experiences. The participants often have greater latitude than in their usual environment to make decisions autonomously in their living and working environment. As a result, participants become adaptable, enterprising and open to new influences.

### **Opening new perspectives**

Mobility is a way to shed light on other possibilities that the participant may have never imagined and to open personal or professional projects to new choices. As they are out of their comfort zone, they can escape from representations that seem

to close doors and prevent them from moving forward. Therefore, they can develop the feeling that things can change, their field of possibilities opens up, and their self-confidence and confidence in the future increases.

### Development and valorisation of soft skills

International mobility enables participants to develop a particular set of skills which can be promoted upon return:

#### PERSONAL

- Adaptability
- Self-confidence
- Entrepreneurial spirit
- Openness
- Tolerance and flexibility
- Individual responsibility
- Resistance to stress

#### PROFESSIONAL

- Professional
- Technical
- Digital
- Teamwork
- Project management

#### SOCIAL

(Cross disciplinary skills)

- Learning to learn
- Intercultural mindset
- Autonomy
- Adaptability
- Taking initiative
- Communication skills

#### SMART TIPS & RECOMMENDATIONS FOR PARTICIPANTS TO ENCOURAGE THE UNDERSTANDING AND USE OF THE DIFFERENT COMPETENCES

- It makes them more competitive in the labour market;
- It allows them to stand out from other people;
- It makes them become more flexible and adaptable to different labour contexts;
- They “learn by doing” thanks to non-formal and informal methodologies usually applied in volunteering context, which are useful for applying for future jobs;
- It empowers their soft skills;
- They are active and feel engaged in civil society;
- It gives them the opportunity to have an internationally recognized certificate, which increase their chance to be successful in the labour market.





# How to showcase the benefits of international mobility projects

## + VOCATIONAL COMPETENCES

Vocational competences are sector specific. They are defined as professional knowledge and experience, usually combined with one or more relevant professional qualifications. A person who has vocational competences will be familiar with the content of the specific professional sector and will have relevant current experience in that area.

## + SOFT SKILLS

While no one can be completely prepared for what they may face in life, there are skills that make the journey easier or more satisfying. This set of skills has many names. Some call them common sense, others refer to them as practical wisdom. In professional circles, they are called soft skills or life skills. Soft skills are those which are difficult to measure, yet are necessary for living a good life. Soft skills include a mix of social skills, interpersonal communication, know-how, and character traits that help one in their social and professional lives. They differ from hard skills in that they cannot be taught in a holistic way. Whereas you may be able to take a series of courses on skills like woodworking, you cannot learn soft skills in a class, it needs experience. Professionals within all walks of life value soft skills because they are signifiers of well-rounded people. The reference of European key competences can be used to identify and showcase the key competences.



## + THE EUROPEAN REFERENCE FRAMEWORK: 8 KEY COMPETENCES

**Definition of the 8 key competences for lifelong learning as recommended by the Council of the European Union on the 22nd of May 2018 <sup>1</sup>:**

### 1. Literacy competence

Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts.

### 2. Multilingual competence

This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the

#### EXAMPLE

*Capacity to interact appropriately  
Ability to read and comprehend written instructions*

<sup>1</sup> Council Recommendation of 22 May 2018 on key competences for lifelong learning Text with EEA relevance. (2018/C 189/01), Official Journal of the European Union, 4.6.2018, [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN)

*Knowledge of vocabulary,  
grammar and language  
Understanding, speaking  
and writing in a foreign language*

*Showing willingness to use  
mathematical reasoning (models,  
graphs, charts), both in personal and  
professional life  
Capacity to extract, use and compare  
information from lists, tables, simple  
charts and simple graphs*

*To find, understand and  
use information on the Internet  
To use social media to communicate*

*To be able to dedicate time  
to learn autonomously  
Eagerness to acquire new skills  
Ability to collect information  
for the purpose of research*

*To adapt easily to new situations  
Capacity to balance different views  
and beliefs to reach a compromise  
To be tolerant towards others  
who have different value*

*To be able to turn ideas into action  
by proposing new solutions  
Capacity to plan and organize  
activities  
Ability to delegate tasks  
to the relevant people when necessary*

ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs.

### **3. Mathematical competence & competence in science, technology & engineering**

**a.** Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge.

**b.** Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions.

### **4. Digital competence**

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

### **5. Personal, social and learning to learn competence**

Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional wellbeing.

### **6. Citizenship competence**

Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

### **7. Entrepreneurship competence**

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

*To experience cultural and religious differences*  
*To understand multicultural and socioeconomic differences*  
*To adapt myself to the context and to local cultures and I act accordingly*

## 8. Cultural awareness and expression competence

Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

### + SOME STATISTICS <sup>2</sup> FROM A SURVEY WITH INTERNATIONAL MOBILITY PARTICIPANTS

#### The skills acquired are many and multiple

- The most obvious attainments relate first of all to the social and human skills (cited as first choice by 42,2%) and the linguistic skills (cited as first choice by 27,3%).
- The acquisition of technical skills 17%
- The acquisition of linguistic skills 87%
- The acquisition of organizational skills (project, planning, organisation of the daily life) 53%
- The acquisition of social and human skills (adapting to other environments, etc.) 83%
- Food for thought about life, politics, Europe, international relations, etc. 45%

#### A real contribution to autonomy and opening up

If the mobility experience develops concrete skills that are useful for future labour market integration, it is also the opportunity for the participants to approach daily life, the relations with others, tolerance, etc. in a different and highly practical way.

<sup>2</sup> These statistics come from the brochure «European and International Mobility» published by ADICE - [www.adice.asos.fr](http://www.adice.asos.fr)

92%

- Adapt myself to other cultures and other environments

76%

- Open myself up to and be curious about other cultures

73%

- Discover other values

53%

- Listen to other people

34%

- Develop my sense of hospitality

28%

- Better understand human relations

2%

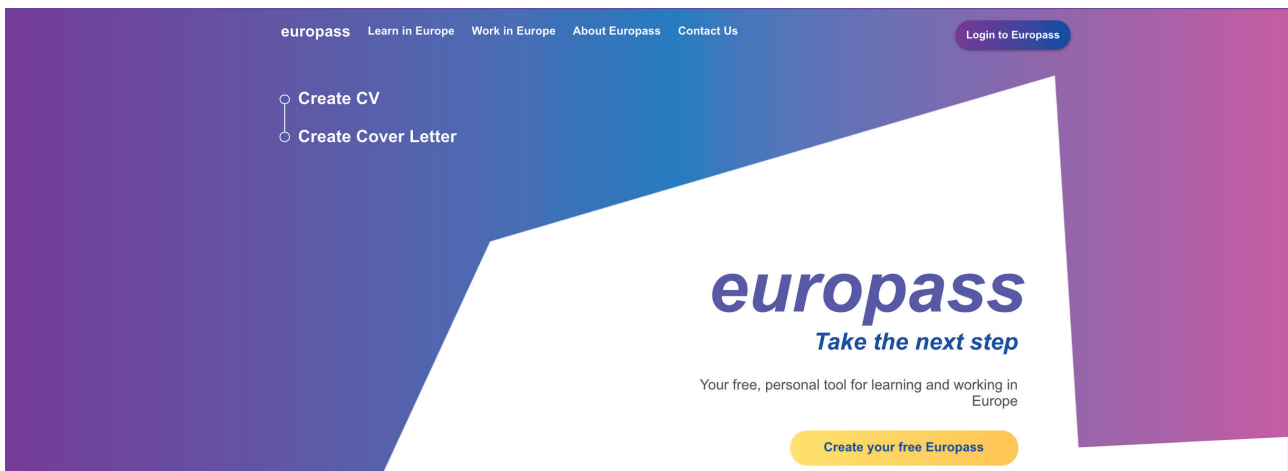
- Other







## Europass to summarise learning in the online portfolio



Europass is the most trusted European tool to manage the participant's learning and career. Whether during studies, while starting a first job or looking for new challenges, Europass allows participants to effectively communicate their skills and qualifications in Europe. The European Commission provides this service free of any charge and in 29 different languages.

Europass encourages to take the next step in one's learning or career by:

- Helping reflect on their current skills and experiences;
- Simplifying the writing of CVs and Cover Letters through editable templates;

- Providing users with accurate information on working and learning in Europe;
- Giving links to appropriate support networks;
- Customised suggestions for internships or jobs (via EURES) and new courses for Europass users based on their interests and competences.

The Europass platform also introduces the "Europass Digital Credentials" which produces authentic tamper-proof digital certificates, diplomas or qualifications for the users. It is meant to produce documented statements and can be produced by educational organisations when a user experienced a meaningful event.



### COMPLEMENTARY INFORMATION

**How to filter all of the available information in the Europass to give pertinent information adapted to the participants' profile and the needs** of a particular job or course application. This will be addressed in greater detail in the Competences Manual.

**How to showcase learning and achievements in face-to-face situations** will be addressed in greater detail in the Valorisation Workshops.

# 3



**Conditions for a successful mobility project: methodology to support a participant before, during and after his/her mobility project**

Mobility is not an end in itself. It only makes sense if it is part of a project whose objectives are to develop or reveal the diverse and complementary resources and skills of each person in order to re-open doors. In order to make a success of a mobility project, it must be a well-prepared project, integrated into a life project. The mobility project must be integrated into the personal and professional pathway of each participant: it is necessary to set clearly defined objectives which will be evaluated on their return.



## Conditions for meaningful international mobility

- + In order to achieve the objectives and expected results of the mobility pathway in the best possible way, a construction of the mobility project is vital. A concrete project will prevent the placement from being experienced as a kind of journey.
- + The project helps to **visualise the participant's wishes** and to mobilise the means to achieve them. This is an approach in which the person is **involved** in a contractual manner. And then, on their return, it allows the participant to develop their experience and their strengths.
- + Building a project and carrying it out alone is not easy for everyone. Exchanges of knowledge and good practice have shown that many **participants do not know how to analyse their needs and expectations**, nor how to formalise them in a professional or personal project. The project must also **match the needs and individual profile to deliver results**. Interviews are held between the participant and the sending organisation to identify the background, skills and objectives of the participant.
- + An essential aspect of organising a mobility project is to anticipate and define the profile of future beneficiaries. To define the profile of the participant, there are four elements to take into account:
  - collect all the necessary information on the participant,
  - understand their professional or personal project,
  - assessing the candidate's motivation and identifying their strengths and weaknesses,
  - matching the candidate's profile with the appropriate mobility project.



## Methodology to support a participant before, during and after his/her mobility project

- + Support should be provided before, during and after mobility. For this reason, the following support method can be used. It is necessary for each participant to receive personalised support adapted to their needs, so their mobility project can be a real lever for social inclusion and access to employment.

### SMART TIPS & RECOMMENDATIONS TO IMPLEMENT A MOBILITY PROJECT

- The methodology is important to reflect on the objectives of the mobility period;
- Participants should clarify what they expect from the mobility. It is a real project and not a leisure trip;
- The sending organisation should ensure the quality of the experience, especially if expectations are far from reality, as it is often the case;
- Support can and should be tailored to each individual;
- The sending organisation needs to help young people understand the basic concept of a skill, help them identify the skills they already have to find ways of strengthening their skills;
- The sending organisation should provide advice on how to make the most of the mobility project;
- Each project can and should be adapted to the participant;
- The sending organisation needs to check if the person is ready for an international mobility project;
- The sending organisation should enable participants to document their progress over time and value their knowledge;
- Participants should be encouraged to reflect on their own and to evaluate themselves regularly during the process;
- Upon return, the participant is systematically evaluated. The final evaluation is as important for the sending organisation as it is for the participant, as it allows for a precise assessment of the project's contributions in relation to the initial objectives;
- The evaluation allows participants to collect the fruits of their international mobility experience.



	OBJECTIVE	ACTIVITIES	ROLE OF THE PARTICIPANT	EXPECTED IMPACT
<b>STEP 1</b> Construction	Help the participant identify the challenges of mobility in line with their previous experiences and define a mobility project adapted to their profile and objectives.	Individual work to draw up the participant's profile: participant's pathway, list of skills; presentation of motivations for the mobility project.	Active participation to the elaboration of the international mobility project.	Articulate a first idea of what kind of international mobility project could benefit the participant.
<b>STEP 2</b> Validation	Validate the international mobility project and sign the mobility agreement; a contractual commitment.	Individual or group sessions to inform about administrative requirements and validate the international mobility project with the participant.	Contractual commitment to an international mobility project with the sending organisation.	Validate the mobility project with the participant, check that the expected tasks suit the candidate's expectations, remind the participant of the remaining administrative requirements.
<b>STEP 3</b> Pre-departure preparation	Enable the participants to acquire the necessary skills to make the international mobility project a success by preparing them for new cultural contexts, anticipating possible difficulties, giving advice on how to adapt.	Group trainings, learning periods, practical training, testimonials and exchange of experiences from former participants.	The participants share their project, identify the conditions for the success of the project and possible difficulties they think they might encounter.	Prepare the participants for the international mobility project and put them in a mindset that will help them adapt and learn.
<b>STEP 4</b> Finalization	Final preparation before departure	Individual or group session to inform and validate administrative requirements with the participants; Final preparations with the host structure.	Signature of the three-party mobility contract (sending organisation - host structure - participant). Get ready for departure.	Check all the administrative requirements, prepare the participant for their departure and answer their last questions.
<b>MOBILITY PERIOD</b>	Follow-up of the participant's progress, monitor and evaluate meaningful experiences.	Monthly written feedback from the participant, conference call with the participant if necessary, administrative and financial follow-up, organising the return of young people.	Auto-evaluation using pedagogical tools from the sending organisation.	Set up the participant to put him/her in a learning position for the international mobility.
<b>STEP 5</b> Evaluation	Help the participant to draw experience from the international mobility experience and to evaluate the value of their achievements.	Group evaluation sessions to exchange experiences and provide advice for the participant's professional project. Validation and certification of acquired skills.	Participation in group sessions, prepare a project for the future.	Give participants the tools to value their international mobility and the skills they developed during their mission.

# 4

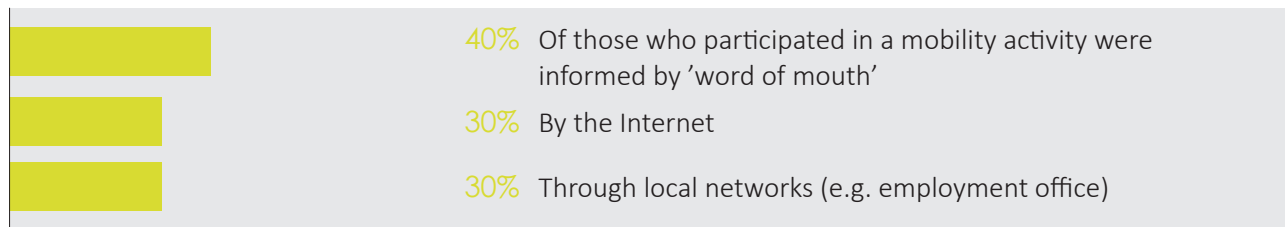


## Mobility success stories and statistics



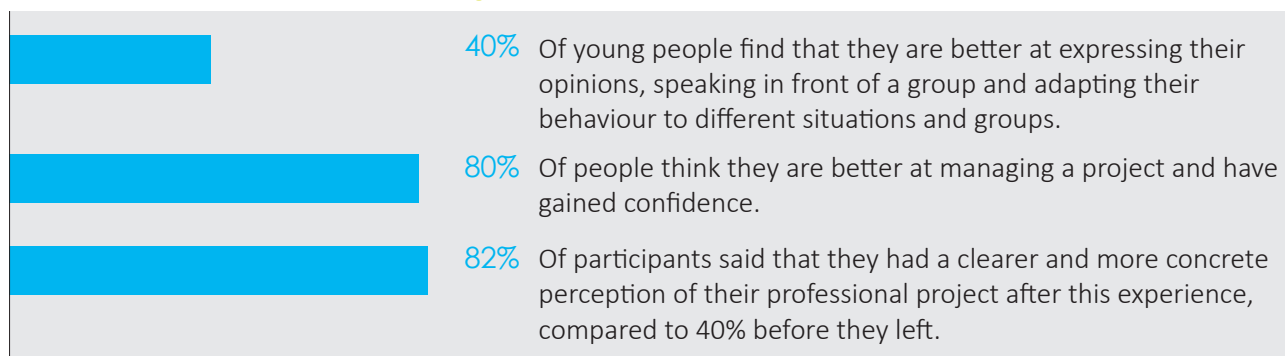
Evaluation is crucial to measure the impact of a mobility project on a young person's personal and professional development. The evaluation is carried out when the participants return, and 6 months after their return.

**+ STATISTICS SHOW <sup>3</sup> THAT**



Therefore, the valorisation and dissemination of activities are essential means of informing future participants. This is possible thanks to the testimonies provided by participants and posted on website and various social media pages of organisations providing international mobility.

**+ SOME OF THE MAIN IMPACT IDENTIFIED ARE**



Nothing better illustrates the impact of international mobility than the testimonies of former European trainees and volunteers. In this guide, 5 former participants describe their experiences. They tell about the activities they carried out, their learning, their encounters, their difficulties and best moments during their project abroad.

 ..... **Internship**



**+ Théa, 28 years old, Erasmus+, Vocational Education & Training (VET) in Spain**

*Linguistic Self-confidence*



During my internship at the Ojèn ecological reserve, I had the opportunity to work close to nature and the fauna and flora. My daily missions were to take care of groups (school, family...) in order to provide guided tours of the reserve with the aim of raising awareness about the environment. The 2 main objectives of these visits are: environmental education and nature

<sup>3</sup> These statistics come from the brochure «European and International Mobility» published by ADICE-Europe Direct Roubaix and available on <https://adice.asso.fr/les-publications/brochures/>. These figures are taken from the ADICE publication (6 months follow-up) from 2013





*This experience has been more than beneficial for me, it has been like a revelation. I went out of my comfort zone, I tried, I was scared, but I did it*

conservation. Taking care of the fauna and flora was also an integral part of my missions. Every day we made sure that the animals lacked nothing and were in good health in their natural environment.

I had the opportunity to work with biologists, veterinarians, and nature guides, who each through their experiences were able to bring me new knowledge and practices.

After working for more than 5 years as a specialized educator in the early childhood sector, I had the desire and the need to discover another work environment and to get closer to nature. Concerned about the environment and passionate about animals, it was essential for me to find a place in accordance with my values and convictions. I was eager to help, at my own level, and to raise awareness about the environment and animal welfare.

The biggest difficulty I encountered during my training course was the language barrier, I often felt like expressing myself, proposing my ideas, informing the public... without daring to do so for fear of making a mistake, of not being understood, of appearing ridiculous. But as time went by, I managed to transform this difficulty and I dared, I spoke, I made mistakes, but I learned, I gained self-confidence, and I overcame this fear of the first months. Today I am proud of my progress, I still have a lot to learn, but I feel both linguistically and personally that I have evolved over these 6 months.

This experience has been more than beneficial for me, it's been like a revelation. I went out of my comfort zone, I tried, I was scared, but I did it. I gained self-confidence & maturity. Now I can imagine my life here in Spain & I am so lucky to be able to work for a few more months in the ecological reserve.

In conclusion, the sentence that perfectly sums up this experience for me is: «BELIEVE IN IT AND TRY».



## ..... Volunteering



### **Ornella, 27 years old, European Solidarity Corps in France**

This is the story of my arrival in France. In March 2019, I completed my Master's degree in International Studies at the age of 27. One of my priorities at that time was to learn French and then try to find a job.

The Community Association is the cultural centre that welcomed me as a volunteer and gave me all the tools and the opportunity to improve personally and professionally. In addition, this centre offers workshops and activities of all kinds to all interested people, without any discrimination of age or origin. Once I understood what their activities and priorities were, I started to show interest in European projects. So I immediately started to support my referee in projects already implemented at local

*Communication  
Self-confidence  
Resilience  
Adaptability*





*I would like to mention that this experience is, so far, one of the most significant in terms of my professional development*

and international level.

Moreover, it was not easy to adapt in a new city, in a new working environment and above all in a really different temperature; something particularly difficult for a Sicilian woman like me.

Nevertheless, one of my great limits was to communicate with people from the very beginning, so I decided to start working with all the other volunteers (younger than me) and children who participated in the Association's activities. In fact, the difficulties in terms of expressing our own feelings

abroad are one of the main problems. This can be a source of frustration or dissatisfaction, but the secret is to find someone who encourages you to improve and who is patient enough to understand you and your feelings. Here at work, I have found people who are available, patient and passionate, who understand me and give me the means to continue. This was the main secret to surpassing my limits and my adaptation period.

During these months, there have been many things that I am proud of. Firstly, my ability to have good personal relationships with everyone around me, and secondly, I am really proud of all the things I have learned so far and that I am still learning. Thirdly, I am really proud of myself because thanks to my ambitions, my resilience and my ability to integrate well in a new context, I was also able to manage my fears and present myself at a job interview, obviously in French. I just did that and now I am a new employee of the Community association and I am part of this great staff and family. In conclusion, I would like to mention that this experience is one of the most significant in terms of my professional development. This is only my personal experience, but I would like to encourage all the others to do more for their future, leaving their comfort zone without forgetting that: big dreams can only become reality if there is passion and effort to achieve them. I assure you that it is worth it and that you will not regret it.



**+ Marta, 23 years old, European Solidarity Corps in the United Kingdom**

My name is Marta Lázaro Echavarren, I am 23 years old and I am from Pamplona, Navarra, Spain.

When I finished my law degree at the University, I was awarded a scholarship to do an internship abroad. I wanted to challenge myself, do something that would give me the opportunity to improve my work skills and my English, acquire some experience but also to grow from a personal point of view. I have always wanted to live abroad and experience new cultures, environments and meet new people. I really love exchanging ideas, opinions and habits, because they help you to think more about yourself and to gain a different perspective of the world.

*Adaptability  
Communication  
Responsibility*



This is where my experience with Merseyside Expanding Horizons in Liverpool began. With MEH, I not only did my first internships, but I also had the opportunity to experience my European Solidarity Corps. Being part of MEH, has been an amazing opportunity in all aspects. It has been a very big personal growth - the 1st time living in another country, alone, without my family and friends, in a different language and with a different culture. I have matured a lot in this period, I have known myself and I have rediscovered a Marta that I did not know. Now I am independent in almost all aspects. As well, as meeting great new people. They have cared of me,

and trusted me since the beginning, I have learned a lot from them and with them.

MEH has definitely changed me. It was literally a personal growth. MEH is helping me to enhance my confidence, to overcome my fears, learn about my strengths and weaknesses, and how to overcome them. Who was going to tell me, that even I was going to experience a global pandemic far from my home!

In the professional field, it was my first work experience. I have always liked international and EU issues, and with MEH I have discovered EU projects that I really like and that maybe I will work in the future. Working at MEH is sometimes a challenge; many deadlines, many projects, but it is also rewarding when working with the community. Indeed, feeling like you can make a difference on something and someone other than yourself is rewarding.

At MEH I have discovered the passion for work. They are people who work to help others and it shows in the way they work. I am learning a lot from my co-workers, from their experience. Working in a multicultural environment opens your mind and enriches you a lot. The key for me to have learned so much is that they have trusted me a lot since the beginning, because they have allowed me to have responsibility. I have taken away the fear of speaking in English. I love that in this job, communication with people is so important.

During these months I have learnt new skills and qualities that I did not even know to have. All the skills that I am learning here are helping me to clarify my ideas about my future job career. I still have a lot to improve but I hope that the time I have left in MEH I can and know how to take advantage of it. I hope that I have left the best of me in MEH, as they have done with me. Thank you MEH.



*Helping me to enhance my confidence, to overcome my fears, learn about my strengths and weaknesses, and how to overcome them*



## + **Martin, 29 years old, EU AID Volunteer in Turkey**

My name is Martin Pavelka and I am an EU Aid Volunteer from Slovakia, deployed as a Volunteer & Program Coordinator in Istanbul, Turkey. My host organization, Small Projects Istanbul (SPI), is an NGO with a mission to integrate and provide livelihood opportunities to 250+ displaced families from the MENA region. SPI is a community center with a women's social enterprise branch called Muhra. At SPI, I engage in various educational, recreational, psychosocial, and social cohesion activities to help the refugee community (mostly Syrian) better integrate into Turkish society.

*Project management  
Multi-skilling  
Cultural awareness*



Me and my host organization SPI seek to help refugee families from the Middle East and North Africa by creating a safe place for them to learn, connect with each other and increase their livelihood opportunities. We not only work with children and young people but also with women. More than forty displaced women work in our social enterprise Muhra, where they create jewelry and sew sustainable clothing. All of them have the chance to participate in various trainings such as sewing, tailoring, 3D printing or computer courses.

As a Volunteer Coordinator, I am responsible for the recruitment, training, and retention of our volunteers, who are the driving force of our organization. Most of our volunteers are Turkish and Syrians but quite often we accept other candidates, mostly from Europe. Apart from volunteer management, I am responsible for implementing and mo-



*Living in the context of other cultures is a great way to realize how much we don't know, how many cultures there are in the world, and that we are all interconnected*

monitoring of more than twenty activities on a weekly basis.

I work with a very international and diverse team where everyone comes from a different background. Therefore, I try to express my ideas simply and disassociate myself from my own norms and beliefs. I try to listen fully to what others say without the need to convince them of 'my truth'. Thanks to intercultural sensitivity and communication skills, I feel that I can connect with various people - on both professional and personal level. Additionally, I have become more resilient and internally strong, and learned how to work with limited resources. Working in a team in which everyone has a different mindset is always a bit challenging. Living in the context of other cultures is a great way to realize how much we don't know, how many cultures there are in the world, and that we are all interconnected. I also think it is necessary to constantly learn something and to regularly step out of one's comfort zone.

My actions will not save the world, it is more of a drop in an ocean. Illusions and exaggerated expectations from any humanitarian deployment must be set aside. Otherwise, there may be great disappointment.

## ..... Entrepreneurship

Erasmus for Young  
Entrepreneurs



### **+ Virginia, 36 years old, Erasmus for Young Entrepreneur in the United Kingdom**

My name is Virginia, I am 36 years old. I participated in the Erasmus for Young Entrepreneurs programme for 6 months at the Shubbak Festival in London. As the name suggests, the Shubbak Festival (which means window in Arabic) is a window on the contemporary art scene in Arab countries and diasporas.

In particular, I was involved in the development of three aspects in close collaboration with the

festival's artistic director: the discussion of festival projects, the programme for young artists and the programme for professionals.

I got involved in such a project because after having done research in Cairo on the independent music scene, and having coordinated several artistic programmes related to Arab countries, I was thinking about the idea of setting up a cultural project myself.

The biggest challenge has been to organise our collaboration despite the uncertainties of Brexit. My exchange took place during the months of

Cooperation  
Adaptability  
Entrepreneurship



negotiations between the UK and the EU, and we had no visibility on the period of collaboration. Indeed, the exchange risked ending overnight over the first three months. So we organised the work for the first quarter and then reconsidered my role

after we had confirmation that the exchange would continue until the end.

I am proud that I was able to integrate the team easily and contribute to the development of the festival activities. I am also proud that I was able to bring an outside perspective to the festival itself.

This experience will help me to set up partnerships with local cultural structures during the creation of the festival that I wish to found.

Benevolence and cooperation are the words that best sum up my experience.



*Benevolence and cooperation are the words that best sum up my experience*

# 5



**How to find more information,  
partners and apply for funding  
streams**



# Funding streams for the mobility opportunities

## + ERASMUS+



### Erasmus+

#### HOW TO APPLY

Depending on what part of the programme you are applying for, you will need to fill out a specific application form. You can follow this [step-by-step guide](#) that explains how to use this form.

- For the decentralised activities managed by National Agencies please apply using [the Erasmus+ and European Solidarity Corps page](#).
- For the centralised activities managed by the European Education and Culture Executive Agency information about the application forms and selection procedure will be available on the [EACEA's website](#).

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. Every year a General Call for Proposals is published, presenting opportunities for organisations and individuals.

Erasmus+ is open to individuals and organisations, although eligibility varies from one action to another and from one country to another.

Countries that can take part are divided into two main categories:

- Programme countries: can fully take part in all the actions of the Erasmus+ programme.
- Partner countries: can take part in certain actions of the programme, subject to specific criteria or conditions.

#### Individuals

Erasmus+ has opportunities for people of all ages, helping them develop and share knowledge and experience at institutions and organisations in different countries.

[Opportunities for individuals](#)

#### Organisations

Erasmus+ has opportunities for a wide range of organisations, including universities, education and training providers, think-tanks, research organisations, and private businesses.

[Opportunities for organisations](#)





### HOW TO APPLY FOR THE EUROPEAN SOLIDARITY CORPS QUALITY LABEL

The European Solidarity Corps Quality Label certifies that an organisation taking part in the Corps is able to provide the necessary conditions for young people to take part in solidarity activities. The Quality Label gives an applicant organisation access to the European Solidarity Corps funding opportunities and pool of motivated young people. Although you must have the label to be able to apply for funding, it doesn't automatically guarantee funding. An organisation can apply for a Quality Label for volunteering - supporting and/or host role.

[View detailed information on what is European Solidarity Corps and how to apply or contact the National Agency for more details.](#)

## + EUROPEAN SOLIDARITY CORPS

The European Solidarity Corps has opportunities for a wide range of organisations to develop projects for the good of communities and society as a whole. The program works with a wide range of organisations active in areas including:

- encouraging democratic participation,
- fighting social exclusion,
- protecting nature,
- promoting health and wellbeing,
- promoting education and training
- working with migrant communities.

The European solidarity corps has two strands: volunteering and occupational.

### Volunteering strand

- Volunteering activities
  - Individual
  - In teams
  - Volunteering teams in high-priority areas
- Solidarity Projects

### Occupational strand

- Traineeships & jobs

### HOW TO APPLY

Entities willing to act as intermediary organisations in the Erasmus for Young Entrepreneurs programme must be officially selected by the Executive Agency for SMEs (EASME) following a Call for Proposals.

The Executive Agency for Small and Medium-sized Enterprises (EASME) officially appoints intermediary organisations throughout the European Union and the other participating countries who act as local contact point for entrepreneurs.

These entities guide entrepreneurs throughout the application process and the exchange to help establish a successful relationship with a suitable entrepreneur. Entrepreneurs from participating countries with no local contact point may choose one located in another country.

Interested organisations are invited to monitor the [EASME website](#) on a regular basis.

## + ERASMUS FOR YOUNG ENTREPRENEURS

### Erasmus for Young Entrepreneurs

Erasmus for Young Entrepreneurs is a project initiated by the EU and is managed by DG Internal Market, Industry, Entrepreneurship and SMEs (DG GROW) of the European Commission.

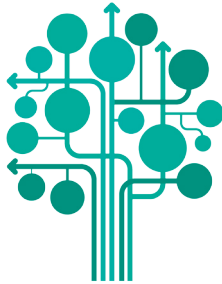
It aims at helping new entrepreneurs to acquire relevant skills for managing a small or medium-sized enterprise by spending time in an enterprise in another EU country. It contributes to improving their know-how and fosters cross-border transfers of knowledge and experience between entrepreneurs.

The programme is accessible to all European new and host entrepreneurs who have their permanent residence in the 27 European Union Member States, Albania, Armenia, Bosnia-Herzegovina, Montenegro, North Macedonia, Serbia, Iceland, Turkey, UK, Ukraine, and Kosovo<sup>4</sup>.

<sup>4</sup> This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence



## ..... EPALE platform



### HOW TO JOIN

EPALE provides a wealth of high-quality, accurate information relevant for adult learning practitioners. Over time, more and more of this content should be provided by members themselves. [Learn more about how to engage with the EPALE community.](#)

EPALE is a European, multilingual, open membership community of adult learning professionals, including adult educators and trainers, guidance and support staff, researchers and academics, and policymakers.

EPALE is funded by the Erasmus+ programme. It is part of the European Union's strategy to promote more and better learning opportunities for all adults. Its aim is to improve the quality and provision of adult learning in Europe, establish a strong pan-European adult learning sector, and enable adult education professionals and multipliers to reach out to all adults.

EPALE has been set up with the adult learner as the ultimate beneficiary of the development of the adult learning sector, may this be in a formal or non-academic environment. However, the site actually targets those who deliver and organise adult education rather than the learners themselves.

EPALE does this by supporting and strengthening the adult learning professions. It enables members to connect with and learn from colleagues across Europe, through its blog posts, forums, the Partner Search tool, complemented with physical gatherings.

## ..... Additional Mobility Project Opportunities in each partner country



### ESTONIA



### Norden: Funding for experiences abroad or participating in mobility programs

#### OBJECTIVE

To send volunteers to developing countries  
Volunteer outreach and deployment projects can last up to 24 months and should contribute to increasing the visibility, awareness and support of the Estonian population in development cooperation and humanitarian aid. They also aim to increase Estonia's contribution and visibility and to better understand the countries' development challenges and sustainable development goals. Volunteers have a duty to carry out outreach work: upon returning to the destination countries, they should organise events to promote their activities.

#### More information

- <https://www.norden.ee/et/regionaalne-koostoo/toetused>
- <https://vm.ee/et/tegevused-eesmargid/arengukoostoo-ja-humanitaarabi>



## FRANCE

### “Service Civique” in France & International

#### OBJECTIVE

“Service Civique” is a voluntary commitment to serve the general interest, open to all young people aged 16 to 25 and to young people with disabilities up to the age of 30.

“Service Civique” can be organised by associations, local authorities (town halls, departmental or regional public bodies) or public institutions (museums, colleges, etc.) over a period of 6 to 12 months, in France or abroad, for a mission of at least 24 hours per week. Availability and motivation are the only prerequisites.

The young people carry out a mission of general interest in one of the nine fields of intervention recognised as priorities for the nation: solidarity, health, education for all, culture and leisure, sport, environment, remembrance and citizenship, international development and humanitarian action, emergency intervention.

#### More information

- <https://www.service-civique.gouv.fr/>



## GERMANY

### GFAW Thüringen Scheme

#### OBJECTIVE

Mobility programme from the regional Government of Thüringen

It supports both Individual and/or groups with financial grants for all sectors: school education, higher education, vocational training, adult education and youth.

#### More information

- [https://www.gfaw-thueringen.de/cms/?s=gfaw\\_esf\\_aktuell&pid=14&](https://www.gfaw-thueringen.de/cms/?s=gfaw_esf_aktuell&pid=14&)



## UNITED KINGDOM

### Turing scheme

#### OBJECTIVE

The Turing Scheme is the UK government’s scheme to provide funding for international opportunities in education and training across the world.


It supports Global Britain by providing an opportunity for UK organisations from the higher education, further education, vocational education and training and schools sectors to offer their students, learners and pupils life-changing experiences to study or work abroad.


#### More information


- <https://www.turing-scheme.org.uk/>




JE PARS AVEC  
L'ADICE PARCE QUE  
JE TROUVE QUE  
C'EST LE MOMENT  
PROPICE !


je pars avec  
l'ADICE pour  
découvrir &   
rencontrer !

Je pars  
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aller à...  
 du M

Je pars avec  
l'ADICE pour  
sauver l'environnement  
  
GP



Je pars avec l'ADICE  
pour faire de  
nouvelles & belles  
rencontres !! 

je pars avec  
l'ADICE pour  
avoir de nouvelles  
expériences !!! 

Je pars avec l'ADICE  
pour  
une expérience !   


JE PARS AVEC  
L'ADICE #ckonje  
POUR DÉCOUVRIR DE  
NOUVELLES CULTURES

Je pars avec  
Pour me découvrir,  
le monde!

## ADICE

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E-mail address: [epn@epngermany.com](mailto:epn@epngermany.com)

## MERSEYSIDE EXPANDING HORIZONS

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L13 5TF Liverpool, England, United Kingdom  
T. 00 44 0151 330 0552  
Website: [www.expandinghorizons.co.uk](http://www.expandinghorizons.co.uk)  
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MIHKELSONI  
KESKUS**

