



PEDAGOGICAL



TOOLKIT

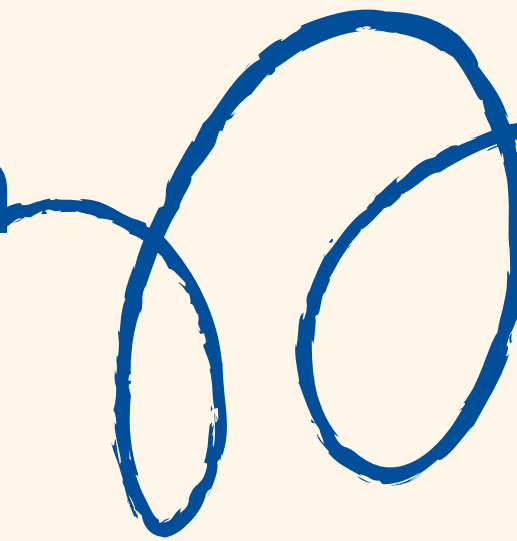


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1. Introduction to the RYMO project



Project Partners: Association Community (France), ADICE (France), Bellidee (France), AY Institute (Lithuania), Mediterraneo International Center (Spain), Walk Together (Bulgaria).

Project Duration: 01/05/2022 – 31/05/2024

RYMO (Rural Youth Mobility Opportunities) is an innovative project designed to improve socio-economic integration and combat unemployment among young people living in rural areas. By fostering cross-border mobility opportunities, RYMO aims to bridge the gap between these young individuals and the broader opportunities available within Europe, thus enabling them to chart new personal and professional pathways.

The core objective of RYMO is to empower young people with fewer opportunities, aged 16–30, residing in rural locations, by improving their access to mobility projects across Europe. The project focuses on developing their soft skills, self-confidence, and employability while also enhancing the coaching methodologies of Youth Workers (YWs) working directly with this demographic.

To achieve its goals, RYMO executed a series of structured activities, including:

Training Programs:

- For Youth Professionals: Enhancing knowledge on mobility programs, learning to identify and support potential participants, and fostering a multi-stakeholder network for broader engagement.
- For Young People: Offering insights into mobility projects, preparation for cultural integration, and training to become mobility ambassadors within their communities.

Intellectual Outputs:

- Development of six main intellectual outputs, including training cycles, local hubs for networking, a comprehensive Guide to Mobility, and a pedagogical Toolkit for Youth Workers.

Networking and Support:

- Establishing local focal points and transnational hubs, organising roadshows, and facilitating roundtable discussions to promote knowledge exchange and partnerships.

Expected Impact of the RYMO project is to significantly increase the participation of rural youth in international mobility projects, thereby:

- Enhancing their soft skills, self-confidence, and cultural understanding.
- Improving their employability and socio-economic integration.
- Strengthening the capacity of YWs and other professionals in supporting these young individuals more effectively.

The primary beneficiaries of the RYMO project are:

- Young people between 16 and 30 years old from rural areas with limited opportunities.
- Youth Workers, Social Workers, and Teachers who play a pivotal role in the lives of these young individuals.

2. Review of trainings facilitated

Let us brief you in about the trainings that the project RYMO has been involved in. Key data, good practices and testimonials can be found below.

2.1 Training cycle (I) for Professionals

2023 March 7–9th,

Lille, France

Facilitated by: Bellidee, France

Summary of the Training:

The training session, focused on enhancing understanding and support for mobility among young people (YP), was an engaging and comprehensive program that successfully met its objectives. The session started with a warm and inclusive icebreaker, facilitating a personal connection among participants and setting a positive tone. The introduction of the RYMO project and the presentation of the trainers provided a solid foundation for the discussions that followed.

Participants voiced their expectations and questions via post-its activity, ensuring that the session was tailored to the audience's needs. The World Café and Speed Moving activities were particularly effective in promoting the exchange of experiences and knowledge about different mobility programs. These activities not only helped participants to learn about various mobility schemes but also encouraged them to think critically about the challenges and benefits associated with mobility.

The brainstorming session on overcoming barriers to mobility was a highlight, fostering collaborative problem-solving and generating valuable insights into the needs of young people in terms of mobility. The Barnaga card game and meetings with European volunteers and organisations experienced in handling emergency situations enriched the participants' understanding of interculturality and risk management in mobility projects.

The presentation of various existing exchange programs and tools like SALTO YOUTH and Youthpass underscored the importance of recognizing and documenting the skills and competencies developed through mobility experiences.

The session concluded with an evaluation that not only reflected on the learning and outcomes of the day but also prepared the ground for the second session, ensuring a participant-driven approach to continuous improvement. Overall, the training was a well-organised, informative, and interactive experience that effectively promoted different mobility schemes.



2.2 Training cycle (I) for Youth

2023 March 28-30th,

Sofia, Bulgaria

Facilitated by: Walk Together, Bulgaria

Summary of the Training:

The training program designed to foster a team of proactive young individuals exceeded expectations in creating a cohesive, culturally sensitive, and professionally inclined group. Commencing with non-formal activities, the event successfully broke down barriers of language, culture, and communication, establishing a foundation of synergy among participants.

A significant portion of the program was dedicated to informing attendees about mobility programs like the Erasmus+ program, European Solidarity Corps, and various Erasmus exchange and internship opportunities. This segment was not only informative but also inspirational, highlighting the importance of such programs for personal and professional growth. Small group discussions allowed participants to delve into the benefits of these programs, fostering a deeper understanding and appreciation for international experiences.

The introduction of the Youthpass certificate and its key competencies was particularly enlightening, providing participants with valuable insights into how these experiences could be articulated for professional advancement.

A highlight of the program was the Social Cultural Night, which offered a vibrant platform for participants to share their cultures. This event not only enriched cultural understanding but also strengthened the bonds among participants.

Discussions on the challenges of international mobility, including cultural differences, economic barriers, and prejudice, were tackled with maturity and insight. Through collaborative brainstorming, participants developed a roadmap for overcoming these obstacles, emphasizing the importance of support systems like peer-to-peer and psychological support.

The program also addressed the inclusion of individuals with fewer opportunities, encouraging brainstorming on methods to integrate these individuals into youth mobility projects. This segment underscored the importance of equity and support in international programs.

The creation of short movie clips by participants served not only as a creative outlet but also as a valuable promotional tool for the project, ensuring that the insights and experiences gained during the training could be shared widely.

Daily evaluations ensured continuous feedback, enhancing the learning experience, while the cultural visit to Sofia, coupled with interactions with the European Student Network, provided practical insights into the realities of mobility programs.

In summary, the training facilitated a transformative experience, equipping young individuals with the knowledge, skills, and motivation to engage in international mobility programs. The program's comprehensive approach, from cultural exchange to professional development, set a high standard for future initiatives and a following cycle of training for youth.

2.3 Training cycle (II) for Youth

2023 July 18–20th,

Vilnius, Lithuania

Facilitated by: AY Institute, Lithuania

Summary of the Training:

The second training session built upon the foundation laid by its predecessor, aiming to deepen the understanding of international mobility while introducing new layers of complexity regarding cultural adaptation and security. The session kicked off with a concise summary of the first training's outcomes, which had successfully fostered a profound understanding of mobility programs.

Icebreakers and participant introductions set a welcoming tone, facilitating an environment where attendees could openly share their expectations for the training. A comprehensive reminder of the European Union's workings, advantages, values, and particularly its commitment to eco-responsibility, set the stage for discussions on sustainable actions during mobility programs. This segment was reinforced by a quiz that underscored the importance of sustainability.

A significant portion of the training was dedicated to tackling stereotypes and fostering interculturality. The use of games like the "Game of stereotypes" and the "Bargna Game" provided participants with an interactive platform to address and debunk common stereotypes, paving the way for discussions on preventing cultural shock. These activities underscored the importance of adaptation and integration in ensuring a successful mobility experience.

Teamwork was another focal point, with activities designed to enhance conflict management in an intercultural setting. Participants explored various handling styles through exercises that encouraged self-reflection on personal motivations, objectives, and competences. These activities highlighted both the advantages and disadvantages of international mobility, emphasising the valorization of such experiences.

Security during international mobility was addressed through practical advice on general situations, everyday safety, and crisis management. This segment provided crucial insights into navigating the local context securely, emphasising health, hygiene, and the management of potential crises. In summary, the second training session offered a comprehensive exploration of the nuances of international mobility, focusing on eco-responsibility, cultural adaptation, security, and the valorization of mobility experiences. Through interactive activities and practical advice, participants were equipped with the tools necessary for successful and secure international experiences.



2.4 Training cycle (II) for Professionals

2023 November 7-9th,
Valencia, Spain
Facilitated by: MEIC, Spain

Summary of the Training:

The second training session built seamlessly on the foundation laid during the first, expanding on the practical aspects of facilitating international mobility for young people. The session commenced with an icebreaker that re-established the engaging and inclusive atmosphere, followed by a discussion on the participants' expectations, ensuring the training was aligned with their needs.

A pivotal part of the session was dedicated to examining the advantages / disadvantages of mobility, motivations for initiating mobility projects, and the skills participants hoped to acquire. This reflective activity not only helped in understanding the complex dynamics of mobility but also in setting a clear framework for the objectives of such programs.

Professionals' motivation to propose international mobility was explored, delving into the reasons behind their engagement and the challenges they might encounter. This led to practical discussions on finding partners, fostering effective partnerships, and the crucial process of selecting participants that align with the goals of international projects. The session offered insights into the construction of a project and the competencies required, emphasising the meticulous matching of a participant to an international project.

Administrative preparations, including the creation of an InfoPack and the preparation for security, health, and interculturality, were addressed through videos and discussions, providing a comprehensive guide for managing the logistical aspects of mobility projects. The role of the mobility project manager was dissected, highlighting the importance of ongoing support and follow-up for participants. Practical case studies of potentially difficult situations were analysed, equipping participants with strategies for effective problem-solving. The session underscored the significance of valorizing and evaluating the experiences of YP through tools like Youthpass and also touched upon the opportunities for professional mobility with Erasmus+, broadening the scope of learning and development for participants.

Overall, the second training session offered a deep dive into the operational aspects of managing mobility projects, equipping professionals with the knowledge, skills, and resources necessary to effectively support and valorize the mobility experiences of young people.



2.5 Final Training Program Developed for Professionals

2.5.1 Introduction

Introduce the RYMO project, partners, and agenda.

Have the participants introduce themselves.

- Who are you ?
- Why are you here ?
- International mobility in the framework of your work
- International mobility for personal reasons

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 & objectives:

- Have participants write on the paper your expectations from the training - review them every day.
- Have participants write on the paper your fears for the training - evaluate the training every day.

2.5.2 Mobility challenges for participants and professionals

Introduce the RYMO project, partners, and agenda.

Have the participants introduce themselves.

- Who are you ?
- Why are you here ?
- International mobility in the framework of your work
- International mobility for personal reasons

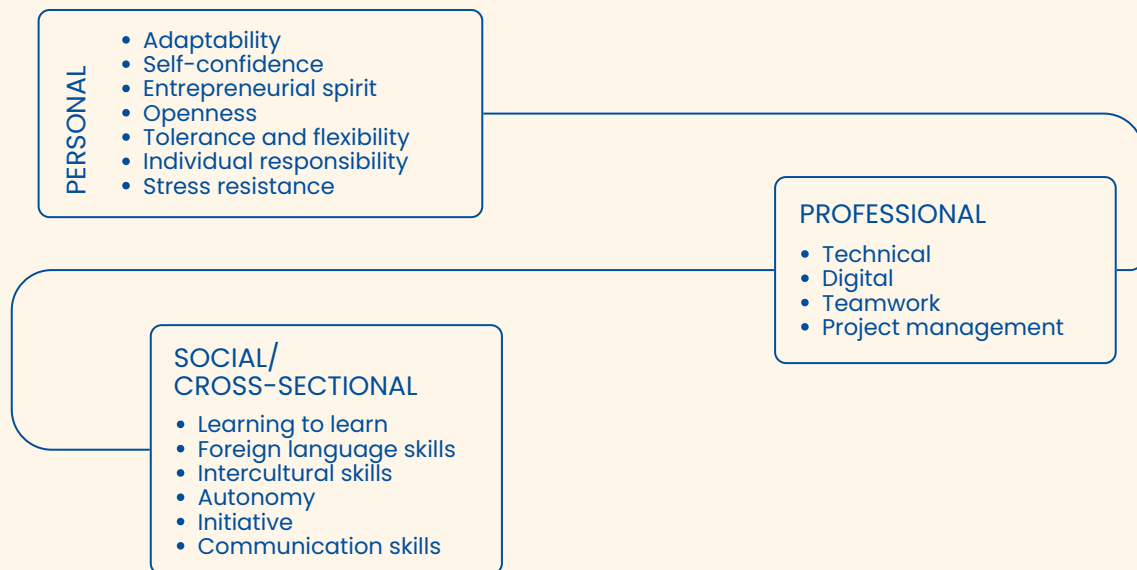
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The benefits of mobility:

- Social and relational – changes in people's perceptions of themselves and others
- Pedagogical (autonomy)
- Learn of possibilities (future)
- Formative (skills acquired)
- 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.*

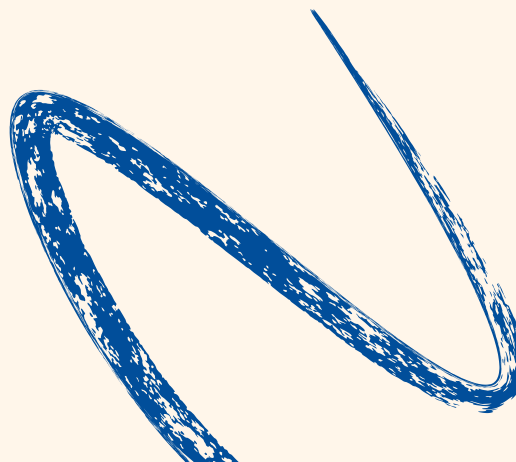
Skills acquired via mobility:



Skills acquired by our volunteers: Volunteers were asked which skills they acquired during their international mobility.

Ask participants: Which ones do you think were the most mentioned?

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%



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

Who takes part in the project ?

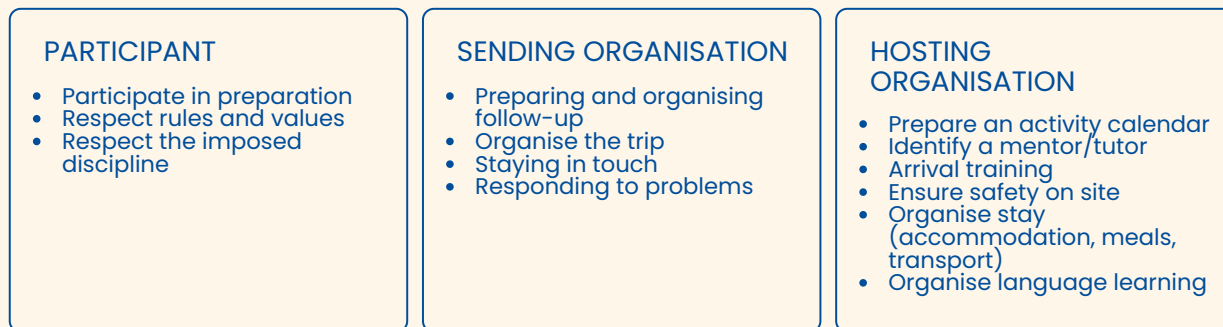


Figure 1

For a successful partnership you need to define the basis of collaboration. Both Sending and Hosting organisations need to:

- Make a contract
- Define common project evaluation criteria
- Develop mutual understanding
- Ensure the relevance of the project and activities
- Define reception conditions
- In a three-party collaboration everyone has rights and duties:

Resources where to find partners:

- Platforms:

ERASMUS+ AGENCY (TCA)

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

- Create partnerships
- Benefit from support
- Develop your network

SALTO

Any organisation wishing to submit a project in one of the sectors covered by the Erasmus+ Youth and Sport program can apply.

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

EUROPEAN YOUTH PORTAL

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

EURODESK OPPORTUNITIES FINDER

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

◦ *Intermediary organisations:*

ERASMUSINTERN.ORG

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

EUROJOBS.COM

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

GLOBALPLACEMENT.COM

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

Arrange a video interview or a visit with your partners before the arrival. Cover and discuss:

- *Presentation*
- *Arrival date*
- *Activity news*
- *Practical aspects*
- *Working and living conditions for the participant*
- *Questions*

Getting ready for departure: it is important for each participant to be prepared to

- *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 key steps of the deployment:

BEFORE (PREPARATION)

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

DURING (IMPLEMENTATION)

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

AFTER (EVALUATION)

- Assessment of learning outcomes
- Recognition of learning outcomes

Visualise the participant's wish and mobilise the means to achieve it.

- *The construction: help analyse their needs and expectations, formalise 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 participants have to be contractually associated (or their parents if they are a minor)*

Work on the skills:

- *COMPETENCE* – defined as the ability to execute processes and use existing knowledge to achieve results.
- *ATTITUDE* – describes the disposition and state of mind to act or react to ideas, people or situations.
- *KNOWLEDGE* – 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.
- *KEY COMPETENCE* – can be defined as the skills that all individuals need for personal growth and development, active citizenship, social inclusion and employment.

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

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.

It's important to define the "profile" of the future participant, so as to guide them towards a form of mobility more suited to their 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

It is also important to select the participant with the profile best suited to the host organisation and the activities proposed. Building an coherent and relevant support:

PARTICIPANT NEEDS

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

SENDING AND HOSTING ORGANISATION

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

The definition of the participant's profile:

- *ON A COLLECTIVE SCALE* – accompanying each participant on his or her path to social advancement.
- *ON AN INDIVIDUAL SCALE* – enabling the group to discover and become aware of cultural differences.

To pick the right participants keep in mind:

- *OBJECTIVES:* Identify issues consistent with their path and project; Define a project adapted to profile and objectives.
- *ACTIONS:* Individual work; collect CV, cover letter, project sheet; Presentation of motivations.

MOTIVATION at the start is the key to success. Determine the commitment and driving force of their success by collecting CVs and Cover letters. 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 of the participants requires converging profile and needs and sharing objectives. Most suitable mobility programs based on participant profile:

- Autonomous, with definite professional experience but insufficient to find a job -> Internship.
- Lacks autonomy but would like a professional experience abroad, has already travelled with parents -> Individual short-term volunteering.
- Autonomous but has no clear professional project, or needs to discover the world, socialise or change direction -> Individual long-term volunteering.
- Has never travelled abroad alone and lacks autonomy -> youth exchange.
- Autonomous, with defined professional experience, already has experience in their sector and abroad -> Expert volunteering.

2.5.4 Preparation of participants to mobility: Administrative Steps

PREPARATION is the last step of accompanying a person before sending them off to a mobility project. There are some key milestones to be achieved before that. Before Arrival: Info Pack should consist of:

- Presentation of the host organisation and its values
- Entrance and visa procedures
- Vaccination
- Contact numbers
- The local context
- Travel info
- Climate
- Security situation
- Vaccination
- Living and working conditions
- Transportation: How to get there and where to go
- Agenda: Activities, working hours, etc.

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:
 - 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 email.
 - Check that all compulsory vaccinations have been carried out
 - Medical certificate "fit to go mobile for X duration in Y country".
- Security:
 - Find out about the hosting country (neither idealise nor dramatise).
 - Consult the Ministry of Foreign Affairs "advice to travellers".
 - Register with your embassy for nationals established outside your country for +6 months.
 - For French travellers : 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.



- Practical / everyday life “suitcase”:
 - Check plug adapter.
 - 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 organisation.
- 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 organisation and family of your arrival.

Before the arrival of the volunteer, make sure that correct information on living and working conditions is passed along (as it prevents incidents, accidents and cultural misunderstandings):

- Living conditions: accommodation
- Working conditions: activities, rules, relationships
- Welcome booklet: vaccination, do and don't
- Provide support for visa application
- Security management plan
- Risk assessment; first aid kit

The participant identifies the conditions that determine the success of the project and potential difficulties. Helps the participant to prepare for new cultural contexts; anticipate difficulties; get the keys to adapt; skills for a successful project; they can compare easily with European operations.

Terms of interculturality:

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

Ask the participants: what are the stereotypes you might have about volunteers according to their nationality/origin?

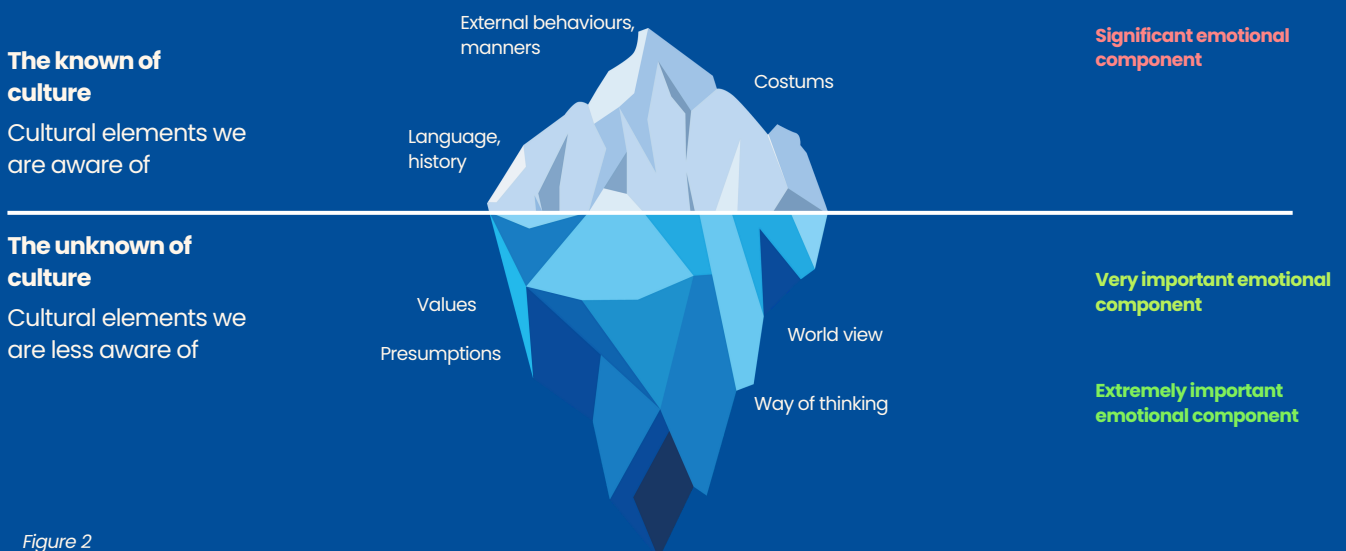
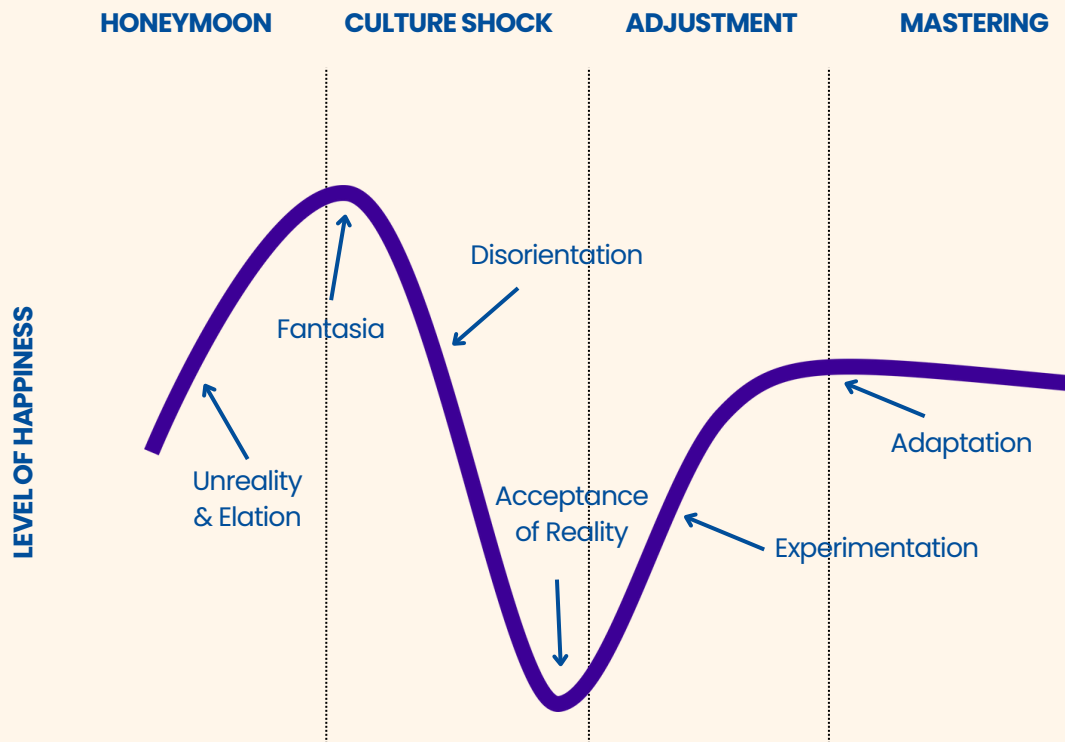


Figure 2

- 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.



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

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

Mentor/Tutor (from the hosting organisation) - responsible for helping a younger or less experienced person and giving them advice over a period of time, especially at work or school. The mentor/tutor has to:

- Monitor participants objectives
- Supervise participant tasks
- Organise arrival training
- Organise 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

Mobility referent (from the sending organisation) - responsible for following the participant and connecting the hosting organisation and the participant. 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

Difficulties related to mobility. The project does not always run smoothly..

- You may ask the participants - what difficulties might volunteers encounter?

- 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

Potentially difficult situations in everyday life and how to help participant handle them:

EMOTIONS

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

HEALTH

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

NEW ENVIRONMENT

Difficulty integrating into the local community, problems or lack of interest in making new contacts, lack of privacy in accommodation, poor infrastructure and lack of public transportation...

RELATIONSHIP WITH OTHERS

Misunderstandings, different mobility concepts, overlapping tasks and/or responsibilities, difference in treatment...

FINANCIAL ISSUES

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

What can be done to avoid difficulties or what advice to give to the participant?

- Suggest sports
- Take the participant for café or lunch
- Take some holidays
- Have regular meetings to ask about how everything 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.

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

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

- 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-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 participants, the deployments need to be terminated.

- 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.

Potentially difficult situations when carrying out activities and how to handle them:

- Activities and task assignments. 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:
 1. Define the tasks to everybody
 2. Have regular meetings to evaluate progress
 3. Set up deadlines and inform what it is expected from him/her in terms of results
 4. Keep yourself available to answer questions and provide support
 5. Adapt the tasks to the volunteers' profile
 6. Discuss with the volunteer potential changes in the tasks and the objectives
 7. Avoid asking the volunteer to do ambition projects, they are not employees
 8. Give place for personal project and encourage his/her creativity
 9. Keep the volunteer motivated and provide personal and professional recognition
 10. If a volunteer struggles with a task implementation, put them working with other volunteers or other staff
 11. In case of lack of activities, re-evaluate the need and discuss with the other staff what kind of activities can be done
 12. Facilitate the communication in the field by providing the translation by local volunteer or interpreter.
- Personal Conflict with the supervisor during the mobility. What can be done:
 1. Set the rules from the beginning
 2. Do not to mix the problem with the person
 3. 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 intermediary/a third party and a neutral point of view
 4. Find a balance in the personal and professional relationship to avoid misunderstanding.
- A 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 not need step by step guidance to complete the task. What can be done:
 1. Set the rules
 2. Allocate an observation period to understand how each other works before working together...
 3. Provide space for creativity and innovation that the volunteer could bring
 4. Take time to discuss the problem itself.

- Lack of communication between mentor and participant. Misunderstandings can often come from a lack of communication between the organisation and the participant. What can be done:

1. Organise regular meetings to discuss with the participant
2. Plan the meetings in advance
3. Give regular feedback on the work that participant understand she/he is in right direction
4. Answer regularly to the participant's email and messages
5. Avoid that the volunteer cannot advance in the work
6. Facilitate the communication between the participant and the other staff/stakeholders/community
7. Organise team building to facilitate the communication between you and the participants, with the other staff, between the participants
8. 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.

- 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:

1. 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
2. Set the rules
3. Encourage teamwork with different members of the team when possible.

Other situations:

- A shortage of human resources. Some volunteers may have important expectations and a strong will to implement activities. Unfortunately, they can be confronted with a lack of human resources. What to do:

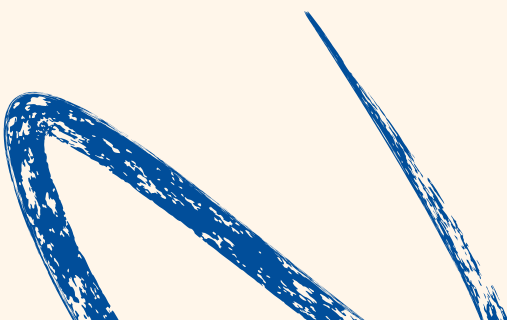
1. Keep in regular contact and answer to the email so the volunteer can keep working and not be blocked
2. Recruit local volunteers when possible.
3. NB: for security reasons the volunteer is not allowed to work alone, the hosting organisation needs to find a solution.

- Lack of interest in 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:

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

- 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:

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



Conflict resolution main steps:

IDENTIFY

- 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

EXPRESS YOURSELF

- Talk to the participant
- Give them space to express themselves
- Stick to the facts
- Don't be judgmental
- Be objective

IMAGINE

- Imagine a possible solution
- Be creative
- Involve the participant in proposing a solution
- Find common ground

Do not avoid conflict situations. Do this instead:

- 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

End of the mobility and valorization & key step of the deployment.

- Evaluation enables participants to gather the fruits of their experience in international mobility. The final evaluation is as important for organisations as it is for the participant as it accurately assesses the project's contribution in relation to the initial objectives:

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

- What does your return evaluation look like?

- 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 it
- The extraprofessional skills acquired: curiosity, open-mindedness, self-awareness, autonomy, work in team
- Valorize your intercultural working experience: working in an international team, adaptability, negotiations etc.
- Tools to value the experience:

1. CV, Cover letters
2. Recommendation letter
3. Self-assessment
4. Testimonies (articles, participation to events)
5. Social networks
6. Reinforce and increase it network
7. Blog, videos, photos

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:

1.A certificate of participation in the 2 youth programs

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

3.A European strategy for recognizing youth work

2.5.6 Professionals' mobility with Erasmus+

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:

- Support through lump sums
- 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
- Also finances:
 - Travel expenses (+ additional fee for use of green transport)
 - Accommodation costs
 - Organisation costs
 - Inclusion

Priorities of the Programme:

- Inclusion and diversity
- Environment and fight against climate change
- Digital transformation
- Participation in democratic life, common values and civic engagement



Sectors

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
HIGHER EDUCATION	
Universities, Colleges, Higher Schools	Students, teachers, professors, doctoral students, professionals
ADULT EDUCATION	
Associations, organisations, NGOs, public bodies at local, regional or national level, social enterprises, informal youth groups	Young people and youth workers
VOCATIONAL EDUCATION AND TRAINING	
Vocational high school; Continuing education organisations	Apprentices, students, teachers, trainers, staff, apprenticeship supervisors
YOUTH AND SPORTS	
Associations, social economy companies, popular education structures, social action/insertion, cultural promotion	Volunteers, employees, users, beneficiaries

KEY ACTIONS and what they are for:

- 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.

Professional Mobilities:

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

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

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



2.6 Final Training Program Developed for Youth

2.6.1 Introduction

Introduce the RYMO project, partners, and agenda.

Have the participants introduce themselves.

- Who are you ?
- Why are you here ?
- What happened before?
- Why are you participating in this training today ?
- What's next?

Expectations for the training / week & objectives:

- Have participants write on the paper your expectations from the training – review them every day.

Objectives of the training:

- Get to know each other
- Deepen youngsters' knowledge on the EU
- Prepare youth to undertake international mobility projects
- Give participants advice on how to build their own project
- Put participants in a situation, where they could themselves in a different context and become more adaptable

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

What embodies the European Union?

- Have participants name:

- 3 positive points about the European Union
- 3 negative points about the European Union

The European Union in your everyday 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 licence and safety rules: driving licence is valid in all 27 countries. Harmonisation of road safety rules and the points-based licence system
- Covid-19: European green certificate – “Green pass”

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:

1. Justice
2. Equality
3. Solidarity
4. Citizenship
5. Liberty
6. Dignity

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 is implemented by:

- 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

- 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?

What actions can you 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.

2.6.3 Get prepared to go abroad: Interculturality

Define:

- 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."
- 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.

Refer to Figures 2 and 3.

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

Barnaga Game

How to prevent 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

Analyse your culture/the reception of foreigners in France

- 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)
- Rationalise 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

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.



Figure 4

During your period of mobility:

- Observe – understand the activities, needs, the objectives and functioning of the organisation
- Participate – Implementation of the proposed activities
- Understanding – First feedback
- Propose new project initiatives, solutions, seek financing...
- Responsibility – Carry out activities alone

You need to accept

- 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

Do not forget: I have to adapt! Most of the international mobility participants are of individualistic cultural backgrounds. 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.



2.6.4 My international project: Communication and conflict management

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

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

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. The conflicts very often come in new, unknown, unusual, unstructured situations.

4 TYPES OF CONFLICTS

- Relationship conflict
- Task conflict
- Procedural conflict
- Conflict of status

Conflict Handling Styles

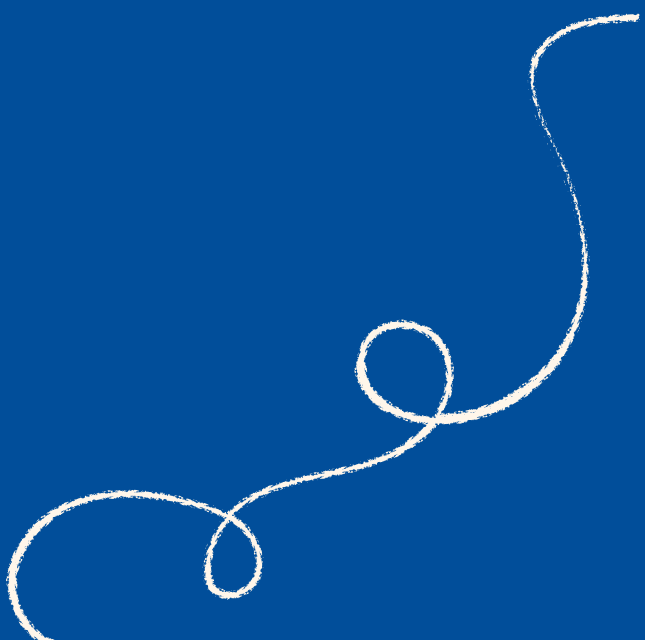
- Competing: A competing style takes a firm stance and refuses to see the perspectives of the other parties.
- Compromising: This is also described as a "give and take" style. Both parties give up something in order to reach a decision.
- Collaboration: To find a solution that will meet the needs of 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.



Figure 5

Conflict management - Tips

- Communication
- You need to TALK and TALK AGAIN ! Lot of misunderstandings are coming because the participant and host organisation are not talking enough
- Do not wait to say your opinion - this may lead to 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.



2.6.5 Building my project abroad

My project as the pathway

- Who am I ?

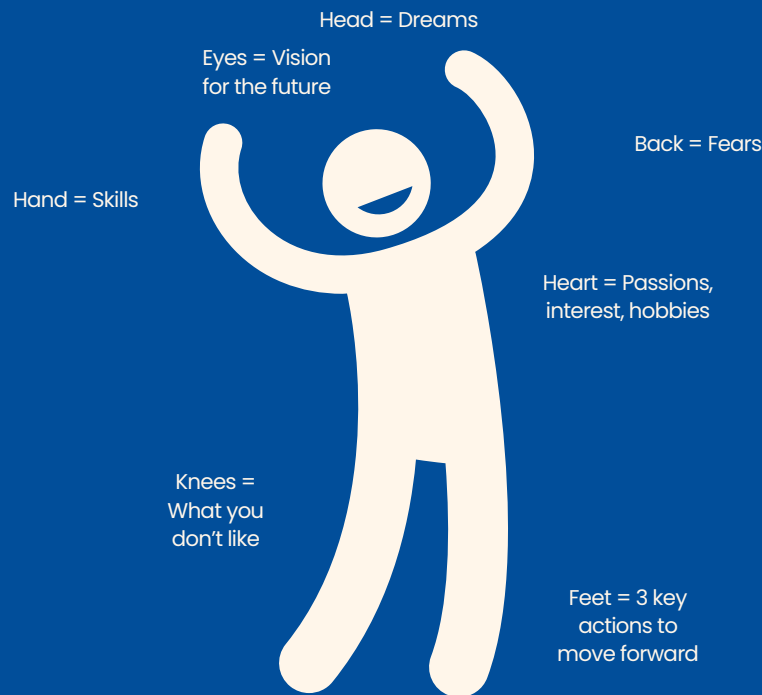


Figure 6 (the participant would need to reflect on each of the "body part" - answering the questions)

- 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 motivation to engage in an international mobility project ?

- My objectives:

Where do I see myself?



Figure 7 (the participant would need to leave a mark on the range that would represent his preference)

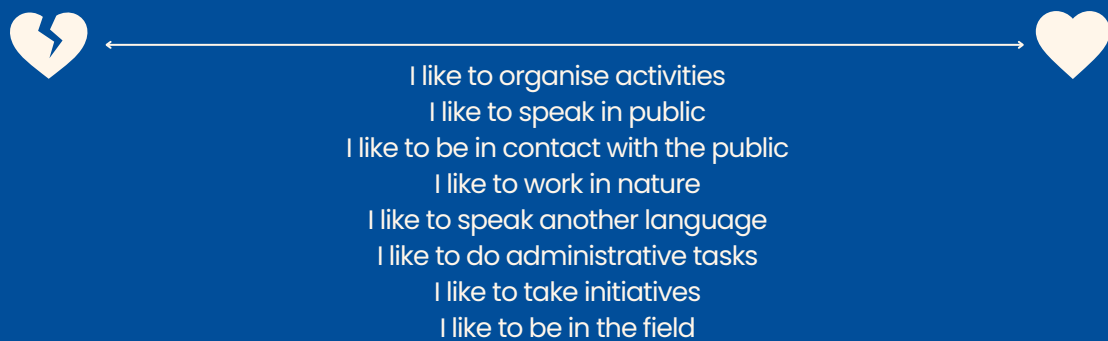


Figure 8 (the participant would need to rate how he feels about each out of 5 points)

- My competences

- My 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

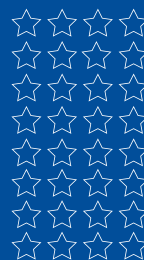


Figure 9

Group work (+ / -) activity:

- Have participants brainstorm on a paper board in groups regarding these questions:
- ADVANTAGE OF AN INTERNATIONAL MOBILITY
- DISADVANTAGE OF AN INTERNATIONAL MOBILITY
- Groups work for 10 minutes and then change the paper boards.

Advantages of an international mobility project

- To learn another culture
- To live in another environment
- 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, participants who are working in an organisation do not see the result of her / his achievements.
- It takes time to build good working relationships with the team
- Communication in foreign language

Individual activity. Plan "My future..."

- Expected impacts:
- This experience would be successful if I achieved...
- These achievements will be evident through...
- Competences:
- I would like to improve ... of competences
- The activities that could help to improve these competences
- Future plan:
- An international mobility project will help me 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 it.
- The extraprofessional skills acquired: curiosity, open-mindedness, self-awareness, autonomy, work in a team.
- Valorize your intercultural working experience: working in an international team, adaptability , negotiations etc.
- 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

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- 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.

2.6.6 My international project: Security abroad

SECURITY INTRODUCTION. Why is security 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 ?

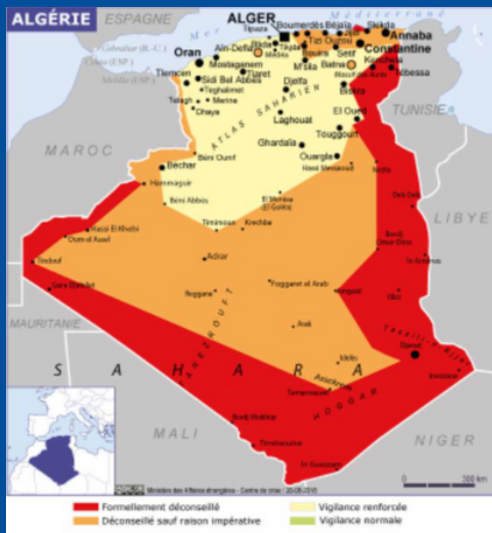
ADMINISTRATIVE PROCESS

- Embassy/Consulate registration
- Identity documents / Useful contacts (email, phone number..)
- Emergency contacts (phone numbers, address)
- Money: does the country you are going to use euro ?
- Health insurance: European Health Insurance Card
- Vaccines

Inform and 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:
 - The general situation of the country
 - The local context (explore maps in Figure 10)
 - Potential risks



Source: Foreign Affairs French ministry



Source: Foreign Affairs French ministry



Source: Foreign Affairs French ministry



Source: UK Government



Source: Foreign Affairs French ministry



Source: Australian ministry

Figure 10

GENERAL SAFETY RULES. Expected on-site behaviour:

- Have a perfect behaviour during the work times and out,
- Be respectful, polite, learn and respect the local customs,
- Dress correctly regarding the local customs,
- Respect the local and national laws,
- Inform and stay informed about the potential risks (political situation, environmental...),
- Avoid any inappropriate sexual behaviour,
- Take enough rest and eat correctly,
- Don't consume any illegal substances and moderately alcohol (if not forbidden),
- Avoid moving alone by night,
- Check all the authorizations and agreements.

Everyday safety

- Inform yourself – know your area and the threats.
- Remain vigilant to your surroundings (people and places).
- Try to blend into your surroundings.
- Avoid any display of wealth.
- Stay away from isolated areas.
- Rehearse & discuss evacuation plans with staff or colleagues.
- Ensure your communications are in order.
- Always inform your office / coworkers / family, as to where you are going and your estimated time of return.

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, favour 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.

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.

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.

HEALTH AND HYGIENE.

- Get enough sleep and give yourself time to rest

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.

STRESS MANAGEMENT. Stress is a normal reaction in a new environment. Culture shock can cause adaptation stress, you can experience shock due to a certain event or you can feel cumulative shock. Some recommendations for stress management would include: leisure, taking a step back, integration. These are essential to feel good and thus manage stress properly: Meals, Rest, Relationships. Precautions to be taken:

- Discuss your difficulties and satisfactions with your tutor
- Stay well surrounded
- Take your mind off it by doing simple pleasures (like sports, food, rest, leisure).

RECOMMENDATIONS TO MANAGE THIS STRESS:

- Identify the sources of stress and avoid confronting them
- Remember to put it in perspective, take a step back!
- Discuss your difficulties and satisfactions with your tutor
- Analyse the difficulties as early as possible, dare to say "no" when you have too much work,
- Listen to the recommendations, especially when people seem worried about you,
- Exchange with your family (family, friends) on a fairly regular basis (email, Skype, phone...),
- Participate in recreational activities (sport, leisure, culture...),
- Change your environment from time to time (cultural visits, sightseeing on weekends...),
- Treat yourself to some pleasures (food, leisure, shopping...),
- Take care of yourself (rest, hygiene),
- Participate in activities that will promote your integration (ceremonies, festivities, language courses, etc.),
- Push yourself to create many relationships and identify those that may be closer (compatible personality, common interests, possible trust),
- In the case of long-term mobility, take a holiday

VACCINATION & MEDICAL CHECK. It might be a good idea to get a Medical Check-up before the departure, more particularly 1 General medical check by the generalist. Vaccination to be done before the departure – look at the vaccination advice / required in your deployment countries.

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. It should contain: antiseptic, dressing, painkiller, anti-diarrheal, etc.

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/>

CRISIS MANAGEMENT. Types of crisis: natural, political, economic, economic, social and religious disasters, accidents, assaults, health. Be prepared / Get informed:

- Safety guide and safety protocol, exchanges with sending and host organisations, emergency contacts...
- Suspension / Evacuation (situations, recommendations)
- Incident report / Survival kit (food, water, lamp, money, first aid kit, card...)

EVACUATION PLANNING. Whenever possible, it is recommended to participate in full-scale simulation exercises. It is important to write an evacuation plan with the host structure. In the event of an evacuation, the participant, supported by the host organisation, must follow all procedures (to the extent possible) specified in the evacuation plan. The host organisation and the participant must inform. Under no circumstances should the participant decide or undertake evacuation procedures on an individual basis.

SOME ADDITIONAL RECOMMENDATIONS:

- Keep some cash on hand when evacuating
- Don't bother with heavy objects, only take what is strictly necessary
- Remember to take an identity document or, failing that, a photocopy
- Talk to your tutor within the host structure to establish the best itinerary and where to go to ensure his or her safety
- Notify the sending organisation as soon as possible in case of a crisis and the Embassy of your country of origin present in the country you are in to inform them of where you are and where you are going.
- Take note of the practical details.

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.



3. Best Practices and Methodologies applied in RYMO project

One of the most highlightable concepts of the RYMO project is the development of hubs in partner countries. These hubs serve as the backbone of a transnational network designed to connect various stakeholders with local and international institutions involved in mobility initiatives. This collaborative space enhances the project's flexibility and facilitates professional development by providing organisations with opportunities to share and transfer information.

The identified structures, including associations, NGOs, youth clubs, political bodies, and educational institutions, among others, function as satellites supported by the project's six main partners. These satellite structures apply the RYMO model to advance youth mobility across a broader geographical scope. They are expected to already be actively engaged in working with youth.

Satellite structures that agree to adopt the RYMO model will receive specialised training from the project's six main partners. This training empowers them to effectively promote and facilitate youth mobility within their respective communities. Nevertheless, let us brief you on the project RYMO methodology.

3.1. Icebreakers and Team-building activities

Icebreakers and team-building activities are recognized as best practices in fostering a conducive environment for collaboration, trust, and open communication within teams. Icebreakers serve as an effective tool to introduce members in a relaxed, informal manner, helping to reduce tension and social barriers among individuals who may be meeting for the first time or are not yet fully comfortable with one another. These activities are designed to warm up the conversation, encourage personal sharing, and stimulate engagement, setting a positive tone for subsequent interactions.

Team Building activities, on the other hand, are structured exercises aimed at strengthening relationships and improving team dynamics. They focus on developing skills such as problem-solving, leadership, and communication within the context of working towards a common goal. By challenging teams to collaborate under different scenarios, these activities highlight the value of each member's contribution, promote mutual respect, and foster a sense of belonging and unity.

3.3 World Café

The World Café is a participatory dialogue process that is used to facilitate open and intimate discussions, and share knowledge in small groups. The goal is to create a network of conversations around questions that matter in real-world contexts. It is often used in organisational development, community planning, education, and various group facilitation environments to foster collaborative dialogue, knowledge sharing, and creative problem-solving. The practice is based on a few key principles and a simple methodology:

- **Setting:** The environment is arranged to resemble a café, with tables that accommodate four to five people. The questions posed are designed to be open-ended, thought-provoking, and relevant to the group's purpose. Good questions are ones that invite exploration and reflection, compelling participants to engage with each other's ideas in meaningful ways.
- **Process:** Participants split in groups, gather at separate tables and engage in dialogue around a question or theme central to the group's purpose or goal. After a set period, usually 10–30 minutes, groups move to a new table. One person, known as the "table host," may remain to summarise the previous conversation to new members, ensuring a weaving of diverse ideas and perspectives.
- **Harvest:** The insights and themes that emerge from the conversations are collectively "harvested" through various means such as graphic recording, shared summaries, or collective reflections. At the end of the activity, when all participants have visited all the tables, this harvested knowledge is presented and reflected on with the entire group.

The World Café is effective for engaging large and small groups in authentic dialogue, tapping into collective intelligence, and fostering a sense of community and shared purpose. Its adaptability and simplicity have made it a popular approach in various settings worldwide.

3.4 Bargna Game

Bargna is a simulation game designed to teach participants about cultural differences and the potential for miscommunication that can occur when people from diverse backgrounds interact. The essence of Bargna is that it is played without verbal communication. Participants are divided into small groups and given a set of rules for a simple card game, which they believe to be the same for everyone. However, unbeknownst to them, each group receives slightly different rules. After playing a few rounds within their groups and becoming familiar with their version of the rules, players are then asked to move to different tables and play the game with new groups.

As the game progresses, players encounter unexpected difficulties and conflicts due to the variations in rules. Without the ability to verbally communicate, they must find non-verbal ways to understand each other's perspectives and negotiate a common understanding to continue playing the game effectively.

Bargna is often used in educational and training settings, including workshops on intercultural communication, diversity training, and team-building exercises. It serves as a powerful tool for illustrating the challenges of cross-cultural interactions, the assumptions people make about each other, and the importance of empathy and flexibility in overcoming communication barriers. The game concludes with a debriefing session, where participants can discuss their experiences, share insights, and reflect on the implications of the game in real-world contexts of cross-cultural communication and collaboration.

3.5 Storytelling Game

It is a collaborative storytelling and problem-solving activity that leverages the creativity and collective intelligence of participants. It's designed to foster teamwork, creative thinking, and planning skills. Here's a breakdown of how the game works:

1. The facilitator initiates the story with a brief setup that presents a character with a goal and an initial obstacle. For example, "A boy named Peter wanted to go and live abroad. But his mother would not let him out of the village, because someone had to feed the goats."
2. Participants are invited to add up to three sentences each to the story. This can be done in a round-robin format, where each person adds their part in turn, or by writing their contributions on pieces of paper or a shared document. The aim is to build on the story by introducing new elements, characters, or obstacles that the main character, Peter, faces in his quest.
3. As the story develops, the facilitator listens and notes down the various obstacles introduced into the narrative. These obstacles are key challenges that Peter must overcome to achieve his goal.
4. Once the story reaches a significant length or complexity, the facilitator divides it into three parts. This division can be based on natural breakpoints in the narrative where different sets of obstacles or phases of Peter's journey are highlighted.
5. Participants are divided into three groups, with each group assigned one part of the story. Each group is tasked with drawing a map that outlines the obstacles identified in their segment of the story. Alongside each obstacle, they write possible solutions or strategies that Peter could use to overcome these challenges.
6. Once completed, the three charts are presented in sequence to the entire group. Together, they form a comprehensive roadmap that illustrates Peter's journey, the obstacles he faces, and the potential solutions to reach his goal of living abroad.

This storytelling game is versatile and can be adapted to different themes, goals, or learning outcomes. It's suitable for educational settings, team-building workshops, or any group activity aimed at fostering creativity, collaboration, and problem-solving skills.

3.6 Cultural Nights

A Social Cultural Night is an event that celebrates diversity and fosters mutual understanding and respect among participants from different cultural backgrounds. During these events, individuals are invited to share and showcase elements of their cultures, traditions, music, dances, costumes, and other cultural expressions. This immersive experience allows participants to embark on a global journey without leaving the room, offering a unique opportunity for cultural exchange and learning. Participants have the chance to proudly represent their heritage, fostering a sense of pride and identity, while also developing an appreciation for the richness and diversity of other cultures. By experiencing the customs and traditions of others firsthand, participants are encouraged to engage in open dialogues, challenging stereotypes and reducing cultural barriers. This practice not only enriches the participants' cultural awareness but also strengthens community bonds, making it an invaluable component of any multicultural gathering or organisation.

4. Local data analysis

Each project country has contributed on collecting the relevant data from their side. We are happy to present those findings to you!

4.1 France

The youth population in France, aged between 15 and 24, constitutes approximately 11% of the total population, with variations across regions and cities. French youth demonstrate a significant interest in international mobility, driven by a myriad of factors including educational opportunities, career development prospects, and cultural enrichment. Their travel patterns encompass a wide range of experiences, from short-term tourism to long-term study abroad programs, internships, and volunteering opportunities. Popular destinations include neighbouring European countries for proximity and accessibility, North America for educational and career prospects, and emerging destinations in Latin America, Africa, and Asia-Pacific for adventurous exploration. International mobility not only enhances language skills and intercultural competence but also provides valuable networking opportunities and a competitive edge in the global job market. Affordability is a significant barrier for some youth, particularly those from low-income families, as transportation costs can consume a significant portion of their budget. Policies supporting international mobility among French youth, such as funding initiatives and bilateral agreements, can further facilitate access to these enriching experiences and contribute to their personal and professional development on a global scale. Safety concerns, especially during travel abroad, may influence mobility choices among youth. Green travel has emerged as a significant concern among environmentally conscious youth, despite the potential for higher costs associated with sustainable transportation options. For many young individuals deeply invested in environmental protection, the decision to prioritise green travel reflects a commitment to reducing carbon footprints and mitigating the impacts of climate change. While acknowledging the financial implications, these youth prioritise sustainability over convenience, opting for eco-friendly modes of transportation such as electric vehicles, public transit, cycling, or walking whenever feasible. Additionally, they actively seek out eco-conscious accommodations, support local sustainable tourism initiatives, and engage in carbon offsetting practices to minimise their environmental impact. Despite the challenges posed by the expense of green travel, the dedication of environmentally conscious youth to prioritise sustainability underscores a growing awareness of the importance of responsible travel practices in safeguarding the planet for future generations.



4.2 Spain

In Spain, 16% of the total population resides in rural areas, although this percentage has decreased by 7% in the last 10 years. If we look at the youth population, the rate of young people living in rural municipalities is around 20%, although, according to Injuve (an agency of the Government of Spain), this rate is difficult to calculate because it is not easy to know the exact number of people integrated in rural areas. Moreover, the rate of youth living in rural areas decreases considerably in rural areas with smaller populations. In terms of employment, the employment rate of the population aged 15 and over in rural areas is 44.5%, lower than in urban areas.

With regard to the needs that young people demand in order to stay in rural areas, most of them are oriented towards employment and greater job opportunities. Young people also give importance to self-employment and entrepreneurship, and therefore demand specific training in this respect. Another thing to improve to make rural areas more attractive to young people is the quality of and access to basic services, including education and health services, and the improvement of infrastructures that connect with other population areas. It is important not to forget digitalisation and quality access to the internet.

It is important to remark that, during recent years, the level of culture of people from rural areas has increased; especially, there is a big difference between the cultural level of younger and older rural women.

Sources:

- https://www.injuve.es/sites/default/files/adjuntos/2024/03/paroreg2024-02_16a24_notinfo.pdf
- <https://www.mapa.gob.es/es/prensa/ultimas-noticias/la-poblaci%C3%B3n-de-las-%C3%A1reas-rurales-en-espa%C3%B1a-supera-los-75-millones-de-personas-/tcm:30-583990#:~:text=El%20n%C3%BAmero%20de%20personas%20empadronadas,9%25%20de%20la%20poblaci%C3%B3n%20espa%C3%B1ola.>
- https://www.injuve.es/sites/default/files/2018/29/publicaciones/13._juventud_y_empleo_rural_en_espaa_factor_de_desarrollo_a_traves_del_consumo_y_el_turismo_sostenible.pdf



4.3 Bulgaria

The data provided by the Bulgarian National Statistical Institute indicates a consistent decline in the rural population of Bulgaria over the past decade. The decrease from 26% to 22% of the total population between 2010 and 2020 reflects ongoing urbanization trends. This demographic shift underscores the need for targeted policies and programs to support rural communities and mitigate the challenges associated with depopulation.

The Bulgarian Labour Force Survey data highlights a significant disparity in youth unemployment rates between rural and urban areas. With approximately 18% of rural youth unemployed compared to the national average of 10%, it is evident that rural areas face greater challenges in providing employment opportunities for young people. Addressing this disparity requires concerted efforts to stimulate rural economic development and create job opportunities tailored to the needs and aspirations of rural youth. In addition the lack of a developed public transport network hinders their ability to access education, employment, and essential services, perpetuating socio-economic inequalities between rural and urban areas. Hence, a strong desire expressed by rural youth for access to vocational training programs underscores the importance of investing in skill development and vocational education within rural communities.

Additionally, the emphasis placed on infrastructure development, particularly improved road networks and public transportation services, reflects the pressing need to enhance mobility and connectivity in rural areas to promote youth empowerment and community cohesion.

Sources:

- <https://www.nsi.bg/en>
- <https://www.mtc.government.bg/en>



4.4 Lithuania

With over 56% of the population residing in rural areas, Lithuania stands out as the EU member state with the highest rural population proportion. Rural employment rates in Lithuania were 10.5 percentage points lower than urban areas in 2015, posing economic challenges for rural youth. [1] Despite limited rail passenger traffic, with only 1% of total passengers in 2016, transportation infrastructure remains underdeveloped, impacting mobility options for rural youth. Public transport subsidies and discounts for specific groups, such as people with disabilities and students, aim to enhance accessibility. However, challenges persist in service quality and coverage, affecting rural youth's mobility. Limited infrastructure and employment opportunities hinder rural youth's participation in public life and social activities, contributing to feelings of isolation. Improving transportation infrastructure and enhancing economic opportunities are crucial for fostering the development and well-being of Lithuanian rural youth. [2]

Sources:

[1] https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Archive:Statistics_on_rural_areas_in_the_EU

[2] <https://ruralsharedmobility.eu/wp-content/uploads/2019/08/SMARTA-IP-Lithuania.pdf>



5. Testimonials

5.1 Testimonials of Professionals

I've participated in a project for mobility training which was held in Valencia Spain. I would say it was a very valuable and pleasant experience. The whole schedule was planned well, the trip went fluently, met wonderful people and addressed common issues related to international mobility. It was nice to share and gain new insights from other participants, it is truly inspiring to meet other people who are so keen to make the change.

- Austé Venslovaité, TC in Valencia, Spain.

As a volunteer in an international mobility association, taking part in the RYMO project's training cycles enabled me to meet French and foreign professionals working in contact with young people, and to discuss their experiences and future plans with them. These discussions were a source of new ideas to develop and put into practice in order to improve working methods and offer more comprehensive support. I was also able to expand my network and find common ground with other people, which also encouraged exchanges outside the formal training framework. This experience has been very useful for my present and my future, and I hope that other projects will be set up to continue to evolve.

- Serena Rivaroli.

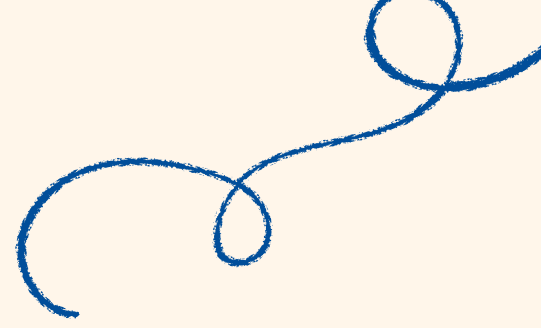
5.2 Testimonials of Youth

I saw a culture, a way of life and riches different from our own. A great city with various monuments, magnificent parks and a very interesting and captivating history. My stay was very beneficial for me, and during the training I deepened my knowledge and learned many things about Europe and the European Union: what it can offer in terms of financial, technical and human support, the mobility opportunities it offers young Europeans... This trip was a very good experience, and makes me want to discover more about other European countries.

- Juliette Campion, TC in Sofia, Bulgaria.

The project was really interesting because it allowed me to discover the possibilities of mobility for young people in rural areas. Working with people from other countries, listening to their ideas and learning from their realities helped me to broaden my own points of view. Thanks to that we considered more scenarios, and we reached better outcomes that we couldn't have achieved by ourselves. Overall, it was an experience with which I think I've grown up and learnt valuable things.

- José Manuel Verdejo Llopis, TC in Vilnius, Lithuania.



6. Conclusion

As to conclude our pedagogical toolkit, it is evident that although people often come from different countries and nationalities however, their needs and experiences match. The testimonials reflected that. When looking back into local data analysis in between countries, we have discovered that there's a need for investment in infrastructure and economic development to support rural communities. Besides, an access to education, employment opportunities, and basic services is highlighted as crucial for retaining youth in rural areas. As the project RYMO is drawing to an end, we want to highlight the need for the concerted efforts at the national and regional levels to create inclusive policies and programs that enhance opportunities and quality of life for rural youth across Europe. Project RYMO has been a great success and motivation to continue the efforts.

The outcomes (digital version of the toolkit) will be available free of charge on the Internet and translated into the official languages of the partner countries, but hard copy will also be distributed at the round the table, workshops and information sessions in schools.