

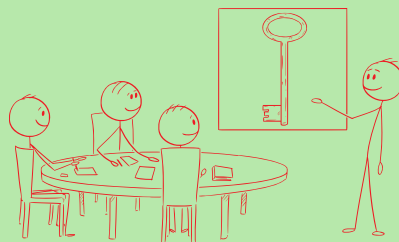
MARCH 2022 – JUNE 2024



# MENTOR ME PROJECT MANUAL

A manual to guide and support young refugees interested in cross-border national or European voluntary service programmes

This manual navigates tools, resources and outcomes based on the efforts and all project outcomes achieved by Mentor Me project partners from Bulgaria, France, Germany, Greece, Italy, Spain and Sweden



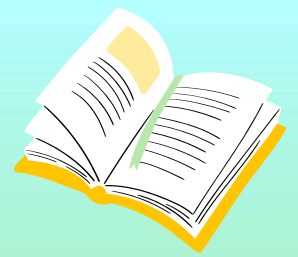
pistes solidaires



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# CONTRIBUTORS & PERMISSIONS

This manual is a testament to our commitment to improving access and impact for refugees. We present it with gratitude to the public.



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# ACKNOWLEDGEMENT

This manual is a testament to our commitment to improving access and impact for refugees. We present it with gratitude to the public.



This manual on supporting refugees and migrants in Europe has been developed within the framework of Mentor Me project, managed by migration-miteinander and funded by the European Union. We extend our sincere gratitude to all individuals and organizations whose dedication and expertise have made this endeavor possible.

The process of developing this manual was guided by extensive research, collaborative efforts, and the invaluable contributions of various stakeholders. This manual was created by migration\_miteinander and IFYD, with the support of project partners, and it focuses on the two main project results of the Mentor Me project.

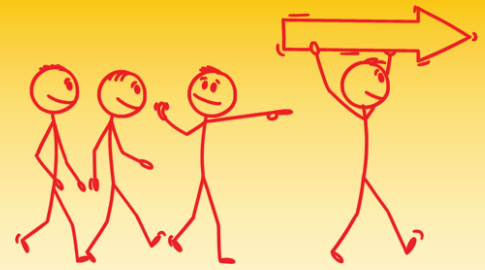
Special appreciation is extended to the youth participants who were part of Mentor Me Project's Learning, Teaching, Training, and Activities (LTTAs), focus groups, and multiplier activities. Their insights and perspectives strengthened this collection of resources. Their participation highlights the need of youth empowerment to address the challenges affecting refugees and migrants.

We express heartfelt thanks to this manual's authors, dedicated professionals, partners, and colleagues who shared their knowledge and expertise throughout the development stages. Their input, whether through consultations, drafts, tests, or modifications, has been essential in shaping this manual.



# MENTOR ME TEAM

Team of dedicated individuals who played significant roles in guiding the project process and supporting its outcomes



**migration\_miteinander**  
Applicant Organization

**Germany**



Founded in April 2017, migration\_miteinander operates in Witten, Ruhr Region, and Bologna, Italy. Mig-mit mission is to strengthen Europe and promote international understanding, focusing on:

- Facilitating legal migration and mobility for young refugees in Europe, offering alternatives to irregular secondary movements.
- Organizing training programs and events to raise awareness and provide access to mobility channels.
- Promoting active European citizenship and identification with the European space.
- Empowering migrants through orientation programs and advice for a self-determined life in Europe, fostering social and professional integration.



**IFYD**  
Partner Organization

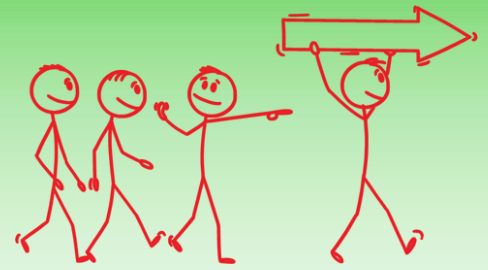
**Bulgaria**



The International Foundation for Y-PEER Development (IFYD) is a non-profit organization created in 2016 in Bulgaria, and is based on the experience of the professionals and volunteers at the International Institute for Youth Development PETRI-Sofia ([www.petri-sofia.org](http://www.petri-sofia.org)), which has more than 13 years of experience working for young people's development and empowerment. IFYD supports the global Y-PEER youth network, which is active in 50 countries around the world. It aims to contribute to the empowerment of young people by focusing on their sexual and reproductive health and rights, gender equality, youth participation, civic engagement, and peacebuilding.

# MENTOR ME TEAM

Team of dedicated individuals who played significant roles in guiding the project process and supporting its outcomes



**CIAC**

*Partner Organization*

**Italy**



CIAC has a 20 year-consolidated experience in protecting the rights of migrants and refugee populations and vulnerable categories exposed to social exclusion and marginalization. It collaborates with local institutions and local authorities to organize and develop a chain of services capable of preventing marginalization, discrimination and exclusion and of promoting autonomy and participation.

**pistes solidaires**

**Pistes Solidaires**

*Partner Organization*

**France**



Pistes-Solidaires develops its projects and actions according to the 4 pillars of education of UNESCO: learning to know, learning to be, learning to do, learning to live together and with others. It works in 3 departments:

1. Mobility of young people and students
2. Social and Educational Innovations
3. European Citizenship



**Support Group Network**

*Partner Organization*

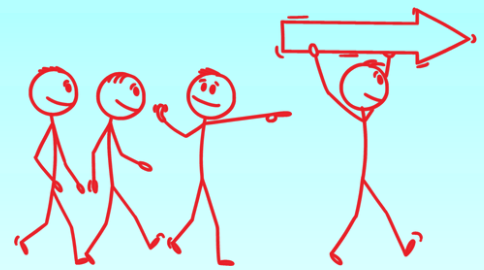
**Sweden**



Support Group Network (SGN), is a non-profit organization initiated by refugees and collaborates with local societies to improve integration and inclusion of asylum seekers, refugees and immigrants, for whom SGN provides psychosocial support through creating need-based activities and projects aiming to enhance their future in Europe or home countries if they go back. Vision: SGN functions as an umbrella that gathers associations and individuals' efforts aiming to help and support asylum seekers, refugees and immigrants to be included in the hosting countries through need-based activities and projects.

# MENTOR ME TEAM

Team of dedicated individuals who played significant roles in guiding the project process and supporting its outcomes



**Asociacion Progestion**  
Partner Organization  
**Spain**



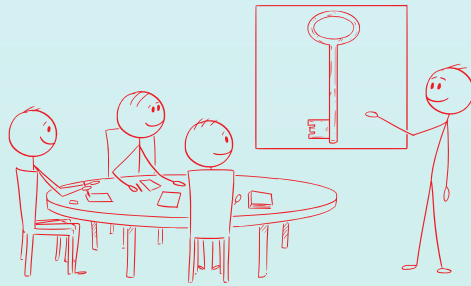
Asociación Progestión is a non-profit organization dedicated to providing social services. Established in May 1990, its mission is to provide resources and skills to the most vulnerable people in order to enable them to achieve their objectives in an autonomous and responsible manner, seeking the best possible access to the exercise of their rights and the improvement of their quality of life. We work with different groups in a situation of social exclusion: migrants, refugees and asylum seekers, homeless people, women victims of male violence, unemployed people, young people, etc.



**Lighthouse Relief**  
Partner Organization  
**Greece**



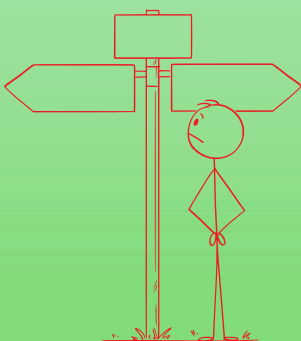
Lighthouse Relief started in September 2015 when volunteers from different countries came together and coordinated the first round-the-clock emergency response on the north shore of Lesvos. At the time, refugees were arriving by sea, nearly 4,000 every day. Volunteers kept a lookout for vessels stranded at sea, set up a camp in a field across the beach offering treatment for hypothermia, a hot meal, dry clothes, and other respites. These volunteers later became the founders of Lighthouse Relief. Since then, Lighthouse Relief has adapted its support in Greece, providing Emergency Response (Food, NFIs and shelter) and social services and integration support in Athens, and Mental Health and Psychosocial Support in Ritsona.



# ABOUT MENTOR ME MANUAL

The aim of this manual is to offer mentors and youth workers useful tools, engaging activities, and reliable resources, particularly relating to the context of Bulgaria, France, Germany, Greece, Italy, Spain, and Sweden. It is based on the valuable efforts of the migration-miteinander NGO and its partners, with a focus on the Mentor Me KA2 project. In addition, many positive outcomes from the earlier "moveurope!" efforts are shared. Moveurope! initiative's knowledge and skill collection, combined with the all-inclusive mobility kit and training programme of the recent "Mentor Me" project, have cleared the path for a more sustainable development of an inclusive gateway that helps refugees and immigrants recognise their rights, benefit from the existing opportunities and services in Europe, and prepare themselves to be mobility mentors in the present and the future.

To make this goal more effective, you will be directed by the index in the manual's introductory section towards your areas of interest and how to develop as a Mobility Mentor in order to successfully support and connect with refugees. Also this manual outlines the project's history, the team behind it and the activities that have been implemented. Finally, it shows the vision of keeping Mentor Me project work sustainable to be able to engage more refugees and have a wider impact with time.



iMPROVE  
DEVELOP  
TRAINING  
MOTIVATE  
COACHING  
iNSPIRE

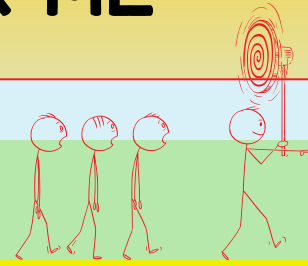




# MOVEUROPE! & MENTOR ME



## HOW DID IT START?



Mentor Me project is a continuation of moveurope! program, initiated by migration miteinander which focuses on promoting legal migration and mobility tools for refugees in Europe. It originated from prior activities such as intercultural youth exchanges, individual mobilities (voluntary services, internships, apprenticeships), and creating informational materials targeting both young refugees and professionals working with them. Additionally, along with our partner organizations, we developed tools for youth workers to support refugees in intra-European mobilities in a previous KA2 project.

## MENTOR ME OVERVIEW

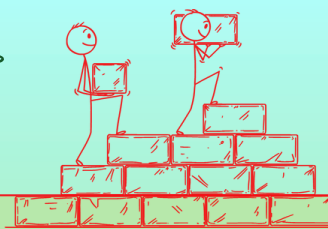


With MentorME, we want to create a European support network that fosters cross-border volunteering for young refugees, its actors (youth workers, stakeholders of the voluntary service/integration sector) being prepared to effectively guide young refugees in accessing and participating in such opportunities.

## INCREASING QUALITY, INNOVATION, & RECOGNITION OF YOUTH WORK

Building on our previous KA-moveurope! project, MentorME is the first initiative to inform and train youth workers in Europe about legal migration and mobility opportunities for young refugees. This program provides young volunteers with increased self-confidence, new skills, intercultural competence, and a stronger European identity and citizenship. It empowers young refugees to qualify themselves and build self-determined lives. Including young refugees in cross-border volunteering enhances their hard and soft skills, including language abilities, boosting their employability at local, national, and European levels. This recognition strengthens their self-esteem, initiative, and active participation in society, leading to better integration and mutual respect within the European community.

# IDENTIFYING NEEDS



Despite the pandemic, for many young people in Europe the completion of a voluntary service remains an important first step towards professional and personal development. In fact, more and more young people in Europe decide to undertake voluntary services, as a process of discovering a new culture, to strengthen their skills and to get active for one's own society and do something good. The added value for the young volunteers is enormous: increase self-confidence, acquire new skills and intercultural competence, stronger feeling of belonging to the society, strengthened European identity and citizenship. These voluntary services are actively promoted, and still many young people living in Europe can't access them for various reasons. For instance, young refugees also want to get involved and qualify themselves accordingly to build a self-determined life. However, their access to national and European voluntary services in cross border settings remains often limited and associated with hurdles, as:

1

There is no target group-specific information material and approach strategy, nor for young refugees neither for organizations that want to involve them.

Many young refugees are not familiar with the concept of voluntary work and its benefits, as defined in Europe.

2

3

Access for young refugees is complicated: in addition to the lack of knowledge, there is often a lack of digital skills or material, as the search for a suitable volunteer position today takes place mainly online; which is hardly possible without competent support. Young refugees do not have the necessary network to organise their placement or stay independently, e.g. suitable accommodation.

Youth workers often lack the knowledge and network needed to support young refugees' social and labor market integration. This issue is significant in EU countries with rising youth unemployment, worsened by the pandemic. Cross-border volunteering opportunities, which could improve refugees' employability across Europe, are frequently unexplored due to the absence of a supportive network.

4

5

Inclusion and diversity becomes more and more important for the national/European agendas and stakeholders of the voluntary service sector want to be informed and adapt their programmes consequently. They furthermore struggle to find volunteers for certain sectors, such as elderly and childcare.

With MentorME and together with our 7 partners (Germany, Italy, France, Spain, Greece, Bulgaria and Sweden), we want to address those needs by creating a European supporter network that promotes the access to cross border national and European voluntary service programmes for young refugees in Europe and guidance and supports them effectively and in a sustainable way in all necessary steps of such experience.

# PROJECT PLAN & OBJECTIVES



## action plan



With MentorME, we wanted to foster the access to cross-border national and European voluntary service programmes for young refugees in Europe and created a sustainable network of youth workers as mobility mentors, that have the tools to guide and support young refugees interested in cross-border national or European voluntary service programmes, but as well inform and support organisations active in the voluntary service sector (hosting/sending/supporting) and integration/migration sector who want to promote and give access to voluntary service programmes to young refugees. To achieve this, we achieved more concretely:

### Mobility Mentorship

Training youth workers to become mobility mentors for young refugees in their local contexts. They are able to consult and inform, guide and support young refugees in cross-border volunteering experiences before, during and after their stay, and also to train peer youth workers in their local and regional context to become Mobility Mentors, and finally they used the tools and knowledge to build up network of organisations active in the voluntary service sector (hosting/sending / incoming /supporting) and integration /migration sector.

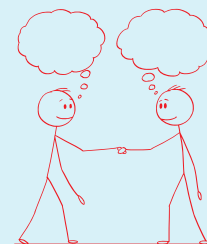
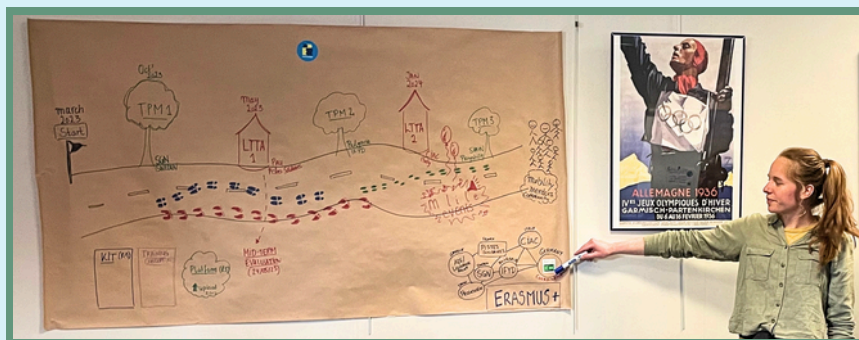
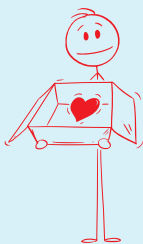
### Mobility Network



Setting up a local, regional, national and European hybrid (off- and online) sustainable network, composed by national and European stakeholders of the voluntary service and migration sector, interconnected through the digital information Mobility Platform and supported by the Mobility Mentors in their local and regional context. Thanks to the Mobility Mentors and the network that was created, we informed stakeholders of the voluntary service sector and young refugees (16-35) about and supported them concretely in the participation in a cross-border volunteering opportunity in Europe in order to stimulate individualized and alternative training and employment pathways, not only at national but also European level, and therewith giving them access to equal opportunities in terms of mobility, training and volunteering experience as European youth.

To reach these objectives, we created supporting material for Mobility Mentors and stakeholders in the field of voluntary service with the Mobility KIT, an interactive Training Concept for Mobility Mentors, and finally a digital Mobility Platform as a digital information, training and networking tool for the European network of mobility mentors, stakeholders and young refugees.

# OVERALL PROJECT ACTIVITIES



## LTTA1 – LEARNING, TEACHING, TRAINING ACTIVITY 1 PAU, FRANCE, 9–15 MAY 2023



Check the [link here](#) for more details about LTTA1

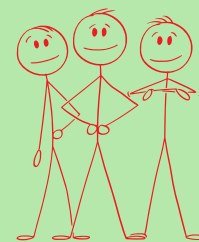
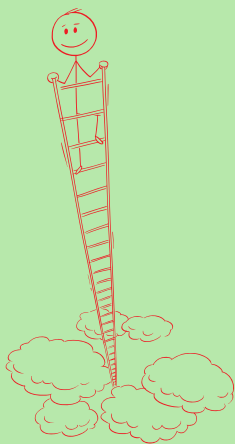


## LTTA2 – LEARNING, TEACHING, TRAINING ACTIVITY 2 PARMA, ITALY, 27–29 FEBRUARY 2024



Check the [link here](#) for more details about LTTA2

# OVERALL PROJECT ACTIVITIES



## MULTIPLIER EVENTS



Multiplier events in all of the countries were implemented to disseminate the project results of Mentor Me.

## TPMS – TRANSACTIONAL PROJECT MEETINGS



3 TPMS were organized in Sweden, Bulgaria and Spain. TPMs aimed to deal with project progress, exchange ideas, take decisions, overcome challenges and plan ahead the project activities. Moreover, many partner meetings and get together have been created to monitor, evaluate and influence the progress of the project.

# MENTOR ME RESULTS

Brief introduction on the project results achieved throughout Mentor Me Project

Youth workers in the participating countries received training and educational materials on how to support the social inclusion of young refugees in a European setting by providing opportunities for cross-border mentoring and volunteering.

The several activities contribute to an essential method of creating awareness among all those involved (partners, participants, and beneficiaries), which increases knowledge beyond the countries and recipients of the initiative directly.

An additional impact is the growth of a supporting network comprising various national and European actors. New partnerships were formed Europe-wide, with an emphasis on partner countries, for the creation and carrying out of:

1. Cross-border voluntary service projects in Europe that are open to young refugees
2. Initiatives and awareness-raising activities that increase knowledge about the topic
3. Promotion of structural reform and easier access to cross-border volunteer activities for young refugees

Tangible outcomes that are used for information sharing, including various informational materials (mostly digital), such as the Project Results (Rs) connected to the websites and social media accounts of all partners. This info material promotes the project's outcomes and reaches all (in)direct target groups.

In the end of the project, youth workers were trained and informed to increase refugees' access to cross-border volunteering possibilities and assist them with all essential processes, considering the results and dissemination activities that were developed. There was a greater understanding among national and European voluntary service sector stakeholders of the need for structural change and the introduction of the inclusive collaborative initiatives to broaden the scope of cross-border volunteering.

Moreover, these outcomes have contributed to:

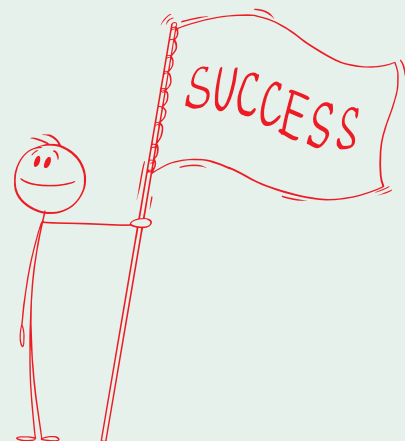
- A European network of diverse actors committed to expanding the opportunities for young refugees to engage in cross-border volunteering
- Effective Participation of young refugees in cross-border volunteering opportunities, exploring Europe alongside local youth, acquiring valuable skills, and thereby improving their employability.

# RESEARCH PHASE



In order for these outcomes to be achieved, ongoing research and evaluation were performed. This has impacted the efficiency and creation of two project results including mobility kits and training concepts.

For the research phase, concrete material resulted in this phase which is ready to be shared publicly including:



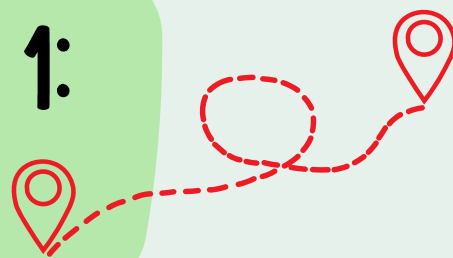
- Community matching (buddy program):  
[You can find the document here](#)

Our partner from Italy, CIAC developed a strong expertise and methodology regarding social integration of refugees and the activation of Italian volunteers in the role of buddies (mentors/tutors). In the following document, you can find a short history of how and when it was developed, the key principles on which it is based and the methodology we use to implement it.

Country Specific Kits are also part of the project result 1, which is the [mobility kit](#).

There was ongoing evaluation and feedback during and after the process of creating each project result, which included reviewing and developing the project outcomes.

# PROJECT RESULT 1: MOBILITY KIT



Mobility Kit is a toolkit in English to be used by:

1

Future mobility mentors to familiarize other youth workers, young refugees and stakeholders of the voluntary service sector with the Mobility Mentor concept and how to make cross-border volunteering opportunities accessible to refugees

2

Stakeholders of the voluntary service/integration sector to gain information on how to involve young refugees in cross border volunteering programmes and how mobility mentors can support them

3

Youth workers working with young refugees.

This toolkit consists of 5 modules and 7 country specific kits. The 7 country kits have the most important and useful information, including factsheets, check-lists, multilingual infocards (to inform refugees), useful links, contact lists.

**Country Specific Kits:** You can find them here

1. [Bulgaria Country Specific Kit - Find it here](#)
2. [France Country Specific Kit - Find it here](#)
3. [Germany Country Specific Kit - Find it here](#)
4. [Greece Country Specific Kit - Find it here](#)
5. [Italy Country Specific Kit - Find it here](#)
6. [Spain Country Specific Kit - Find it here](#)
7. [Sweden Country Specific Kit - Find it here](#)



To learn how to use the kits, check out the self paced session in [project result 2 here](#).





# MODULE 1:

# INTRODUCTION TO THE CONTEXT AND MOVEUROPE!



In this module, you will find:

- An overview of the legal framework for refugees
- Necessary material from previous KA2 project: “moveurope!”



## 1. Migration\_miteinander

### Presentation:

Find out about the services, contact, history, brand guidelines, slogan, approach and values of migration\_miteinander.

## 2. Presentation on moveurope! Concept (Youtube Links)

- What is moveurope!?
- Who can participate in moveurope!?:
- Benefits and challenges of participating in moveurope!
- How to apply for a visa for a voluntary service in Germany

## 3. Moveurope! Success Story Videos

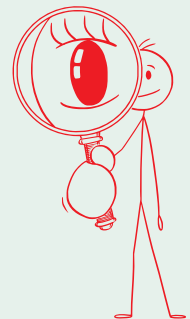
- Hussein: <https://www.youtube.com/watch?v=C5Bq4do1erk>
- Ossama: <https://www.youtube.com/watch?v=TzJocDEAbyk>
- Willy: <https://www.youtube.com/watch?v=VYalsxnsnRE>
- Kiki: <https://www.youtube.com/watch?v=SGT4roovUTA&t=230s>

## 4. Info and Marketing Material:

- Moveurope! Flyer
- Moveurope! Brochure (ENGLISH)
- Moveurope! Brochure (DUTCH)
- Moveurope! Brochure (FRENCH)
- Moveurope! Brochure (ITALIAN)

## 5. Legal Framework:

Check out moveurope! Mobility guide which provides necessary information about mobility programmes so youth workers can better understand mobility opportunities for refugees in their country such as volunteering service, exchange, apprenticeship or alike.





In this module you can discover the profile and role of the mobility mentor, where you can find:

- Mobility mentors in the moveurope! Network, their contributions and objectives (connection to the Hubs, legal help desk, Bewerbercafé)
- Profile of mobility mentors
- Info videos about the role of mobility mentors
- A presentation: Who is a mobility mentor; preparation, guidance, follow-up
- EU voluntary services (European Solidarity Corps)
- Role of Hosting and Sending cross border voluntary services
- Checklist for mobility mentors responsibilities

## **Mobility Mentors in the moveurope! Network, their Contributions and Objectives**

### **moveurope! headquarters and Legal Help Desk**

The moveurope! headquarters are managed centrally by migration\_miteinander in Witten, Germany, and coordinate all moveurope! Mobility Hubs (see definition below), including the association's own Mobility Hub in the Ruhr Region.

The moveurope! headquarters have the following main functions:

- general coordination and management of all moveurope! Mobility Hubs
- construction of new and coordination of existing moveurope! Mobility Hubs
- high-quality implementation of all activities of the Moveurope! Mobility Hubs
- training and guidance of Mobility Hub coordinators
- training and guidance of Mobility Mentors
- ensuring respect of principles, values and requirements of the moveurope! programme and voluntary service frameworks
- quality and impact management
- communication strategy
- centralized organization of further digital (training, exchange etc.) offers for all moveurope! Mobility Hub target groups

The headquarters define the general standards, principles and objectives and guide the moveurope! Mobility Hubs and all other actors involved accordingly.



**Part of the headquarters is also the moveurope! Legal Help Desk, that assumes the following responsibilities:**

- general legal guidance of moveurope! participants in voluntary services, Mobility Hubs and main responsibility for screening and matching of moveurope! participants with host organisations
- all steps related to the visa procedure and legal stay in Germany of the volunteers with refugee background
- responsible to organize the “Roundtable” where eligible candidates are matched with mobility opportunities (at the moment mainly ESC voluntary services)
- legal support and guidance for the Hub coordinators for their volunteers with refugee background
- creation of a European support network to promote moveurope! and current mobility offers
- Coaching sessions for mobility hubs **SENDING** in the context of networking and dissemination of the moveurope! programme and opportunities

### **moveurope! Mobility Hub:**

There are 2 types of Mobility Hubs in our moveurope! network:

#### **1. Mobility Hub - Hosting**

A moveurope! mobility hub **HOSTING** builds and coordinates a local or regional network composed of different local organisations that directly host young volunteers with and without refugee background within the moveurope! programme or contribute through different services (for example language or labour market integration support) in doing so.

Main action of the mobility hub **HOSTING** is to build, maintain and further enlarge the above mentioned network with the aim to create (more) mobility opportunities (in this case voluntary service opportunities) for potential moveurope! participants.

*At the moment, all mobility hubs **HOSTING** are in Germany.*

#### **2. Mobility Hub - Sending**

Main objective of the moveurope! mobility hub **SENDING** is to promote the moveurope! programme on local, regional and national level in their country both to organizations and potential participants, and in particular disseminate currently available voluntary service opportunities offered by the hosting hubs and their host organization partners. To do so, they organize different off- and online dissemination activities in their context, such as:

- public events
- workshops and info seminars
- in person meetings and consultations with associations and/or potential moveurope! participants
- off- and online campaigns (flyering in their city, social media posts etc)

The aim is to reach as many individuals (potential participants, social workers etc) and organisations (for example: reception centers, youth associations, associations active in the field of migration and asylum etc) as possible to be able to inform as many people as possible on existing voluntary service opportunities in the hosting hubs.

## The Sending Hubs have two key roles:

1. They represent a moveurope! info & support point for associations and volunteers with refugee/migrant backgrounds in their country. Main action of this role is the active dissemination and promotion of the moveurope! programme and existing mobility opportunities in their country.
2. They are ESC sending organization in the respective country for all volunteers in our mobility hub network (if they are accredited).

## Within these two key roles, they guide and support all volunteers mainly before and after their voluntary service abroad.

These are, for example, some of their activities they are offering for interested young people, applicants or moveurope! participants before departure:

- (in-person and/or online) open-consultation hour where people can get detailed information about moveurope! and the current mobility opportunities (mainly ESC voluntary service)
- participation in the roundtable where they present the candidates' profiles and decide together with the hosting hubs which candidate to match with which hosting organisation
- support with documentation for the visa procedure, guided by the LHD in the moveurope! central;

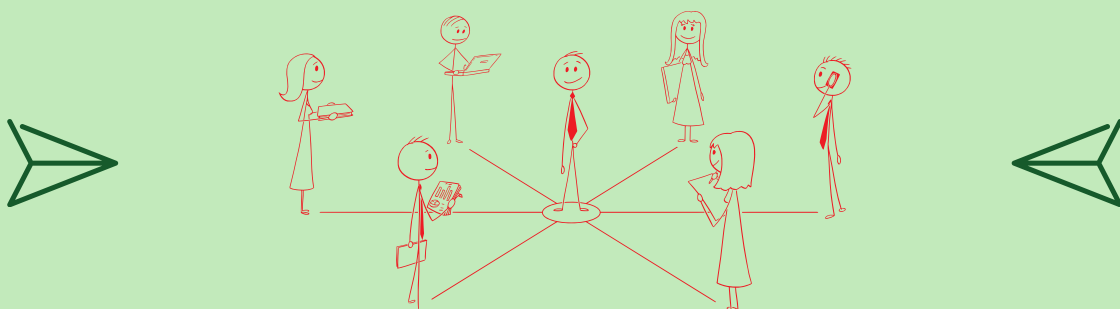
In case of ESC voluntary service: preparation of the volunteer before departure.

In case of return to the sending country they support moveurope! participants to find opportunities in the sending country after the voluntary service (follow-up).

In their networking and dissemination role, as well as for the support in documentation (visa, etc.) before departure, the sending hubs are trained, guided and coached by the LHD, with which they work together hand in hand. sending and hosting hubs exchange with each other and communicate actively, depending on the respective phase of the voluntary service, as well they are closely connected to the moveurope! headquarters, managed by migration\_miteinander and follow its principles, values and general approach.

Both sending and hosting mobility hubs are coordinated by a mobility hub coordinator and supported on the ground by a group of mobility mentors who are guided by the Hub coordinator and who are responsible for the operational guidance of the moveurope! volunteers on the ground.

Important note: there are Hubs that can be/become both sending and hosting hub at the same time, for instance: our mobility hub in Grenoble, France.



## **moveurope! Mobility Hub coordinator:**

According to the two types of Hubs - sending and hosting - there are also two types of mobility hub coordinators.

Both hosting and sending coordinators are (part of) a local partner organisation of moveurope! on the ground and are fully familiar with moveurope!.

The moveurope! Hub coordination can be done by one single person as well as by several persons.

### **Mobility Hub coordinators - Hosting:**

The mobility Hub coordinator Hosting manages the Hosting hub and coordinates the implementation of the voluntary services in all phases, thus preparatory, implementation and follow-up phases bringing together and connecting all involved actors- host organizations, other organizations such as help desks or inclusion support offers, volunteers, mobility mentors.

**In the moveurope! Mobility Hub of migration\_miteinander, i.e. a hosting hub, the following division of responsibilities has proven to be helpful:**

- General coordination of the moveurope! Mobility Hub (project and budget management)
- Partner management
- Volunteer management
- Mentor management

### **Mobility Hub coordinator - sending:**

The moveurope! Mobility Hub coordinator sending manages the Hub sending and is the main contact person for moveurope! on local, regional and national level in the respective country.

**The responsibilities of the hub coordinator SENDING include mainly:**

- planning, coordination and monitoring of local, regional and national networking and the corresponding dissemination activities to promote mobility opportunities
- management and coordination of mobility mentors sending, which includes supervision and quality management of the smooth guidance of volunteers with refugee background in the sending country, thus before and after the voluntary service
- representative of the moveurope! info & support point in the respective country for all kinds of requests regarding the hub activity and moveurope!



# MENTOR

## **Mobility Mentors:**

moveurope! Mobility mentors are people in the sending or host country and city that operationally guide the volunteers with refugee background, thus the moveurope! participants. Sending and host mobility mentors work hand in hand with the moveurope! headquarters, managed by migration\_miteinander and hub coordinators to ensure smooth guidance in the respective mobility phase, thus preparatory, implementation and follow-up.

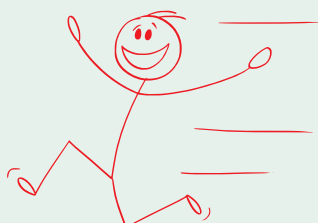
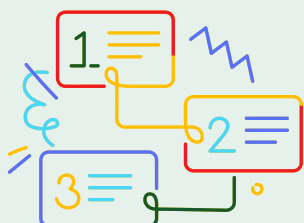
This can range from supporting the volunteer with refugee background in getting ready for the voluntary service by searching together a language course, preparing CV and motivation letter, from accompanying him/her to the foreigners office in Germany, to supporting in looking for opportunities for a permanent integration and migration. Besides, in particular mobility mentors in the sending countries support as well the dissemination of the volunteering opportunities in their networks.

Mobility mentors are familiar with the basic aspects of moveurope! (legal requirements, values, approach) and have been trained by the moveurope! headquarters. Often, they have skills in coaching and cultural mediation and exercise "traditional" mentoring tasks, such as support in daily life, reflection of personal and professional development, intermediary with host organizations. moveurope! Mobility mentors are usually working on a voluntary basis and follow a strong peer approach. They are part of a European mentoring network and exchange and support each other thanks to the digital moveurope! mentoring platform (yet to be launched).

For volunteers without a refugee background, "ordinary" mentors provide support according to the ESC framework and standard. They support the volunteers in finding their way in the new context, offer guidance in everyday life and reflect on the voluntary service and learning outcomes with the volunteers.

## **Profile for Mobility Mentors:**

Check out this link to know what you need to become a mobility mentor



## Mobility Mentors Role:

### Video 1: Who is a mobility mentor?

As a mobility mentor, you guide volunteers with refugee backgrounds before, during and after their cross-border voluntary service or youth mobility experience in Europe.

As it is a cross-border experience, you can mentor in the sending country (before departure and after return) or in the host country (during the voluntary service).

As a mobility mentor, you build a support network with other mobility mentors all around Europe and become part of the moveurope! movement that promotes intra-European mobility of people with refugee backgrounds.

### **Are there any requirements to be a mobility mentor?**

Your main motivation should be to support but also learn from your mentee, sharing the same values as moveurope! movement which are tolerance, solidarity and equality.

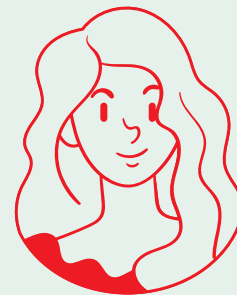
There is no specific requirements, such as age limit or professional background, to be a mobility mentor.

### **These people are active mobility mentors:**



#### **Farhad:**

- Is 25, from Ghana
- Lives in Italy since 5 years, works as a waiter
- Has participated in a short term voluntary service in Germany and now wants to support other young people of his community to participate
- Loves to share his experience as well as useful information he gained during his cross-border voluntary service



#### **Lissa:**

- 29 from Germany, student
- Lives in Germany
- Never did a cross-border voluntary service abroad, but is helping in a community garden project in her city
- Wants to support young people with refugee backgrounds to become active members of her community, loves to meet new people, to learn and exchange with them

## **Video 2: Who can I support as a mobility mentor?**

As a mobility mentor, you support young people (18–35 years) with refugee backgrounds that face barriers to move in Europe and often do not know about their opportunities in the European context.

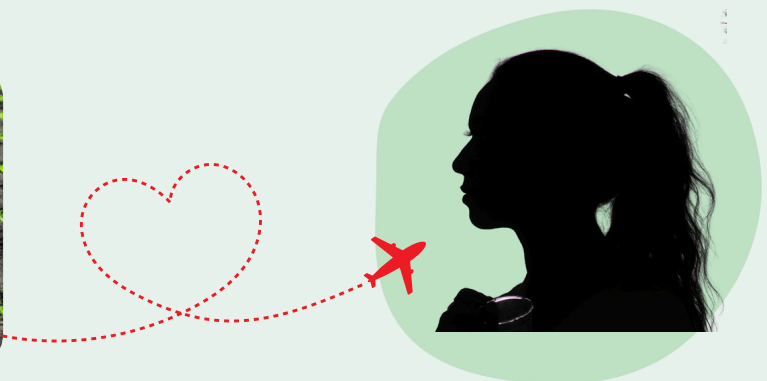
This is often due to lack of information, but also because rules for newcomers differ from country to country in Europe which makes the legal situation of our mentees often very complex.

### **What do we mean with Young People with Refugee Backgrounds?**

Our mentees need to have a valid residence permit and travel document to be able to participate in a cross-border voluntary service.

We therefore can support people that have any kind of protection status (refugee status, subsidiary protection, humanitarian residence etc.) as well as young third country nationals that hold any other type of residence (work, studies, family reunification).

We also want to support asylum seekers by providing them with information. However, under the current EU asylum law, they have no permit to travel between member states.



Lets meet Layla (mentee) to understand who could be a potential mentee:

- 24 years old, from Guinea, arrived in Europe 3 years ago
- Lives in Northern Italy
- In Guinea she went to school and worked on the farm of her father
- In Italy, she made a course to become a nurse
- Her dream is to have an experience in Germany, as she has friends there and always wanted to live there one day, ideally, she would like to volunteer in the nursery field or working with old people or children.





### **Video 3: What do I do as a mobility mentor?**

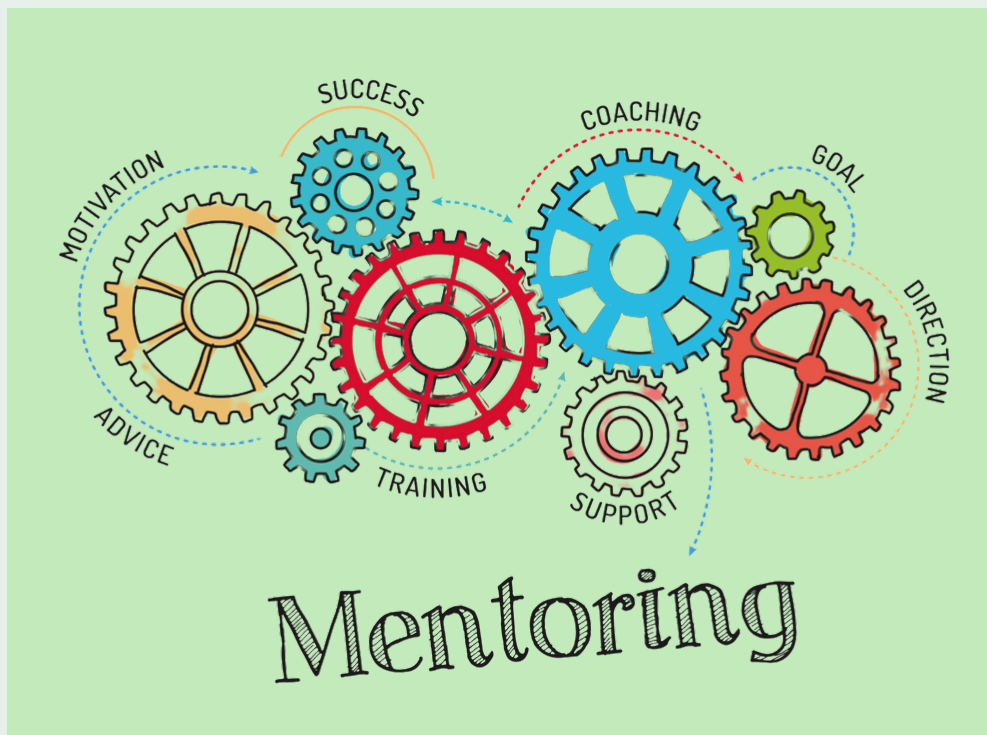
You support their voluntary service by searching together a language course, preparing CV and motivation letter, from accompanying him/her to the foreigners office in Germany, to supporting in looking for opportunities for a permanent integration and migration. Besides, in particular mobility mentors in the sending countries support as well the dissemination of the volunteering opportunities in their networks.

Mobility mentors are familiar with the basic aspects of moveurope! (legal requirements, values, approach) and have been trained by the moveurope! headquarters. Often, they have skills in coaching and cultural mediation and exercise “traditional” mentoring tasks, such as support in daily life, reflection of personal and professional development, intermediary with host organization. moveurope! mobility mentors are usually working on a voluntary basis and follow a strong peer approach.

### **Video 4: What are the challenges and considerations?**

Check out the link to get to know more about what you can experience as a mobility mentor and how you can resolve the upcoming challenges.

**Find the self paced session for European Solidarity Corps introduction [here](#) in project result 2 (training concept)**



## The Role of a Sending Organisation



The role of the sending organization is varied, but it is particularly important for the volunteer's mission. The sending organisation is a major pillar throughout the mission and can act as an intermediary between the volunteer and the host organisation. The sending organisation must enable the volunteer to prepare for the return to the country of origin and implement an assessment upon the volunteer's return.

The sending organisation ensures the proper follow-up with the volunteer so that s/he can identify all the benefits and the learning processes the young people acquire through the volunteering experience. The hosting and sending organisations ensure that the volunteer's project is well adapted, and their needs and desires are met to guarantee an overall positive experience.

The sending organisation also plays a key role in the inclusion of young people with fewer opportunities and with special needs or NEETs in volunteering projects under the European Solidarity Corps.

We can therefore divide the role of a sending organisation into three distinct stages, bearing in mind to follow-up with the young person throughout their volunteering journey.



### 1. Before the Placement



The sending organisation assists the young person during the research phase with help from a referent or a 'mentor', and informs the young person about the opportunities available, the process behind the European Solidarity Corps and it also gives advice about the application itself. Later, the mentor follows the volunteer's selection process by participating in the interview, the exchanges and helps the volunteer to understand the scope of the project in terms of learning experience and practical questions. The sending organisation therefore acts as a mediator and helps the volunteer understand aspects of volunteering that cannot always be clear due to a language barrier or the cultural differences. The sending mentor is therefore the person who helps interpret the information for volunteers who have difficulty expressing themselves in English. In addition, the sending organisation needs to provide all the necessary details to allow the young people to be best prepared for the selection. The selection process is the first major step on the journey to volunteering.

## Good practices to prepare an application:



In the context of volunteering, the candidate's application needs to come across as simple and catchy. The young person should make their host organisation want to work with them.

Here is the list of skills that could be useful. Knowing how to best show the candidate's motivation for a project and to have the right attitude to integrate into a team and a country abroad are the key elements that make an application stand out. That is why the candidate should highlight their soft skills, because these are an undeniable asset in any application. Of course, the candidate should also include their education level achieved so far, their language skills and any professional experience they might have. It is also important to mention any initiatives that the candidate would like to engage in and highlight their proactiveness.

## Some tips for CV and a motivation letter:

### TIPS

- Use DeepL app for translation of sentences or a whole text
- Use Canva to make original résumé templates
- Highlight your skills and above all "SOFT SKILLS", plus any other experience outside of school or professional life (cf. list)

When the candidate is selected for a mission, the sending organisation must take a moment to discuss all these points:

- Introduce each stakeholder (the sending organisation, the hosting organisation)
- Explain how the European Solidarity Corps works
- Help understand the context, the activities, and the tasks during volunteering
- Ensure that the volunteer understands the administrative and the logistical parts (transport, accommodation, rules etc.), as well as any practical issues
- Help the volunteer with the booking of transport in the host country

In addition, the sending organisation plays an important role before departure since it must allow the volunteer to:

- Understand an educational aspect of volunteering
- Understand a new culture and new environment
- Communicate and exchange on these impressions
- Identify their objectives that will form a common thread throughout their experience

The phase of selection and preparation is a major step since it allows the volunteer to be reassured before departure.



## 2. During the placement



When the volunteer has joined the host organisation, the role of the sending organisation is to ensure that everything is going smoothly and to remain available in case the volunteer needs to contact them. The sending organisation can also play the role of an intermediary in case it is necessary. During the volunteering period, the sending organisation accompanies the volunteer remotely during their experience. Regular communication with the host organisation and the volunteer is therefore essential throughout. The host and sending organisations accompany the volunteer throughout the project so that the volunteer can benefit from this experience. To achieve this, they can both define their expectations according to their means, to highlight objectives and to implement actions that would allow him/her to meet the expectations.

## 3. After the placement

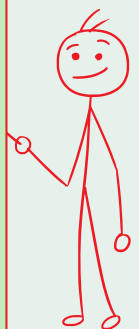


At the end of the volunteering mobility, it is important that the sending organisation is present for the volunteer's return. Sometimes it can happen that after a longer volunteering experience, young person can feel lost upon their return. Therefore, it is essential to allow them to reintegrate in their home country and help them in their future steps.

The sending organisation must therefore allow sufficient time to support the young person after the volunteering has finished. It is also an opportunity to fill in the YouthPass\* that can be done by the hosting organisation throughout the volunteering. However, as a sending organisation, this support can be part of the final evaluation carried out at the end of the project, giving the volunteer a space to express their emotions that this moment can carry. It also allows the volunteer to share their feelings about returning to their home country with someone who understands them, as their reintegration is usually complicated by the fact that they have to readjust their routine and a daily life.

To summarise the purpose of this meeting upon return is to:

- Provide support for the volunteer's reintegration into his/her home country
- Give the volunteer an opportunity to exchange and share experiences and learning outcomes via YouthPass\*
- Encourage the volunteers to participate in the dissemination and the exploitation of results
- Provide advice on education, further training and employment opportunities
- Ensure the volunteer's participation in the annual European Solidarity Corps event



# YOUTHPASS

Recognition tool for non-formal & informal learning in youth projects

Erasmus+  EUROPEAN SOLIDARITY CORPS



\* YouthPass is a tool that documents and recognises the learning outcomes of participants in the Erasmus+ Youth programme and the European Solidarity Corps programme. It is part of the European Commission's strategy to encourage the recognition of non-formal and informal learning. For the hosting organisation, it is important to use this tool correctly because it allows us to maintain contact, empower the volunteer and to maintain focus and prevent the volunteer feeling overwhelmed or stressed from what seems like a big activity.

Regarding the hosting organisation, a session has been established to familiarise volunteers and participants with the mission, characteristics, and responsibilities of the hosting organisations within the scope of the European Solidarity Corps. You can find the “Perfect Hosting Organization” Collage Session here in the project result 2 (training concept).



In the following links, you can find helpful information on European Solidarity Corps (ESC) programme:

- [Brochure on European Solidarity Corps](#)
- [Factsheet about European Solidarity Corps 2021-2027 - The Power of Together](#)
- [Info Kit for ESC Volunteers](#)
- [European Solidarity Corps Guide](#)

ESC Videos Links:

General Info:

- [Discover European Solidarity Corps](#)
- [European Solidarity Corps as an Initiative](#)
- [European Identity and Mobility Programmes](#)
- [How can you register to ESC programme?](#)

ESC Volunteers Stories:

- [One year as a volunteer](#)
- [5 Questions from my ESC Adventure](#)



This programme will introduce you to NFE techniques used with young refugees, the Move in My Shoes game, and volunteer guidance (in different languages).

The following manual, developed by Moveurope! Initiative, provides youth workers with non-formal educational tools, stories, and resources to use with young refugees:

### Moveurope! TOOLKIT:



The purpose of this manual is to provide youth workers or people working with young refugees in the mobility area with a valid instrument, containing different NFE tools and target group appropriate info material on how to familiarize young refugees with the mobility topic and how to inform them. The tools target young refugees in Europe who have the desire/need to move and/or simply want to know about their mobility options and rights.

In the manual, it is possible to find different types of tools like:

- Non-formal education methods to familiarize young refugees in group sessions with the topic- online and offline
- Non-formal education methods to familiarize single refugees in a playful way with the topic, such as board games- online and offline
- Explanatory videos, as additional resources, explaining the most important concepts of the project moveurope!
- Success stories videos of refugees documenting and sharing their mobility experience, also as additional resources.

Would you like to know more about the mobility rights of refugees and their possible legal mobility opportunities in Europe?

Find a game that explains it all here:

### Move In My Shoes Game



### **Volunteering Guidance:**

This guidance offers you helpful information regarding volunteering services in Greece, Bulgaria, France, Germany, Italy, Spain and Sweden:

- [Mentor Me Infocard in ENGLISH language](#)
- [Mentor Me Infocard in ARABIC language](#)
- [Mentor Me Infocard in PERSIAN language](#)
- [Mentor Me Infocard in FRENCH language](#)



# MODULE 4:



# MENTORING SOFT SKILLS



This module contains the following details:

- A kit of mentoring documents
- Presentation on Young Refugee Mentoring
- Guidance on Mentoring Young Refugees

1. General mentoring (peer-to-peer approach, coaching, personal skills, cultural mediation, good practices, communication, rules for mentoring, etc)
2. Mentoring of young refugees (good practices, tips, need to know, psychological safety for mentee and mentor, awareness etc)

## Kit on “Documents on Mentoring”

### STEP 1

### Engaging Refugees



*Tips on how to carry out individual interviews with refugees potentially interested in cross-border volunteering experiences*

Individual interviews aim to acquire most of the information necessary to assess the prospective participant’s suitability for the cross-border volunteering program but first of all they represent a crucial opportunity to establish a good relation of trust and to start a relation which might keep on for a long time. Therefore, watch out! since often **the first impression is the one that counts**. The main priority is to put refugees at ease, since all the following steps might depend on this.

**Duration:** the first interview (meant to give and collect relevant information) may last between an hour and 90 minutes, depending on the interviewee’s contribution. In some cases, there may be a need for more than one interview. When you fix the appointment, make sure that the person understands that you need to take the necessary time and that it is good that they are not in a hurry. Make it also sure that the person notes down where and when the interview will take place.

**Mood:** Interviews are an opportunity to get to know one another. Interviewees are likely to be interested in learning more about the programme and local organisation, in much the same way that the organisation hopes to learn about them, their motivations, and their experiences. During the interview, you will ask for both general and specific information, starting with information for the database profile. Likewise, the interviewee will likely ask us general and specific information (who we are, what we do, why, who the refugees joining the programme are, what kind of support we provide, etc.), and it is very important to provide such information clearly and politely.

**Mood:** It should be noted that the information we obtain not only comes from interviewee's words, but, above all, from their non-verbal communication and relational modalities. In short, the interview is not an examination, nor a mere collection of data, but a relational context that produces information. Mobility workers will contribute to this context with their attitude and the way they speak and listen. Thus, there are certain things that should be avoided – in particular, expressing judgments about the interviewees, assessing their history or their opinions, or giving hasty evaluations without having an overall understanding of the situation.

## STEP 2 Waiting for Departure



Waiting for departure can be a very stressful period for the refugees. Generally they have already experienced delays, stop-and-gos, waste of time, loss of control on their lives and choices. It is crucial that the Mobility Mentor keep the refugee engaged and positive during all the stages necessary before being finally able to reach their destination.

The positive outcome of the experience, the emotional stability and the overall engagement of the refugee (even when he/she joins the volunteering experience) strongly relies on the effectiveness of the relationship and of the link established in the time of waiting. Besides giving all the relevant information in terms of legal constraints etc, it might be useful for the Mobility Mentor to bear in mind some precautions:

- Keep a constant contact with the refugee. This implies calling or texting him/her every one or two weeks, even if you don't have any specific update
- Help the refugee to figure out how the experience might be. Waiting time can prove very useful in order to make the refugee more aware on what might happen in the following steps and to better understand and communicate his/her expectations. In this respect it might be useful to make examples of what happened to other refugees, the challenges they had to address, the feedback they gave once back.





- Develop a sense of belonging to the project. Individual trajectories and choices are the core of refugee's experience, but at the same time it is important for him/her to understand that they take part to a collective project which is "bigger than them". There are organizations engaged in different countries, a volunteering experience is involved, instrumental attitudes should be set aside. Avoiding being judgmental and morally superior, the Mobility Mentor should on the contrary stimulate a positive sense of belonging, e.g. organizing presentations (on-line, video calls) by the receiving organizations.

- Facilitate the creation of a group: there might be more than one refugee waiting for departure and there might also be refugees who have already come back. It might be useful to organize regular group discussions and/or small social events so that people get to know each other and share experiences, expectations, fears... The Mobility Mentor might facilitate these group meetings helping everyone to feel at ease and positively engaged.

- Organize bilateral meetings with the receiving organization, when the refugee can get to know personally the people he/she will meet when starting the volunteering experience. It is important to clearly identify a contact person who is in charge of welcoming the refugees at his/her arrival and who will be in touch with the same refugee since the early stages of the project and throughout all the experience. It might be useful to share materials and other relevant information regarding the organization, the duties of the refugee when volunteering, the city and its services/leisure.

### ***Tips on how to carry out group discussions on the cross-border volunteering experiences***

- Mobility Mentor (facilitator) organizes meetings in a safe and comfortable environment. To create a friendly environment, it is best to hold the meeting sitting in a circle, with the facilitator at the same level as the refugees. It is crucial to create an informal atmosphere, conducive to easy conversation. One good starting point is to provide food and eat together. The commonality and informality of a shared meal was found to help create a basis of trust.
- The vast majority of group discussions will not involve the use of professional interpreters, but will instead rely on either informal translation or simply the help of whoever speaks the common language the best
- Where appropriate, use visual materials, such as drawings, maps, charts, pictures and photos, which can greatly enhance the discussion.

- Invite the group members to introduce each other. For example, ask every person to introduce her/himself by mentioning name, displacement details (e.g. where she/he is from – if no security risks are involved in answering – how long she/he has been displaced) and family situation.
- The Mobility Mentor establishes ground rules, e.g. respect for different viewpoints, privacy of information shared in the meeting, there are no wrong answers, only one person to speak at a time, everyone has the right to speak without being interrupted, to be respected, and to be listened to.
- The Mobility Mentor introduces a culturally appropriate ice-breaker, if needed, especially if you are dealing with young people.
- The Mobility Mentor ensures that everyone has a chance to speak on the theme, encourages everyone to expand on certain points and avoids moving quickly through a list of questions. It is important to be sensitive to cultural norms when conducting the sessions to ensure that no one feels rushed or excluded.
- The Mobility Mentor asks open questions, such as how, what, where, why as much as possible, especially to clarify or to check understanding. Do not judge people who speak; accept what they say.
- The Mobility Mentor avoids leading statements and questions; questions should guide the discussion rather than solicit direct answers from each of the participants
- The Mobility Mentor avoids dominating the discussion; he/she asks simple questions and only one question at a time.

### STEP 3

### Monitoring and Follow-Up



After departure, when the refugee reaches his/her destination and starts the volunteering experience, Mobility Mentor should keep in touch both with the refugee and the receiving organization (contact person).

It is a good practice to program regular on-line meetings (only with the refugee, only with the contact person and some others altogether). In the first period these meetings might take place on a weekly basis, later on on a monthly basis and any time in case of need.

If the relationship between the refugee and the Mobility Mentor has well developed in the previous stages, it will be much easier to keep this contact and a trust relation also at distance and the Mobility mentor will be able to act as a real facilitator and mediator with the receiving organization.



During the volunteering experience it is good to fix some monitoring activities (approximately every three months). These are more formal appointments where both the refugee and the receiving organization are called to self evaluate the development of the experience according to the goals and the outcomes defined at the beginning. The results of each monitoring will represent the starting point of the following one. It is important to bear in mind that it should be a participatory assessment and not a “judgment” on the individual results of the involved actors. Every monitoring activity should end with some points and goals for future improvement, giving a positive and dialogic feedback.

#### STEP 4

### Evaluation and Feedback



When the refugee concludes the volunteering experience and comes back, it is a good practice to organize a meeting with the Mobility Mentor and the sending organization.

It will be important to collect informal and spontaneous feedback about the experience but also to have a “closing moment” picking up more precise answers in order to evaluate the overall experience, not only from the individual point of view, but also from the more general goal to get some hints on how to improve the process as a whole.

The evaluation checklist should be elaborated at the beginning of the experience/project and contain some fix points and some more flexible ones (depending on the type of experience, country, receiving organization etc).

### Guidance on Mentoring Young Refugees

When mentoring young refugees, there are a few key things to keep in mind.

#### 1. Communication and Language



English will most likely be the common language, and it will most likely not be their mother tongue. Keeping this in mind means adopting a communication style that is clear and simple (i.e., not using unnecessary buffer words or very difficult vocabulary).

Effective communication ensures clear expectations are set between the mentee and mentor. Techniques for communicating effectively include active listening and paraphrasing. People typically only retain a small portion of what they hear so mentors should be sure to repeat important details. Having printed documents with the information you are providing translated in different languages can be very helpful.



## 2. Qualities of a Good Mentor



### Important qualities and attitudes to adopt as a mentor include:

- Being engaged and actively listening: Investing in your mentee's progress and goals, being present for them, and giving your attention and care when they are speaking can help motivate your mentee, and help you build a good relationship.
- Being respectful:
- Providing honest feedback and open communication: Being mindful of keeping communication open and safe is important. When feedback is given, make sure it is constructive.
- Professionalism and boundaries: this is important for the protection of mentees and mentors. Moving outside a professional relationship can blur boundaries, can create unsafe situations, show favoritism, change the expectations, and impact of the program.

## 3. Context Sensitivity



Context sensitivity is the awareness and appreciation of cultural differences and similarities between people and willingness to adapt one's behaviour accordingly (i.e., appropriate and effective behavior in intercultural communication). When working with young refugees, it is important to keep the cultural context in mind. This means establishing that all colleagues and staff are treated equally, and also recognising cultural, social, individual differences (i.e., recognising privilege, and that individuals have had to face different barriers and challenges). Bear in mind that you may have different customs and habits than those you are interacting with, and always use appropriate verbal and body language. For instance, physical touch may cause discomfort for many, so putting a hand on your chest as a greeting may be more appropriate in some circumstances. In addition, we must remember that we do not know what questions may be triggering or upsetting for an individual. Therefore, it is important to put some extra thought into our interactions with mentees when talking about their experience.

## 4. Staying within the Scope of your Role



It is likely that mentees will come to you with many questions. As facilitators of this programme, it is your responsibility to manage the expectations about the program and convey what you are able to provide to them, and where your limitations are. The infocards that have been created are a first great resource to share with mentees who want more information. These infocards contain information about resources for finances, paperwork information, health insurance, accommodation, and building community (like events and social activities). Encouraging mentors as well to look through these, so they can provide accurate information, is helpful.

If you are not a law professional, you should avoid engaging in any personal and specific legal conversations. It would not be too much to assume that there may be questions around how to extend visas or their stay. If this does fall into the scope of your work, you can provide the information as you have been trained to do so. However, you would not be in a position to give concrete advice regarding migration between two countries, or specific personal or legal scenarios. These questions can be redirected to local organizations which are in a better position to support with enquiries specific to the country of residence. As an example, if you know that someone managed to migrate from Greece to France, and it was successful, these are not useful stories to share because every person's situation is different, and it may bring false hope. All and all, it is crucial to redirect to other resources so we do not misinform mentees.

## 5. Helping Mentees Set Goals



Helping mentees set and work towards goals can help them find their path and increase their motivation. One effective method of doing this is setting up meetings with mentees upon arrival, and asking them if they have any areas they would like to professionally work on and develop (e.g., team management, co-working skills, communication). After this first step, regularly checking-in with mentees about their training goals allows you to address any difficulties or issues and ensure mentees are on the right path towards reaching the goal. During these check-ins, the purpose of the training goals should be reviewed. If a mentee feels confused, they are likely to be less motivated. Making sure training goals are as clear as possible and making time for questions will help with making the mentee feel well supported.

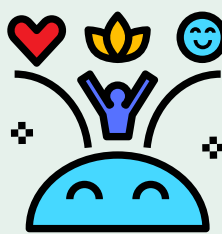
In addition, consider setting short-term and long-term training goals to keep mentees engaged. Short-term goals allow mentees to accomplish tasks and get results in a relatively short time, which can help motivate them for their long-term goals. Lastly, making the mentee's goals visible can help with making the goals clear and motivating. This can be done by writing down the goals, or sharing some of them with the team so they can support the mentee where needed.

## 6. Mentor Well-Being



Working in this context can be stressful and overwhelming, which can lead to burnout if it is not properly addressed. Some common risks to well-being to look out for include:

1. Feeling guilty about paying attention to your own need for rest or support, and therefore lacking boundaries between work and rest;
2. Feeling a sense of overwhelm or inadequacy to help or change certain difficult situation;
3. Team dynamics can sometimes cause stress, especially in the case of facing certain moral or ethical dilemmas;
4. Not realizing the negative impact of your own stress level.



It is important to remain aware of your own needs and prioritize your well-being by taking care of your physical and mental health on a daily basis. There are many different ways to do so, for short-term relief, as well as for long-term self-care.

### **Immediate Short-Term Relief**

If you are feeling overwhelmed or stressed, immediate relievers can look like grounding one's senses (the 5 senses grounding technique), removing oneself from a situation and taking a break from what you are doing.

### **Long-Term Sustainable Self-Care**

We recommend making time for leisure activities, hobbies, exercise and social gatherings. Making time for routines and structure outside of work, or being able to leave work behind and take a rest can act as protective factors against experiencing burnout.

### **Additional Resources:**

- [Moveurope Guidance on Mentoring Young Refugees](#)
  - [Session Design for Mentoring Young Refugees](#)
- To find more methods on supporting refugees as a mentor:
- Check out the [Mentoring of Young Refugees Presentation](#)





This module includes a presentation on outreach and dissemination activities as well as an event management checklist. As a youth worker, these resources will assist you in organising refugee support activities while strengthening your abilities to reach a wider audience through your work.

## Dissemination and Outreach Presentation:

In the following presentation, you will be able to identify your event goals and carry out a dissemination plan, you can find [the presentation here](#).

## Event Management Checklist

### Pre-Event Planning:

- ✓ **Define the Event:** Clearly outline the goals and purpose of the event, think of an event name.
- ✓ **Budgeting:** Establish a detailed budget, considering all potential expenses and funding available.
- ✓ **Team:** Establish the team, recruit and brief event staff, including volunteers.
- ✓ **Venue Selection:** Choose a suitable venue based on the event size and requirements.
- ✓ **Date and Time:** Set a date and time that aligns with your target audience and purpose.
- ✓ **Logistics:** Arrange transportation, accommodation, and other logistical details such as food and beverages.
- ✓ **Marketing and Promotion:** Develop the necessary material to promote the event such as flyers, a website, invitations, etc.
- ✓ **Ticketing and Registration:** Implement a seamless ticketing or registration system.
- ✓ **Guest List:** Create a guest list and manage invitations accordingly.
- ✓ **Program Schedule:** Plan a detailed timeline for the event, including speakers and activities.
- ✓ **Equipment and Decoration:** Ensure all equipment is available and functional and arrange all necessary decoration.
- ✓ **Contingency Plan:** Ensure alternative actions are considered if unexpected circumstances or challenges arise during or before the event.



## Event Execution:

- ✓ **Check-In and Registration:** Set up a smooth check-in and registration process for attendees.
- ✓ **Welcome and Introduction:** Have a well-planned welcome and introduction session.
- ✓ **Communication Plan:** Create a communication plan for staff and attendees.
- ✓ **Photography and Videography:** Arrange for professional documentation of the event.
- ✓ **Feedback Mechanism:** Implement a system for collecting feedback during and after the event.

## Post-Event Wrap-up:

- ✓ **Data Collection:** Gather data on attendance, feedback, and other relevant metrics.
- ✓ **Thank You and Follow-Up:** Express gratitude to participants and follow up with post-event communications.  
Financial Recap: Review and reconcile the event budget.
- ✓ **Post-Event Analysis:** Evaluate the success of the event and areas for improvement.
- ✓ **Documentation:** Compile event documentation, including photos, videos, and feedback.

## Additional Links:

- [Community Matching Toolkit by UNHCR](#)
- [UNHCR, Focus Group Discussion:](#) a useful tool for creating a positive relationship with refugee communities
- [PAPYRUS - Professional Action and Practice for Youth Refugees and Asylum Seekers](#)
- [Out-Side-In – Inclusive Adult Education for Refugees](#)





# PROJECT RESULT 2: TRAINING CONCEPT



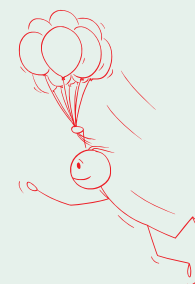
This training concept consists of the following training cycle components:

1

Group input from the trainer (assisted by partners and trained mobility mentors)

An interactive, self-paced training course on the HOP training platform (public and free). Since the themes are closely related to the Kit, trained mentors may apply them to quickly access knowledge when guiding stakeholder organizations and refugees.

2



The training concept provides you with hands-on exercises along with methods for carrying out mobility mentor training sessions. The modules that it contains match those listed in the mobility kit. Project Result 2 builds on Project Result 1 by exploring deeper into the practicality of these tools outside of their theoretical use in the mobility kit section. It provides you with the chance to develop your skills and get access to resources while acting as a mentor.

*Note: All the sessions can be implemented in a physical training, unless it is specified as online or self-paced training sessions.*

**Previous Moveurope! Project Resource:**  
[Manual Moveurope Training Concept](#)



# MODULE 0: INTRODUCTION TO THE CONCEPT OF THE PROGRAMME



This module explains how to use the Kit of the first project results and explains the mobility mentor's role and support. It is preferable to watch these videos before using in person training sessions mentioned in the training concept.

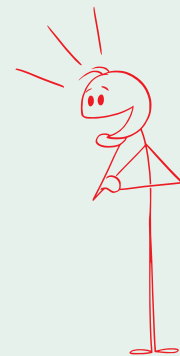
## It includes three explanatory videos about:

1. What to find on the platform and where
2. For who is the platform
3. How to use the material provided and the platform

## Mobility Mentor Training Course Videos: (Self-Paced Session)

### Video 1 : What can you learn here and what is it about?

This video shows the content and team behind this course



Do you want to mentor a young person with refugee backgrounds on how they can access and participate in cross-border voluntary service programmes in Europe? Then this training course is the right one for you!

### What can you learn in this course?

This training course has different modules:

- you will learn who is a mobility mentor and what mentoring means
- gain basic knowledge about asylum and migration policy in Europe
- get to know the moveurope! Movement with which we promote mobility rights and opportunities for refugees in Europe
- discover the ESC voluntary service programme as well as national voluntary service programmes in 7 EU countries and how young people with(out) refugee backgrounds can participate
- understand how you can support a young person with refugee backgrounds in cross-border voluntary service programmes
- dive into other useful topics for mobility mentors, such as intercultural communication, event management, networking and much more....

**Got interested?** Then go to our next video where you will find out more about WHY we think that this training course is important for you!

## **Video 2: Why this course and Who can do this course?**

This video shows the purpose of this course

**WHY do we need mobility mentors for young people with refugee backgrounds in Europe?**



### **Why do we need mobility mentors for young people with refugee backgrounds in Europe?**

- we designed this course because we want to create a network of people that support young people with refugee backgrounds to access cross-border youth mobilities in Europe, likewise young European citizens do.
- we believe doing a cross-border voluntary service in Europe is an enriching experience for every young person, opening new opportunities and doors both on personal and professional level
- we therewith want to promote a Europe of solidarity and equality for all young people

### **Who can participate in this course to become a mobility mentor?**

- anybody who is interested in guiding and mentoring a young person with refugee backgrounds in a cross-border voluntary service experience in Europe
- you need basic English skills to follow the course
- no age limit
- the course is for free!
- you stand for our values
- if you live in Europe, you can become an active mobility mentor in our network!

**You want to know how the course works? Watch the next video to get started!**

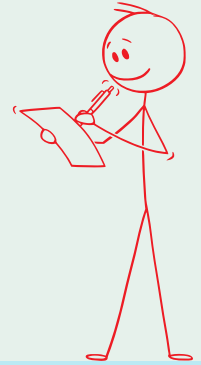


### **Video 3: How does the training course work?**



**Are you ready to start the course?  
This is how it works:**

You find all information about the course on [www.moveurope.info](http://www.moveurope.info)



**The course is composed by different elements:**

- Some parts need to be done with a trainer, check out our training calendars to see when we offer **in-person and online training** for mobility mentors
- there are **self-paced training** parts that you can follow autonomously on the **HOP platform**

HOP platform is an e-learning platform created by SALTO and Erasmus+. To use it, you simply need to register, its for free!

**All materials of this course - also for trainers - can be found for free download on [www.moveurope.info](http://www.moveurope.info)**

Questions? reach out to our team: [info@moveurope.info](mailto:info@moveurope.info)

**Are you READY? Lets start learning together!**



# MODULE 1:

# INTRODUCTION TO THE CONTEXT AND MOVEEUROPE!



In this module, you will find sessions on:

- mig\_mit history, values and approach
- moveurope! concept
- Mentees (target group) and their needs




## MIGRATION\_MITENAINDER HISTORY, VALUES AND APPROACH



|                            |   |
|----------------------------|---|
| <b>Objectives</b>          | <ul style="list-style-type: none"><li>• Get to know the German founder association, migration_miteinander, of moveurope! and the main initiator(s) behind the MentorMe training program</li><li>• Learn about the history, values and approach of the association and the moveurope! program and it's network</li></ul> |
| <b>Methods</b>             | Frontal presentation, followed by Q&A session<br><i>Alternative method: if you have people available that are close to mig_mit (volunteers, employees, etc), you can also make a "living library" activity out of this activity.</i>  |
| <b>Age of participants</b> | 16-99<br>(this exercise was tested with many different age groups)  |
| <b>Group size</b>          | less than 35 participants, can be done with big groups  |
| <b>Time</b>                | 30 min  |
| <b>Materials</b>           | <ul style="list-style-type: none"><li>• Presentation: <a href="#">Introduction to moveurope and mig_mit</a></li><li>• Presentation: <a href="#">migration-miteinander</a> presentation</li></ul>  |





|                     |  |
|---------------------|--|
| <b>Room Setup</b>   | <p>Form a big circle with all participants, the trainer/facilitator should be placed so that everybody can see him/her (and if the PPT is used, also).</p>   |
| <b>Session flow</b> | <p><b>Preparation:</b><br/>It is needed that the facilitator is familiar beforehand with the migration_miteinander mission, the moveurope! program and have a solid, general knowledge of European Asylum and Migration policy, ideally knowing what happened the last 1-2 years and what is the current situation roughly.<br/>Use max. 20 min for the presentation to leave 10 min time for Q&amp;A session.</p> <ol style="list-style-type: none"><li>1. Use a projector for the presentation.</li><li>2. Form a circle of chairs, hand out paper/notebook and pencils beforehand</li><li>3. Create an interactive space using an energizer, as it is a preparation for a listening session.</li><li>4. Use “Introduction to moveurope! and mig_mit” presentation, showing slide 1-2 to the participant. Then, when showing slide 2, you can use the text from slide 2+3 (learn it before) from the PDF “mig_mit presentation” (our history and elevator speech). Then show + explain slide 3 of “intro to moveurope! and mig_mit” presentation, showcasing WHY mig_mit started with moveurope! programme.</li><li>5. After, go back to the PDF “mig_mit presentation” slide 4 and continue the presentation slide by slide. You can also show the website to participants.</li></ol> |





|   |  |
|---|--|
| <b>Session flow</b>                     | <b>Closing and evaluation:</b> <ul style="list-style-type: none"><li>• Q&amp;A session for 10 min: Open the room for possible questions and answers. Keep in mind to leave space for participants to answer in an inclusive approach (peer-to-peer knowledge sharing).</li><li>• In case you feel the group is not ready to speak freely in plenary, invite participants after the presentation to write on a sticky note 1 question each or share a learning about mig_mit and let them pin their sticky note on a board.</li></ul> |
| <b>Material(s) for the facilitator</b>  | <ul style="list-style-type: none"><li>• Presentation: <u><a href="#">Introduction to moveurope and mig_mit</a></u></li><li>• Presentation about <u><a href="#">migration-miteinander</a></u></li><li>• Additional material: check out also mig_mit website: <u><a href="http://www.migrationmiteinander.de">www.migrationmiteinander.de</a></u> and <u><a href="http://www.moveurope.info">www.moveurope.info</a></u> to learn more about the association and the program moveurope!</li></ul>                                       |
| <b>Material(s) for the participants</b> | pencils and paper/notebook to take notes   |





# MOVEUROPE! CONCEPT




|                            |   |
|----------------------------|---|
| <b>Objectives</b>          | <ul style="list-style-type: none"><li>• Give an overview of the general European framework in which moveurope! takes place</li><li>• Get to know the different target groups of moveurope! who can support considering the legal framework</li><li>• Give an overview of how moveurope! is implemented in Germany as pilot project country (or other country of choice, see below); give an understanding of the legal and bureaucratic steps needed and the different mobility opportunities that are available in Germany</li></ul> |
| <b>Methods</b>             | <ul style="list-style-type: none"><li>• Frontal presentation</li><li>• If possible, invite for this session a former moveurope! participant or person with refugee backgrounds you know has lived intra-European mobility to share their experience.</li></ul>  |
| <b>Age of participants</b> | 16-99<br>(this exercise can be tested with many different age groups)   |
| <b>Group size</b>          | less than 35 participants   |
| <b>Time</b>                | 2 - 2:30 hours  |
| <b>Materials</b>           | <ul style="list-style-type: none"><li>• Presentation on <u>moveurope! introduction</u> (<u>Explanation on How</u>)</li><li>• Presentation on <u>moveurope! Germany</u> (<u>Explanation on How</u>)</li></ul>  |
| <b>Room setup</b>          | Form a circle with all participants<br>Tip: Try to avoid “school setting” in frontal presentations  |



|  |   |
|--|---|
| <p><b>Session flow</b></p>                     | <p><b>Preparation:</b><br/> Familiarize yourself with both powerpoint presentations, using also the explanation file for the slides.<br/> Start the presentation. Before moving to slide 5 (who can participate in moveurope!), test the knowledge of your group to have an awareness of how to approach them.<br/> Try to make the whole presentation as interactive as possible.</p> <p><b>Closing and evaluation:</b></p> <ul style="list-style-type: none"> <li>• If you are familiar with the topic, create 2 profiles of potential moveurope! participants, ask the participants what the moveurope is! programme could do for these people or how they could be supported to move (what is possible legally and in Germany as example country).</li> <li>• Provide them with a constructive answer or solution to the situation</li> </ul> |
| <p><b>Material(s) for the facilitator</b></p>  | <ul style="list-style-type: none"> <li>• Presentation on <u>moveurope! introduction (Explanation on How)</u></li> <li>• <u>Moveurope Legal Framework (Explanation on How)</u></li> <li>• Presentation on moveurope! Germany (if you want to use other countries, please check out our <u>Moveurope Toolkit</u>, there you find links to presentations for other countries (Italy, France, Sweden, Bulgaria, Greece, Spain etc.) + explanations of the slides</li> <li>• <u>Youtube videos</u> from moveurope! participants</li> </ul>   |
| <p><b>Material(s) for the participants</b></p> | <p>pencils, notebooks/paper</p>   |
| <p><b>Additional Helpful Resources</b></p>     | <p><u>Crash Course - European asylum law - short+long version (final)</u><br/> <u>Crash Course Explanation on the Slides</u></p>  |

# MENTEES (TARGET GROUP) AND THEIR NEEDS

|                            |  |
|----------------------------|--|
| <b>Objectives</b>          | <ul style="list-style-type: none"> <li>• Consolidate the knowledge on moveurope! target group introduced in the legal framework and moveurope! concept with a concrete case study, to exercise on the different target groups.</li> <li>• Learn more about the complex situation of potential mentees within the moveurope! framework</li> <li>• Reflect on possible actions a mentor can take and solutions that can be found when encountering a new mentee</li> </ul> |
| <b>Methods</b>             | <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Reflection</li> </ul>    |
| <b>Age of participants</b> | <p>16-99<br/>(This exercise can be tested with many different age groups)</p>  |
| <b>Group size</b>          | <p>25-50 participants</p>  |
| <b>Time</b>                | <p>1 - 1:30 hours<br/><i>for instance: individual reading (5 min), followed by reflection in small groups (25 min), and 30-60 min of sharing and discussing single cases in plenary</i></p>  |
| <b>Materials</b>           | <ul style="list-style-type: none"> <li>• Case study <u>role cards</u> (13 cases)</li> <li>• Case study <u>solution cards</u> (for each case study, role card = one solution card)</li> </ul>   |
| <b>Room setup</b>          | <p>Groups shall have space in the room to find a calm place for reading and discussing their case, they can also leave the room and go outside. One big room is needed to bring back small groups to the plenary.<br/>Case solutions can be laid out on a desk in the room (or be prepared to be handed out at the end of the session).</p>  |

## Session flow

### Preparation:

1. For this activity, you can choose to use all 13 role cards. It is recommended to think beforehand about your group (experience, knowledge, etc.) and choose the most suitable role cards, depending on the size of the group (for instance, if you have 30 people and want to make groups of 4 people, choose a maximum of 7-8 role cards).
2. Read carefully the solution cards; the trainer should be prepared to present possible solutions, ideally the trainer has a solid background knowledge about moveurope! context (both legal and the program in itself) to be able to answer all questions of the group and also propose alternative solutions to those on the solution cards.
3. Print beforehand one copy of each role card and the respective solution
4. Lay out the solution cards on a desk in the training room.

### Group activity:

1. Split the big plenary group into small groups of 2 to maximum 4 persons.
2. Hand out a role card to each group. Explain that each group has 30 min to read (ideally 5 min reading time), analyze and understand their role card, discussing in their small groups.

### Invite each group to think about the following points:

1. Profile of your mentee: what is their current situation, their personal challenges and potentials; what could be their personal needs in this situation?
2. Is this person legally allowed to move? Why and/or how?
3. What could you do as a mentor for this person, propose potential solutions

Invite groups to take notes about what they discuss. Explain to them that afterwards, they are invited to share their case in plenary.

## Session flow

3. Afterwards, all small groups come back into plenary.
  - Explain that now some groups are invited to share their case study (give maximum 60 min duration; you might experience often more questions regarding the legal and structural framework).
  - Invite 2–3 small groups to share their case study, give 5 to max. 15 min per group.
  - If you have still time, you can invite more groups to share their case study.
  - Discuss possible solutions for each role card with the plenary (without handing out or showing the solution card).
  - By the end of the discussion (maximum 60 min, unless the group is very motivated and interested), show participants where to find a solution card (can be read after the session individually or with their small group).
  - Important: The idea of this activity is not to find the ideal solution for each role card, but to dive deeper into the personal situation and needs of potential mentees (target group) and reflect on the role of the mentor and possible solutions that mentor and mentee could find together.

### **Closing and evaluation:**

- Ask participants to throw a ball to those who would like to share what they take from this session about the situation and needs of mentees.
- Point out again, that solution cards can be found on a desk in the room, in case people want to deepen their knowledge.

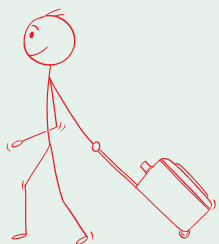
*Optional: You can use slide 8 (participants) and slide 11 (challenges) of presentation on “moveurope! participants profile + challenges”:*

- *slide 8 lays out the average profile of a moveurope! participant (between 2017–2023)*
- *slide 11 lays out the most common challenges that these participants encounter in a short or long-term mobility within Europe.*

|   |  |
|---|--|
| <b>Material(s)<br/>for the<br/>facilitator</b>  | <ul style="list-style-type: none"> <li>• <u>Role Cards</u> (13)</li> <li>• <u>Solution Cards</u> (13)</li> <li>• Presentation “<u>moveurope! participants profile + challenges</u>”</li> </ul>   |
| <b>Material(s)<br/>for the<br/>participants</b> | <ul style="list-style-type: none"> <li>• role cards (13) printed (see in preparation, no need to print all or work with digital tools, if possible)</li> <li>• paper, pencils to take notes (or digital devices, if possible)</li> </ul>   |
| <b>Additional<br/>materials</b>                 | <p><i>In case people want to learn more or you want to have an alternative to the role cards, you can also <b>play with them our game “move in my shoes”</b> that can be found for free download on our website: <a href="https://migrationmiteinander.de/en-move-in-my-shoes/">https://migrationmiteinander.de/en-move-in-my-shoes/</a></i></p> |



# MODULE 2: INTRO TO THE MOBILITY MENTORS FRAMEWORK



In this module, you will find sessions on:

- Who is a Mobility Mentor?
- European Solidarity Corps Storyboard
- The Perfect Hosting Organization (ESC programme)



## WHO IS A MOBILITY MENTOR?



|                            |   |
|----------------------------|---|
| <b>Objectives</b>          | <ul style="list-style-type: none"><li>• Understand the definition of the concept of “mobility mentor for young refugees” in the moveurope! framework</li><li>• Learn with whom mobility mentors work together (Hubs, other associations), what is their role, their activity</li><li>• Learn who can be a mobility mentor and how to become a mobility mentor</li></ul> |
| <b>Methods</b>             | Presentation, group work and optional video   |
| <b>Age of participants</b> | 16-99<br>(this exercise was tested with many different age groups)  |
| <b>Group size</b>          | 35 participants, it can be done with big groups   |
| <b>Time</b>                | 1 hour  |
| <b>Materials</b>           | Presentation: <u>“who is a mobility mentor”</u>   |
| <b>Room setup</b>          | Make a big circle with all participants, the trainer/facilitator should be placed so that everybody can see them.   |

## Session flow

Familiarize yourself with the powerpoint. You might already know some of the slides from previous modules; this is done by purpose to remind participants about what was learned there. This session is meant to explain to the participants how migration\_miteinander, as initiator of the moveurope! programme, tried to create a more sustainable network by expanding moveurope! activities to other European countries through the mobility Hub concept, which includes also the mobility mentors that support in guiding young refugees who want to do intra-European voluntary service on the ground.

When preparing for the presentation, think about if you want to show some videos of former moveurope! participants (mentees).

### **Before starting the presentation:**

Energizer activity: 5 min.

Each participant shall write down individually why they want to be a mobility mentor for young refugees that want to do an intra-European voluntary service. What is their motivation? They shall keep this note for themselves until the end of the session.

**Start the presentation**, follow the slides.

**Instead of the success stories on slide 14** (in case you are not familiar with them), show one of the videos from mig\_mit's youtube channel.

**In slide 16**, showing who can be a mobility mentor, ask participants to split in small groups and brainstorm about it for 5 min. Encourage them to reflect on needed soft skills and competences a mobility mentor should have according to them. Bring them back to the big group and collect their ideas on a white board/flip chart with the whole group.

|  |   |
|--|---|
| <p><b>Session flow</b></p>                     | <p><b>Closing and evaluation: 15–20 min.</b></p> <p>Close the session by asking each participant to take their notes from the beginning. Invite those who want to read out loud what is their motivation to be a mobility mentor and let them discuss with the whole group, what could be possible challenges, why they believe they could be a “good” mobility mentor etc. Guide the group through this reflection round. Take a max. of 5–7 people for each sub group.</p>                                      |
| <p><b>Material(s) for the facilitator</b></p>  | <ul style="list-style-type: none"> <li>• Presentation: <u>Who is a mobility mentor</u></li> <li>• Youtube videos with experience of previous mentees (<a href="https://www.youtube.com/@migration_miteinandere.v9492/videos">https://www.youtube.com/@migration_miteinandere.v9492/videos</a> ) <ul style="list-style-type: none"> <li>◦ For example: Husein’s or Alphonse’s success story</li> <li>◦ For example: Nisrine or Honoré talking about their ESC voluntary service in Germany.</li> </ul> </li> </ul> |
| <p><b>Material(s) for the participants</b></p> | <p>pencils and paper/notebook to take notes</p>   |





# EUROPEAN SOLIDARITY CORPS STORYBOARD

(SELF-PACED SESSION)



Introduction of Voluntary Services – European Solidarity Corps (ESC) and European countries specific volunteering programmes. It is preferable to do this activity after the end of in person physical training of the programme concept.

|                            |   |
|----------------------------|---|
| <b>Objectives</b>          | <ul style="list-style-type: none"> <li>• Be familiar with the different voluntary service programmes that you can undertake in Germany</li> <li>• Know how to navigate the European Youth Portal and look for voluntary service opportunities</li> <li>• Be familiar with the European Solidarity Corps, its principles and how they are put into practice</li> <li>• Know the characteristics of the different programmes in terms of duration, target group, activities, budget and accounting</li> <li>• Be aware of the specific financial support available for young refugees in the voluntary service programmes</li> <li>• Be aware of the training or youth exchange opportunities available in the frame of the Erasmus+ programme</li> <li>• Be familiar with digital tools for self-study and digital collaborative work and can also use them in other settings</li> </ul> |
| <b>Methods</b>             | Individual/Group work   |
| <b>Age of participants</b> | 16-99<br>(this exercise was tested with many different age groups)  |
| <b>Time</b>                | 1 hour  |

|                            |  |
|----------------------------|--|
| <p><b>Materials</b></p>    | <p><b>Kit on <u>European Solidarity Corps</u></b></p> <p><b>Description of the Kit</b></p> <p>1. <b>Brochure European Solidarity Corps 2019:</b> this brochure gives an overview of the existing opportunities for young people within the European Solidarity Corps (ESC)</p> <p>1. <b>Factsheet ESC 2021–2027:</b> this factsheet gives an overview of the goals and priorities of the ESC programme from 2021 to 2027</p> <p>1. <b>Infokit for ESC volunteers:</b> this infokit provides information for volunteers about what to expect during their voluntary service</p> <p>1. <b>European Solidarity Corps Guide 2023:</b> this guide provides extensive information on all the opportunities offered by the ESC programme. It is addressed to organisations hosting ESC activities and is the most detailed document containing all binding information.</p> |
| <p><b>Session Flow</b></p> | <p>Start by reading the documents from 1 to 3. Read the following pages of document 4:</p> <ul style="list-style-type: none"> <li>• Volunteering Projects (p. 21 in the table of contents: What are the volunteering projects? And which activities can be supported under this Action?)</li> <li>• Volunteering Teams in High Priority Areas (p. 32 in the table of contents: What are Volunteering Teams in High Priority Areas? AND Which activities can be supported?)</li> <li>• Solidarity projects (p. 45 in the table of contents: What is a Solidarity Project? AND How to set up a Solidarity Project?)</li> </ul>   |

### Session Flow

Take at least 20 minutes to familiarise yourself with the ESC Programme Guide. Read at least the following chapters, while collecting information for the research task below:

- Part A (pp. 6-18 in the table of contents)
- Part B - Volunteering Projects (pp. 21-25 in the table of contents)

And here is a research task: make a copy of [this document](#) and take a good look at all the questions in it. Then, while reading the ESC Guide, try to answer these questions on your copy of the document.

*Optional: if you are still motivated, you can have a look at these videos to recapitulate what you just learned:*

- [Discover the European Solidarity Corps](#) (4.36 min)
- [Your practical journey through the European Solidarity Corps](#) (2.42 min)
- [Example of activities done in ESC projects](#) (1.30 min)
- [Webinar: Introduction to the European Solidarity Corps](#) (38.07 min)

Add your open questions about the ESC [here](#) so that we can discuss them together in the group.

The European Youth Portal is the hub for young people looking for opportunities abroad in Europe; its main focus lies on volunteering through the [European Solidarity Corps](#). The platform allows young people and organisations to register and look for each other. Take some time to explore the website, especially in the sections dedicated to [accredited organisations](#) and [funded opportunities](#) in order to familiarise with the layouts and search functions.

*Optional: if you want to know more, take a look at traineeships, working and studying opportunities too. The same goes for the section dedicated to the EU Youth Strategy, which contains a lot of information about past and present initiatives inspired by the European Youth Goals.*

### Session Flow

Collect the essential information to be able to deliver a short presentation about an organisation fulfilling the following criteria:

- Country: Austria
- Details: Volunteering in the field of Education, open for refugees

Or

- Country: Germany
- Details: Volunteering in the field of Culture, open for refugees

Find an opportunity for Khalid: he comes from Syria but has a refugee status (and refugee passport) in Italy. He would like to go to Luxembourg/France/Belgium to help other migrants and refugees. Take note of his options. Then look for an opportunity for Zahra: she has a passport from Saudi Arabia and a work permit in Greece. She wants to go to Lithuania/Estonia/Latvia to study, but she needs to move there legally and learn the language first. She would therefore be open to volunteering in the field of culture. Take note of her options, and remember: opportunities on the Portal might not always be available for the exact position you are looking for or in the exact country you are searching, so try to find the best possible solution.

### Additional materials

[ESC Factsheet\\_Guidance Training Session](#)



# “THE PERFECT HOSTING ORGANIZATION” COLLAGE



|                            |   |
|----------------------------|---|
| <b>Objectives</b>          | <ul style="list-style-type: none"> <li>• Introduce the role of an organization which hosts volunteers, especially in the frame of the European Solidarity Corps</li> <li>• Sharing knowledge on the important characteristics and responsibilities of hosting organizations and what makes them good hosting organizations</li> </ul>   |
| <b>Methods</b>             | Creative work – collage (online or offline)   |
| <b>Age of participants</b> | 16+<br>Profile of the participants: youth workers, project coordinators and managers, mentors of volunteers, etc.   |
| <b>Group size</b>          | 25–35 participants  |
| <b>Time</b>                | 1 hour and 30 min   |
| <b>Materials</b>           | <p>The session can take place both online (e.g. via Zoom) and offline.</p> <p>If the session is online, participants and facilitators/trainers need to have access to computer/mobile devices with internet, and Miro/Google Slide templates should be prepared in advance for the participants to create their collage.</p> <p>If the session is offline, the materials needed are flipcharts, markers, scissors, pens, post-its, glue and magazines – the more diverse, the better.</p> |
| <b>Room setup</b>          | <p>If the session is offline, participants can be sitting in a circle at first and then could go to group work. It would be helpful if there are tables where the small groups could work on their flipchart to create their collage.</p>   |

## Session flow

1. The trainer/facilitator introduces the session topic – the role of the hosting organization in the **European Solidarity Corps programme**. There can be a short brainstorming on the programme itself on what it involves, how it works, etc., so that it is clarified that there is a sending and a hosting organization, and a young person aged 18-30 that takes part in the project as a volunteer.
2. After the short introduction the facilitator asks the participants to divide in small groups (5-7 people per group) and tells them that they will have the creative task to make a collage on the topic “**The Perfect Hosting Organization**”, outlining the **main characteristics and responsibilities** of the hosting organization that implements European Solidarity Corps projects.
3. If the session takes place offline, the participants (in groups) work on a flipchart to create their physical collage, using magazines, post-its, pens and markers, so that in the end they have a completed poster which shows the main characteristics of a good hosting organization. They should have around 30 min. for this work.
4. If the session takes place online, the participants can be divided in groups through breakout rooms and can work on a virtual collage, either on Miro or on Google Slides (or any other similar platform). These templates should be prepared in advance for each group and links to them should be sent to the participants in each breakout room. On the empty slides/boards the participants in each group can write words/sentences, add images from the internet, add different elements, etc.
5. After the groups are ready with their collages, they present them one by one to the audience, sharing the main points that are reflected in what they created. Each group should have around 3-5 min. to present.
6. After the groups finish the presentation, the facilitator leads a short debriefing using the suggestions below.

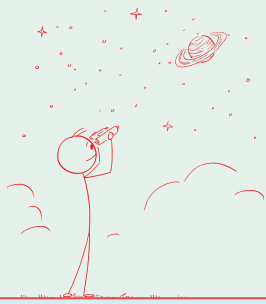
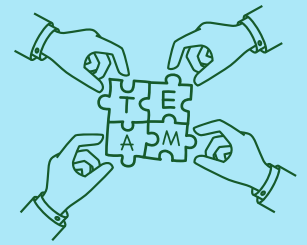
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| <p><b>Session flow</b></p>                    | <p><b>Closing and evaluation:</b><br/>Possible questions for debriefing the session are:</p> <ul style="list-style-type: none"> <li>• How was the process for you, how did you feel during the activity?</li> <li>• If you need to choose only 3 main characteristics of the hosting organization, what would they be?</li> <li>• Was there anything in the activity that surprised you or was new to you?</li> <li>• What do you take from this activity, what are the main learning outcomes for you? How do you think you could apply them in your work?</li> </ul>   |
| <p><b>Material(s) for the facilitator</b></p> | <p><b>Responsibilities of hosting organizations:</b></p> <ul style="list-style-type: none"> <li>• Organising activities, providing safe and convenient working environment</li> <li>• Developing a programme in cooperation with volunteers and partner organisations</li> <li>• Providing support to volunteers during all the phases of the project</li> <li>• Providing accommodation (in a fully furnished apartment/house), local transportation, pocket money and food money to the volunteer</li> <li>• Providing a mentor that is not directly connected with the organisation</li> <li>• Dealing with financial and administrative aspects of the project – managing the project budget according to the rules of the programme and the national and European legislation, reporting, communicating with the National Agency, etc.</li> <li>• Providing a volunteering contract to the volunteer and answering questions the volunteer might have regarding their tasks, responsibilities, etc.</li> <li>• Providing information to the volunteer prior to their arrival and during the mobility – regarding the project, tasks, activities, responsibilities, practicalities, etc.</li> <li>• Providing an invitation letter to the volunteer and assisting them in case they need to receive a visa</li> <li>• Supporting the volunteer to find the best travel options, along with the sending organization</li> </ul> |

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| <p><b>Material(s)<br/>for the<br/>facilitator</b></p>  | <ul style="list-style-type: none"> <li>• Registering the volunteer in the Beneficiary Module at least 14 days prior to the start of the mobility, so that the Cigna health insurance can be automatically issued</li> <li>• Communicating with volunteers, sending organizations, partners and other stakeholders involved in the implementation of the activities on a regular basis</li> <li>• Providing (online) language support</li> <li>• Enabling and supporting the volunteers to plan and implement their own initiatives/projects</li> <li>• Providing traineeship, social program, integration to local society and reacting to current needs of the volunteer</li> <li>• Organising evaluation process and supporting self-reflection (with mentor)</li> <li>• Creating the Youthpass certificate of the volunteer</li> <li>• Dissemination and promotion</li> </ul> |
| <p><b>Material(s)<br/>for the<br/>participants</b></p> | <p>The bullet points provided above can be used as a handout for participants or presentation after the debriefing</p>   |





# MODULE 3: MOBILITY MENTORS IN ACTION



In this module, you will find sessions on:

- NFE and Moveurope! NFE Tools
- Guidance of your Mentee



## NFE AND MOVEUROPE! NFE TOOLS



|                            |   |
|----------------------------|---|
| <b>Objectives</b>          | <ul style="list-style-type: none"> <li>• Be aware of non-formal education methods and attain tools on how to integrate them with moveurope mobility guide</li> <li>• Create a new approach with young people who has less opportunities, especially migrants and refugees</li> <li>• Boost and promote NFE tools which is essential for the education and engagement of young people</li> </ul> |
| <b>Methods</b>             | Group work, World Cafe  |
| <b>Age of participants</b> | 20+<br>Profile: youth workers, volunteers, trainers, educators and youth leaders  |
| <b>Group size</b>          | 20-35 participants  |
| <b>Time</b>                | 1 hour and 30 min   |
| <b>Materials</b>           | Printed material, flipchart papers, pens, and coloured markers  |
| <b>Room setup</b>          | Group work and U-shaped style for reflection times  |



## Session flow

### Part I: NFE Tools (60 min)

The facilitator starts the session introducing that there are three types of education: formal, non formal and informal. Then, the facilitator divides them into three groups and distributes one printed list of examples for each group. Each group is asked to discuss together which kind of education is related to each example they have.

#### Group 1 examples:

- Boy Scouts and Girls Guides develop some sports program such as swimming (non formal education)
- Learning in a classroom in a school or university (formal education)
- Parents teaching spontaneously a child some basics such as numeric characters (informal education)

#### Group 2 examples:

- A person standing in a bank learns about opening and maintaining the account at the bank from someone (informal education)
- Community-based adult education courses (non formal education)
- School grading/certification, college, and university degrees (formal education)

#### Group 3 examples:

- Someone learning his/her/their mother tongue (informal education)
- Planned education of different subjects having a proper syllabus acquired by attending the institution (formal education)
- Attending fitness programs (non formal education)

*Note for facilitator: When you distribute the examples, please remove the types of education*





## Session flow

The facilitator invites the groups to make a circle after a 10 min discussion, then one person from each group discusses the examples and the facilitator plays a role in clarifying each type. The facilitator asks the three groups to gather again and for each group, they will write down and draw on a flipchart the characteristics of one type of education (formal, informal and non-formal). After 10 min, groups switch their spots as in World Cafe style and they discuss other types of education. Finally after 10 min, the groups switch to the third type of education and add more information.

After this discussion, the facilitator provides the participants with the additional information needed and highlights the knowledge shared for each education type. The facilitator then moves into creating a new discussion on David Kolb Learning Cycle (mentioned in the facilitator material) and asks participants to share their insight of which learning cycle comes before which. As participants share their perspectives, the facilitator then clarifies the learning styles and importance of non formal education. It is also recommended if the facilitator explains on Dale's Cone of Experience by showing the importance of experiential learning (mentioned in the facilitator material).

### **Part II: Integration between NFE & Moveurope! (30 min)**

During this session participants will be invited to design an informal education strategy based on specific MentorMe materials. To begin with we will provide a walk through of different learning methods available, as shown in the powerpoint.

Discussion: What are existing activities that each partner is using and how effective do they find them. Each partner will share examples of what they have found works effectively and what doesn't, also they can share ideas about the games that we present. (5 minutes)





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| <b>Session flow</b>                     | <p><b>Presentation:</b> Through the powerpoint we will present 6 different games that facilitate informal learning and discuss the tools other partners use. (10 minutes)</p> <p><b>Guided activity:</b> Participants apply the methods learnt to a resource that is part of the MoveEurope Project, and then design a learning experience. Using the info-cards each group will be tasked with creating a small presentation to educate an imaginary mentee on the content within. (10 minutes)</p> <p><b>Group Presentation:</b> Each group will give a short presentation describing the NFE methods that they have selected and why, and then create a simulation for how they would use the NFE tools to present some MentorMe materials. (5 minutes)</p> <p><b>Closing and evaluation:</b><br/>At the end of the activity, the following questions are used to evaluate the activity:</p> <ul style="list-style-type: none"><li>• Did you enjoy working in a group?</li><li>• What were the difficulties?</li><li>• Did you learn new things?</li></ul> |
| <b>Material(s) for the participants</b> | Printed material, list of resources   |
| <b>Material(s) for the facilitator</b>  | <u><b>Non-Formal Education and moveurope! Session Presentation</b></u>  |
| <b>Additional Material</b>              | <u><b>Manual for facilitators in non-formal education</b></u>   |





## Part I: NFE Tools

### Concepts of learning:

There are many different kinds of learning, all of which depend on the educational context.

**Formal education:** the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training.

**Informal education:** the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment – from family and neighbours, from work and play, from the marketplace, the library and the mass media.

**Non-formal education:** any organised educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and learning objectives.

### Characteristics of Formal education

- Structured hierarchically.
- It is planned and deliberate.
- Scheduled fees are paid regularly.
- It has a chronological grading system.
- It has a syllabus and is subject-oriented. The syllabus has to be covered within a specific time period.

### Characteristics of Informal Education

- It is independent of boundary walls.
- It has no definite syllabus.
- It is not pre-planned and has no timetable.
- No fees are required as we get informal education through daily experience and by learning new things.
- It is a lifelong process in a natural way.
- The certificates/degrees are not involved and one has no stress for learning the new things.
- You can get from any source such as media, life experiences, friends, family etc.

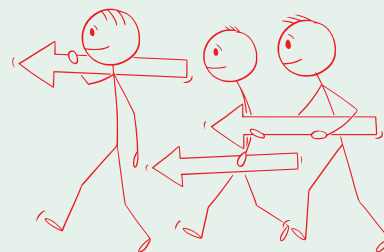
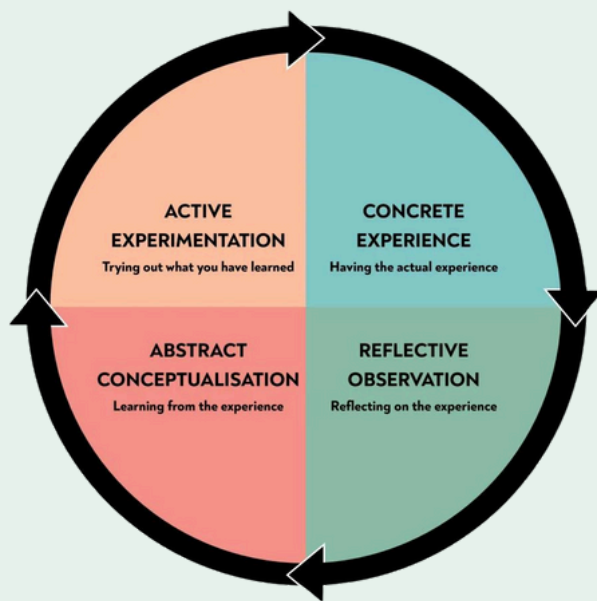
## Characteristics of Non Formal Education

- a planned learning process
- personal, social and political education for young people
- designed to improve a range of skills and competences
- outside but supplementary to the formal educational curriculum
- where participation is voluntary
- where the programmes are carried out by trained leaders.

## Methodology and Principles in NFE (Non Formal Education)

NFE is based on active participation (doing, experiencing!). A central part of the learning process is self-reflection. Exercises in NFE are of an experiential nature (for example, simulations and role-plays) and input will always be interactive (a product of the facilitator and participants; they contribute with their experiences and knowledge).

## David Kolb's Learning Cycle



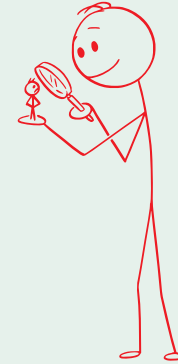
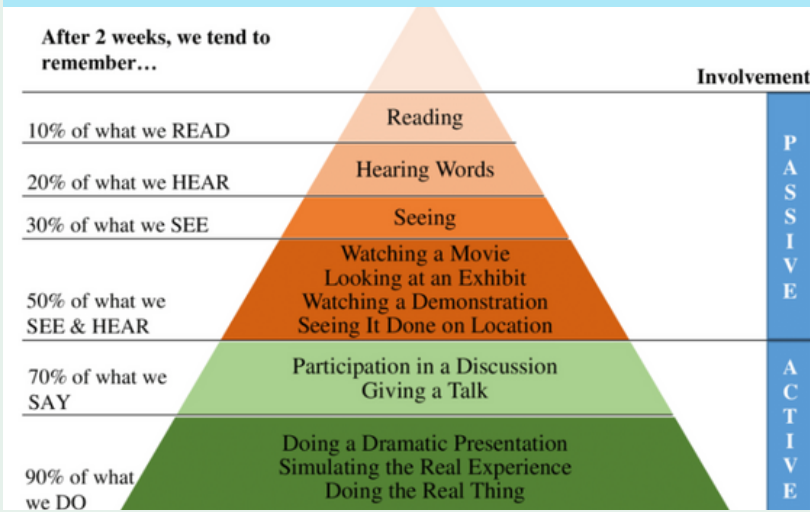
Kolb devised one of the essential theories of experiential learning and he was very much inspired by the theories of Kurt Lewin.

## Learning Styles: related to the theory of David Kolb's Learning Cycle

All four steps in the cycle can be considered an “entrance door” to learning. We have different doors by which to enter learning. Entrance doors can differ from person to person.

The same person may often use a different “entrance door” each time they are in an experiential learning process.

Below is Dale's Cone of Experience, demonstrating the advantages of experiential learning.



Dale's Cone of Experience shows us that in a study session a regular lecture alone will not suffice and neither will running only a simple exercise. You always need a balance of various methods. Therefore, it is important to use a variety of methods every day of your study session and check the overall balance of the entire programme of the activity. You have to take into account how various people learn, remember and perceive things. It is essential that a study session varies between theory, exercises and discussions. This variety should be taken into consideration when developing training aides since you will always have visual-, audio- and/or kinaesthetic orientated participants in your group.

I hear and I forget. I see and I remember. I do and I understand. (Confucius)

When categorising different learning styles, one differentiates between three different levels of learning. Learning takes place on cognitive, emotional, and behavioural levels.

**Cognitive learning** is the acquisition of knowledge or beliefs: knowing that 3 plus 3 is 6, that the Earth is conceived of having the shape of a ball, or that there are currently 47 member states of the Council of Europe. It is about "Knowing".

**Emotional learning** is a more difficult concept to grasp. Perhaps you can look back and remember how you have learned to express your feelings, and how these feelings have changed through time. What made you afraid twenty years ago might not make you afraid any more, people you did not like at first might now be your best friends, etc. Emotional learning is learning through emotions and feelings, which is very closely connected to attitudes and internalising.

**Behavioural learning** is the visible part of learning: being able to hammer a nail straight into a piece of wood, to write with a pen, to eat with chopsticks, or to welcome somebody in the “right” way. You “see it” and have, in a sense, a “proof” of the successful learning process.

The learning process involves all three levels: cognitive, emotional, and behavioural. If you want to learn how to eat with chopsticks, you need to know how to hold them and how to make the right movements. However, neither will have a lasting effect if you do not learn to like eating with them – or at least see an advantage in doing so. It is about “Know how”.







# GUIDANCE OF YOUR MENTEE CASE SCENARIOS



|                            |   |
|----------------------------|---|
| <b>Objectives</b>          | Understand the steps of the Guidance of the Mentee throughout their voluntary service journey and getting familiar with the role in accordance with the given Materials.  |
| <b>Methods</b>             | Group Work  |
| <b>Age of participants</b> | 18-30   |
| <b>Group size</b>          | 25 participants   |
| <b>Time</b>                | 2 hours   |
| <b>Materials</b>           | 2 Rooms, 6 Tables/Spaces for Stations, Flipcharts, Markers, Instruction Guidelines, Case Scenarios  |
| <b>Room setup</b>          | 2 rooms (Sending + Hosting)<br>3 Stations (Tables) in each room   |
| <b>Session flow</b>        | Explanation of the Game: 15 min<br><i>Round 1: 45 min</i><br>Break: 10 min<br><i>Round 2: 45 min</i><br>Short Conclusion: 5 min<br><br><b>Closing and evaluation:</b><br>Short conclusion only to share how the activity was in one word and share that there will be a follow up Online Session to go over the results/challenges of the activity. |

|   |   |
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| <b>Material(s)<br/>for the<br/>participants</b> | <ul style="list-style-type: none"> <li>• Case Scenario: <u>Case Scenarios_Guidance Training Session</u></li> <li>• European Solidarity Corps Factsheet <u>ESC Factsheet_Guidance Training Session.docx</u></li> <li>• Mobility Mentor Checklist - It was provided in the materials of the facilitator in the aforementioned point.</li> </ul> |
| <b>Material(s)<br/>for the<br/>facilitator</b>  | <ul style="list-style-type: none"> <li>• Sending and Hosting Stations</li> <li>• Case Mentee Profile 1 and 2</li> <li>• Checklist for Sending/Hosting Volunteers</li> </ul>   |

**Sending Stations:**

1. First Consultation after ESC Pitch
2. Accompaniment to Embassy
3. Preparation before Departure

**Hosting Stations:**

1. Monthly Meeting with Mentee
2. Accompaniment City Council
3. Consultation for Stay in Germany (Apprenticeship, Study etc.)



## Case/Mentee Profile 1 for Sending Hub Groups



Esmeralda, 25 years old  
Bologna, Italy  
Long term residence permit  
Possible Opportunity: 1 year European Solidarity Corps at  
migration\_\_miteinander e.V.

I am Esmeralda Turino. I am 25 years old and live in Bologna. I went to an Info Event that was organised about a programme called “moveurope!”. I heard there are some opportunities to move legally to Germany and am very interested to know more.

## Case/Mentee Profile 2 for Hosting Hub Groups



Abdullah, 27 years old  
Bologna, Italy → Witten, Germany  
Long term residence permit in Italy  
European Solidarity Corps volunteer at migration\_\_miteinander e.V.

I am Abdullah Al Jino. I am 27 years old and started my one year volunteering at the association migration\_\_miteinander e.V. I just arrived last week and have had my first Onboarding at the association. My plan is to stay in Germany permanently and find an Apprenticeship. In Italy I learned some carpentry skills and would like to continue in this field.

## Checklist for Sending/Hosting Volunteers in the Framework of European Solidarity Corps Programme

### Before the Mobility

- ✓ Document with volunteers personal datas
- ✓ Document verification (valid ID or Passport) make copy
- ✓ Provide the European Solidarity Corps infokit to the volunteers
- ✓ Make sure volunteer has the European Health Insurance Card
- ✓ Explain the Rights and Responsibilities to the volunteers in the programme
- ✓ Provide a preparation for the young people matching the needs and explain every important steps
- ✓ Dedicate time to investigate and work on the expectations and fears of the volunteer
- ✓ Create and fill in the Activity Agreement
- ✓ Give information and explain the Activity Agreement
- ✓ Maintain contact between each stakeholder (hosting, sending and the volunteer)
- ✓ Confirmation of the volunteer for the project through the platform and activity agreement signature
- ✓ Enter project information in the IT tool provided by the European Commission
- ✓ Register the volunteer to the ESC insurance
- ✓ Match volunteer from ESC Portal to the activity created
- ✓ Enroll the participant to OLS
- ✓ Provide info about rules and accommodation
- ✓ Deliver a timetable with working days and holidays
- ✓ Inform volunteer about training evaluation

### During the Mobility

- ✓ All project document are signed
- ✓ Maintain contact with partner organization
- ✓ Provide support for local integration
- ✓ Provide an infopack
- ✓ Maintain regular communication with volunteer and ensure monitoring
- ✓ Mid-term evaluation (with the hosting and sending organizations)

### End of the Mobility

- ✓ Appointment for evaluation and feedback session
- ✓ YouthPass completion
- ✓ Ensure that volunteer has signed every needed document: confirmation of receipt for the pocket money etc;
- ✓ Final evaluation to be completed through the European Commission tool

# BECOME THE MOBILITY MENTOR

## THREE ENTRANCES

|                            |  |
|----------------------------|--|
| <b>Objectives</b>          | <ul style="list-style-type: none"><li>• Get into the role of the Mobility Mentor</li><li>• Understand the different “ideas/perspectives” of what the Mobility Mentor is to everyone.</li></ul>   |
| <b>Methods</b>             | Group Work, Acting with Scenarios  |
| <b>Age of participants</b> | 18-30  |
| <b>Group size</b>          | 25 participants  |
| <b>Time</b>                | 1 hour   |
| <b>Materials</b>           | Paper/Notebook + Pens  |
| <b>Room setup</b>          | small tables for group work + big space for acting   |
| <b>Session flow</b>        | <p>Explanation + Example Facilitator: 15 min<br/>Group Planning: 15 min<br/>Scenario Presentation + Conclusion: 30 min</p> <p>Each Group consists of 5 people. The Group gets <b>15 Minutes</b> to choose the “acting” Mobility Mentor in their group and together prepare a scenario for the Mentor. This scenario has to be silent and should depict the Mobility Mentor. The Group has the freedom to create the scenario they want.<br/>The only rule is: The scenario is only 5 Minutes long.</p> |

|  |  |
|--|--|
| <b>Session flow</b>                    | <p><b>Key Questions for the Scenario:</b><br/>Where am I coming from?<br/>What am I doing right now as I enter the scene?<br/>What is the objective I need to achieve in the scene?</p> <p><b>Closing and evaluation:</b><br/>Let everyone who wants share how they felt about the exercise and what they think it was for. Conclude by confirming/explaining the reason for the exercise.</p> |
| <b>Material(s) for the facilitator</b> | <p>Explanation of “Three Entrances” + Example</p> <p>Example of how to do this exercise (To be watched by a facilitator for understanding first):<br/><a href="https://www.youtube.com/watch?v=WTWYprCd2-A&amp;ab_channel=ASIPHENTULI">https://www.youtube.com/watch?v=WTWYprCd2-A&amp;ab_channel=ASIPHENTULI</a></p>  |



# MODULE 4:



# MENTORING SOFT SKILLS



In this module, you will find sessions on:

- How to become a Mobility Mentor?
- Mentoring Visual Communication with Refugees

## HOW TO BECOME A MOBILITY MENTOR

|                            |   |
|----------------------------|---|
| <b>Objectives</b>          | <ul style="list-style-type: none"><li>• Help a new group of refugees (or Youth Workers, Mobility Mentors etc) to build group confidence and feel at ease with each other.</li><li>• Share information about personal background, the present hometown and wished places/experiences for the future.</li><li>• Explore the role of mobility mentor (function, required attitude, skills)</li></ul> |
| <b>Methods</b>             | Participatory Method, Role Playing  |
| <b>Age of participants</b> | 16+   |
| <b>Group size</b>          | 15-30 participants  |
| <b>Time</b>                | 1 - 1:30 hours  |
| <b>Materials</b>           | Paper sheet, pens, pins, thick thread, coloured papers, markers/pens, sticky notes  |
| <b>Room setup</b>          | A room big enough to stay in circle or to work in little groups   |

|  |  |
|--|--|
| <p><b>Session flow</b></p>                     | <p>The session is organised in 5 activities, useful to practise some aspect of mobility mentoring.</p> <ul style="list-style-type: none"> <li>• Icebreaking activity</li> <li>• Simulation game to focus on the stories of participants, their backgrounds, their approach to journey difficulties or to pleasant aspect they met: it is important to explore future journey destinations.</li> <li>• Role play activity on mobility: participants will face a refugee mobility situation and they will reflect on how to solve critical aspect of a mobility experience</li> <li>• Participatory assessment through Theory of Change: divided in groups participants will design tools meant to evaluate the mobility mentorship and will reflect on how build a desirable outcome</li> <li>• Short focus on most important information of this training and short introduction to the kit guidance</li> </ul> <p><b>Closing and evaluation:</b><br/>Participatory assessment through Theory of Change (ToC) methodology will be proposed at the end of the session</p> |
| <p><b>Material(s) for the facilitator</b></p>  | <p>Flipchart with markers, projector, world map</p>  |
| <p><b>Material(s) for the participants</b></p> | <p>The kit on mobility mentoring</p>   |
| <p><b>Additional Material</b></p>              | <p><u><a href="#">Kit documents on Mentoring</a></u></p> <p>Optional Self-Paced Session:<br/><u><a href="https://hop.salto-youth.net/courses/Mentors">https://hop.salto-youth.net/courses/Mentors</a></u></p>  |



# MENTORING VISUAL COMMUNICATION WITH REFUGEES



You can find the [full session here](#)



**Session design** [can be found here:](#)

**Scene 1:** [Is this a Positive Attitude?](#)

**Scene 2:** [Refugee VS. Mentor](#)

**Scene 3:** [Best Possible Outcome?](#)

**Additional Resource:**

[Session Design for Mentoring Young Refugees](#)



# MODULE 5: LOOK AT THE FUTURE

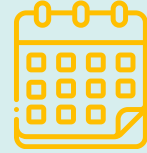


In this module, you will find a session on Event Management.



## EVENT MANAGEMENT

(Self-Paced Session)



|                            |   |
|----------------------------|---|
| <b>Objectives</b>          | <ul style="list-style-type: none"><li>• Be familiar with the role of an event manager</li><li>• Promote navigation through the layers of event management and the things that need to be considered</li></ul>   |
| <b>Methods</b>             | Self-paced after in-person training   |
| <b>Age of participants</b> | 16+<br>Profile: youth workers, project coordinators and managers, mentors of volunteers, etc.   |
| <b>Time</b>                | 40 min - 1 hour   |
| <b>Materials</b>           | Participants need access to computer / mobile devices with internet   |
| <b>Session flow</b>        | <ul style="list-style-type: none"><li>• <b>Event Planning Considerations</b></li></ul> <p>Start by exploring the different factors that are essential for successfully organizing an event. Think of the in-person training or the last event you attended: what do you think was needed to manage this event?</p> <p>Take at least 15 minutes to create a checklist with all the event planning aspects that you can think of, covering both visible and behind-the-scenes considerations.</p> |

**Session flow**

- **Timeline Creation**

Take every item on your list and add it to the following table divided into three categories. This will help you construct a detailed timeline that meticulously outlines every stage of event planning.

Before starting this exercise, you can check one of the videos suggested at the end of the training to make sure you haven't missed any important detail in your checklist.

**Checklist Evaluation**

In [this document](#), you will find a comprehensive checklist for event planning. Each event is different and requires different processes, however, in this list, you will find most of the aspects that need to be considered in event management.

Go through each point of the list and compare it to the one you have created. Are there any important topics you forgot?

*Optional*

*If you are still motivated and would like to deepen your understanding, explore the following optional recap videos that provide additional insights and perspectives.*

This step is designed for individuals seeking a more profound comprehension of event management principles.

- [How to Create an Event Planning Checklist](#)
- [How to Plan an Event - Project Management Training](#)
- [How to Plan an Event: The Simple Getting Started Guide](#)

**Material(s)  
for the  
participants**

Event management Checklist document, links to videos.

# SUSTAINABILITY

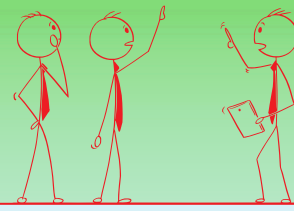
How will the results be used in the future?



Thanks to the chosen structure, the project has a high sustainability potential. As the promotion of access to European youth mobility for young refugees is mig\_mit's core mission, MentorME & its PRs are actively used, developed, extended, constantly adapted and improved. More precisely Mentor Me activities will be maintained after the project: Access to tools for refugees and future mobility mentors are a constant offer of mig\_mit to the public, through online content, kits, training concepts and training cycle. Also organizations including our partner organizations can use these tools to create a support centre for refugees in their countries to support refugees and train mobility mentors. The online course available can be used by any interested learners for free and will remain online for at least 10 years. This platform will be online for at least 10 years; aim: growing number of registrations, translation in further languages; the mobilityfair on the platform shall be actively used; ESC/NA E+ can use the platform as a tool for information for interested organisations/youth. Mig\_mit, (in cooperation with project partners or new collaboration partners from MentorME) will conduct new ESC volunteering projects (hosting) + extend their regional ESC-network as supporting organisation, i.e. a growing number of inclusive ESC voluntary service -> more young refugees can participate. Newsletter and mailing list will remain operative. Further dissemination of the project results by all partners both at events and in the framework of other projects was ensured.

This means that in particular the project results are and can be used and spread in an ongoing way. Refugees that participated in a cross-border volunteering experience can assume an Ambassador in their community and/or be trained as mobility mentors as well. Most of the above mentioned activities can be maintained without the use of further resources. However, ongoing activities and new projects following the MentorME approach are going to be shaped and implemented based on this project's activities and results. We aim to train new generations in their local context through piloting of the mobility mentor's guidance with young refugees and stakeholders and first concrete implementations of cross-border volunteering with young refugees, as well as, setting up Regional Mobility Hubs, in which one mobility mentor has a coordinator role, guiding mobility mentors and building up a network to guarantee sustainability at local/regional level. All together, the project has a high sustainability potential as all activities were maintained and further developed.

# REFERENCES



**Community Matching** (buddy program): ([You can find it here](#))

## **Mentor Me Project Result 1:**

Country Specific Kits: [You can find them here](#)

1. [Bulgaria Country Specific Kit](#)
2. [France Country Specific Kit](#)
3. [Germany Country Specific Kit](#)
4. [Greece Country Specific Kit](#)
5. [Italy Country Specific Kit](#)
6. [Spain Country Specific Kit](#)
7. [Sweden Country Specific Kit](#)



## **Module 0: Introduction to the Programme**

- [Video 1](#): Mobility Mentor Training Course – The content and team behind
- [Video 2](#): Mobility Mentor Training Course – The purpose and target group of this course
- [Video 3](#): Mobility Mentor Training Course – How does the training programme work?

## **Module 1 – Introduction to the context and moveurope!**

1. [Migration\\_miteinander Presentation](#)
2. Presentation on moveurope! Concept (Youtube Links):
  - [What is moveurope!?](#)
  - [Who can participate in moveurope!?:](#)
  - [Benefits and challenges of participating in moveurope!](#)
  - [How to apply for a visa for a voluntary service in Germany.](#)
3. Success story videos
  - Hussein: <https://www.youtube.com/watch?v=C5Bq4do1erk>
  - Ossama: <https://www.youtube.com/watch?v=TzJocDEAbyk>
  - Willy: <https://www.youtube.com/watch?v=VYalsxnsnRE>
  - Kiki: <https://www.youtube.com/watch?v=SGT4roovUTA&t=230s>
4. Info and Marketing Material:
  - [Moveurope! Flyer](#)
  - [Moveurope! Brochure \(ENGLISH\)](#)
  - [Moveurope! Brochure \(DUTCH\)](#)
  - [Moveurope! Brochure \(FRENCH\)](#)
  - [Moveurope! Brochure \(ITALIAN\)](#)
  - [Legal Framework](#)

# REFERENCES



## Module 2: Introduction to the mobility mentors

### 1. Profile for Mobility Mentors:

- [Video 1](#): Who is a mobility mentor?
- [Video 2](#): Who is a mentee (young people with refugee backgrounds)?
- [Video 3](#): What are the activities that mobility mentors can do?
- [Video 4](#): What are the challenges and considerations?

## Helpful information on European Solidarity Corps (ESC) programme:

- [Brochure on European Solidarity Corps](#)
- [Factsheet about European Solidarity Corps 2021-2027 - The Power of Together](#)
- [Info Kit for ESC Volunteers](#)
- [European Solidarity Corps Guide](#)
- [Discover European Solidarity Corps](#)
- [European Solidarity Corps as an Initiative](#)
- [European Identity and Mobility Programmes](#)
- [How can you register to ESC programme?](#)

## ESC Volunteers Stories:

[One year as a volunteer](#)

[5 Questions from my ESC Adventure](#)

## Module 3: Mobility Mentors in Action

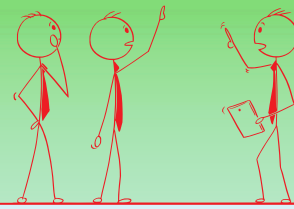
1. [Moveurope! TOOLKIT](#)
2. [Move In My Shoes Game](#)

## Helpful information regarding volunteering services in Greece, Bulgaria, France, Germany, Italy, Spain and Sweden:

- [Mentor Me Infocard in ENGLISH language](#)
- [Mentor Me Infocard in ARABIC language](#)
- [Mentor Me Infocard in PERSIAN language](#)
- [Mentor Me Infocard in FRENCH language](#)

## Module 4: Mentoring Soft Skills

1. [Moveurope Guidance on Mentoring Young Refugees](#)
2. [Session Design for Mentoring Young Refugees](#)
3. [Mentoring of Young Refugees Presentation](#)



## Module 5: Look at the future

- Dissemination and Outreach Presentation
- Community Matching Toolkit by UNHCR
- UNHCR, Focus Group Discussion: a useful tool for creating a positive relationship with refugee communities
- PAPYRUS – Professional Action and Practice for Youth Refugees and Asylum Seekers
- Out-Side-In – Inclusive Adult Education for Refugees

## Mentor Me Project Result 2: Training Concept

### Module 1: Introduction to the context and moveurope! Sessions:

#### 1. mig\_mit History, Values and Approach:

- Introduction to moveurope and mig\_mit

#### 2. moveurope! Concept

- moveurope! introduction (Explanation on How)
- Moveurope Toolkit
- migration\_miteinander e.V Youtube Channel

#### 3. Legal framework for Young Refugees (based on Moveurope! project)

- Moveurope Legal Framework (Explanation on How)
- Crash Course – European asylum law – short+long version (final)
- Crash Course Explanation on the Slides

#### 4. Mentees (Target Group) and Their Needs

- Role Cards (13)
- Solution Cards (13)
- Presentation “moveurope! participants profile + challenges”
- Move In My Shoes Game

## Module 2: Intro to the Mobility Mentors Framework

### Who is a mobility mentor?

- Presentation: Who is a mobility mentor

### European Solidarity Corps Storyboard

- Kit on ESC
- Discover the European Solidarity Corps (4.36 min)
- Your practical journey through the European Solidarity Corps (2.42 min)
- Example of activities done in ESC projects (1.30 min)
- Webinar: Introduction to the European Solidarity Corps (38.07 min)
- ESC Factsheet Guidance Training Session



## Module 3: Mobility Mentors in Action

### 1. NFE and Moveurope! NFE Tools

- Non-Formal Education and moveurope! Session Presentation
- Manual for facilitators in non-formal education

### 2. Guidance of your Mentee - Case Scenarios

- Case Scenario: Case Scenarios Guidance Training Session
- European Solidarity Corps Factsheet ESC Factsheet Guidance Training Session.docx

### 3. Become the Mobility Mentor - Three Entrances

- How to do this exercise: check the link here

## Module 4: Mentoring Soft Skills

### 1. How to become a Mobility Mentor - Optional Self-Paced Session:

<https://hop.salto-youth.net/courses/Mentors>

**Additional Resource:** Kit documents on Mentoring

### 2. Mentoring Visual Communication with Refugees

- You can find the full session here and session design can be found here
- Scene 1: Is this a Positive Attitude?
- Scene 2: Refugee VS. Mentor
- Scene 3: Best Possible Outcome?

### 3. Session Design for Mentoring Young Refugees

## Module 5: Look at the future

- Comprehensive Checklist for Event Planning
- How to Create an Event Planning Checklist
- How to Plan an Event - Project Management Training
- How to Plan an Event: The Simple Getting Started Guide

## Important Links:

- Erasmus+ and European Solidarity Corps page!
- Erasmus+ programme guide 2024.
- European Youth Goals
- A guide for youth workers in Europe about the existing European mobility opportunities
- A collection of non-formal education tools to be used to explain what is moveurope!
- An overview of current legal tools





The European Commission's support for the creation of this document doesn't imply an endorsement of the contents, which reflect the views only of the authors, and the Commission is not responsible for any use that may be made of the information it contains.



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