

## ***International Opportunities for Youth SESSION***

### **Objectives of the session**

- Informing the participants on various international opportunities that are available for them
- Encouraging them and empowering by providing personal experience - showing that anyone can do this
- Providing a space for sharing experiences

### **Materials needed**

- PDFs (attached, annex 1) or flip charts with opportunities for activities number 3,4,9 and 10
  - Flipcharts in PDF
- Post-its with “gives” and “gets” for activities number 3,4 and 9
- Markers, tape
- A4 papers with names of the programs/opportunities for activity number 2
  - We used: SCI, Schuman Internship, EUAid, Workaway, Au-pair world, Work&Travel, E+ Youth Exchange, Erasmus study exchange, E+ Training course, European Solidarity Corps, Erasmus Internship, Erasmus Mundus,
- Sheets of “ideal Youth Exchange/ESC project” (attached, annex 2) - 1 per participant for activity number 5
- Youthpass competences poster for activity number 7 (attached, annex 3)
  - Youthpass poster
- List of youthpass competences examples (attached, annex 4) cut into little papers and 8 cups signed with names of youthpass competences for activity number 8
- 4 pictures of boats (attached, annex 5) for activity number 11



## ***Structure and description of the session***

### **1. Energizer: Boat**

The session was introduced by the energizer and also framed with the topic of cruise through the ocean of international opportunities.

#### **Rules:**

The facilitator becomes a captain of the boat and all other participants are the members of the crew for this game. Captain explains certain orders to the crew and the goal of the game is to follow the orders correctly and fast enough in order not to be eliminated.

Orders:

- Crow's nest - the group has to choose one participant and pick him up, so his feet are not on the ground. He has to be in a vertical position like he would crawl to the nest.
- Swab the deck - everyone pretends to swab the deck and the whole group has to do it in the same rhythm. Who doesn't hold the rhythm is eliminated.
- Drop the anchor - everyone pretends to be an anchor - lies on their back, put their legs up and spread arms.
- Row to shore + number - captain sets a number and players have to create groups by this number. They stand in line and hold the person in front of them by their shoulders. Who doesn't fit in the groups is eliminated.
- Pirates - each player changes into a pirate - put one hand to their eye to create an eye patch, limp, shape finger like a hook and makes a sound of a pirate "aggrrrr".
- Sailor overboard + name - captain calls who is the sailor overboard. This person has to lie on the ground and others have to transport them to the captain.
- Break time - this time the group can decide to save someone who was already eliminated. They have to say their name and one fact about them.

1. Sorting out opportunities according to how well the participants they know them as a group

Next activity is setting the ground of knowledge of the group and also gives space to share their own opportunities. It also frames the topics of the session and programs that will be mentioned later.

We wrote names of international programs on A4 sheets of paper and gave each one to a member of the group. The task of participants is to create a scale according to their knowledge of the programs, from the program they have the most experience/knowledge about, to the least known one. They scale it on the floor and then sit around. The upcoming discussion explains each program in a few sentences and gives space to everyone to share their knowledge or ask questions about programs they are interested in. The creators of the program also mention, which opportunities will be explained more thoroughly with the flipcharts and why (personal experience).

## **ESC**

- Give and get post-its

The program turned towards prepared flipchart with the first topic which was ESC - European solidarity corps. This program was introduced and explained. As a help with the interactivity we prepared a set of post-its which we stuck, while explaining, to the flipchart in categories "give" and "get" to show what are the advantages and commitments of the program. At the end the process of application was explained.

Post-its:

We used this tool to graphically emphasize and explain what are the practical outputs and inputs of certain programs. (Leaving aside numerous and obvious positive outputs of social and interpersonal character, such as multicultural learning, new friendships etc).

GIVE: commitment (contract), up to 7 hours working time, self-initiative.

GET: food allowance, accommodation, pocket money, coordinator, mentor, travel costs, insurance, language course, holidays, intercultural learning, youthpass

## **YE + TC + post-its**

Next flip chart was prepared on the topic of youth exchange and training courses. We explained these programs, focused on the differences between youth exchange and training course and recommended resources where to search for these opportunities. We also used the post-its to explain what are the advantages of the program. Post-its for this activity to explain, what you get: accomodation, travel costs, food, youthpass



## **Ideal youth exchange/ESC**

This time we encouraged the participants to take some time for reflection and idea-creation. We gave to each of them a prepared sheet with questions - how the ideal youth exchange would look like for them. You can find the sheet attached (annex 2).

The group was given 15 minutes to work individually on filling in the sheets. Afterwards the group met again and we encouraged the participants to share their ideas. However, sharing the ideas was voluntary and we mostly wanted to provide them with guidelines when searching for more youth exchanges on their own, or even possibly when creating an application for one.

## **Energizer**

Because the amount of informations may be overwhelming, we used fun, playful and simple energizer "a ram sam sam", based on a song of the same name and a simple dance (just following the choreography in the video:

[https://www.youtube.com/watch?v=HwoXD\\_RVETg&ab\\_channel=ZurliOfficial](https://www.youtube.com/watch?v=HwoXD_RVETg&ab_channel=ZurliOfficial)).

## **Youthpass poster - explanation of competences**

For the next activity we attached on the floor the poster with YouthPass competences and sat around. The facilitators explained what Youthpass is. Later we went through each competence and gave practical examples of skills and knowledge that can belong to the competence. Based on this knowledge, we prepared the upcoming activity.

## **Youthpass competences in cups**

Around the room we placed 8 cups signed with names of competences. On one table we placed all the little papers with competencies examples. The task for participants was to sort the papers into cups.

After the sorting was done, we took the cups back to our circle. Each of the participants took over one cup and one after another read them out loud. The group then discussed whether the competences were sorted correctly.

This activity helped the participants to understand the wording of Youthpass and prepared them to fill in their own Youthpass after this Youth Exchange.

## **SCI + give and get**

Next topic introduced by flipchart was the SCI program. The placement officer of the Slovenian branch of SCI explained how the short term volunteering/workcamps works in this organization.



Post-its give: participation fee, transport costs, (additional fee is sometimes asked), (visa if needed)

Post-its get: insurance, food, accommodation, camp leader

### **Other opportunities**

The last flipchart we introduced as an overview of other opportunities that we have some experience with. Specifically it was: Workaway and Au-pair World.

During the whole session, each flip chart presentation was open to discussion, questions and contributions by the participants, so we could use the advantage of learning from each other.

### **Boats evaluation**

The evaluation is based on distributing the 4 pictures on the walls around the room. Then we asked the participants whether they feel more confident after the session in applying and in self-orientation among the variety of opportunities that lay in front of them. In general, we were interested if they feel like their knowledge of opportunities and empowerment is a simple, barely floating raft (therefore they feel like they need more information and support), or whether they feel like they are floating a luxurious yacht. After that we offered them to contact us with any more questions or during the application process.

## **ANNEXES**

**All the annexes can be downloaded in full quality from GOOGLE DRIVE FOLDER.**

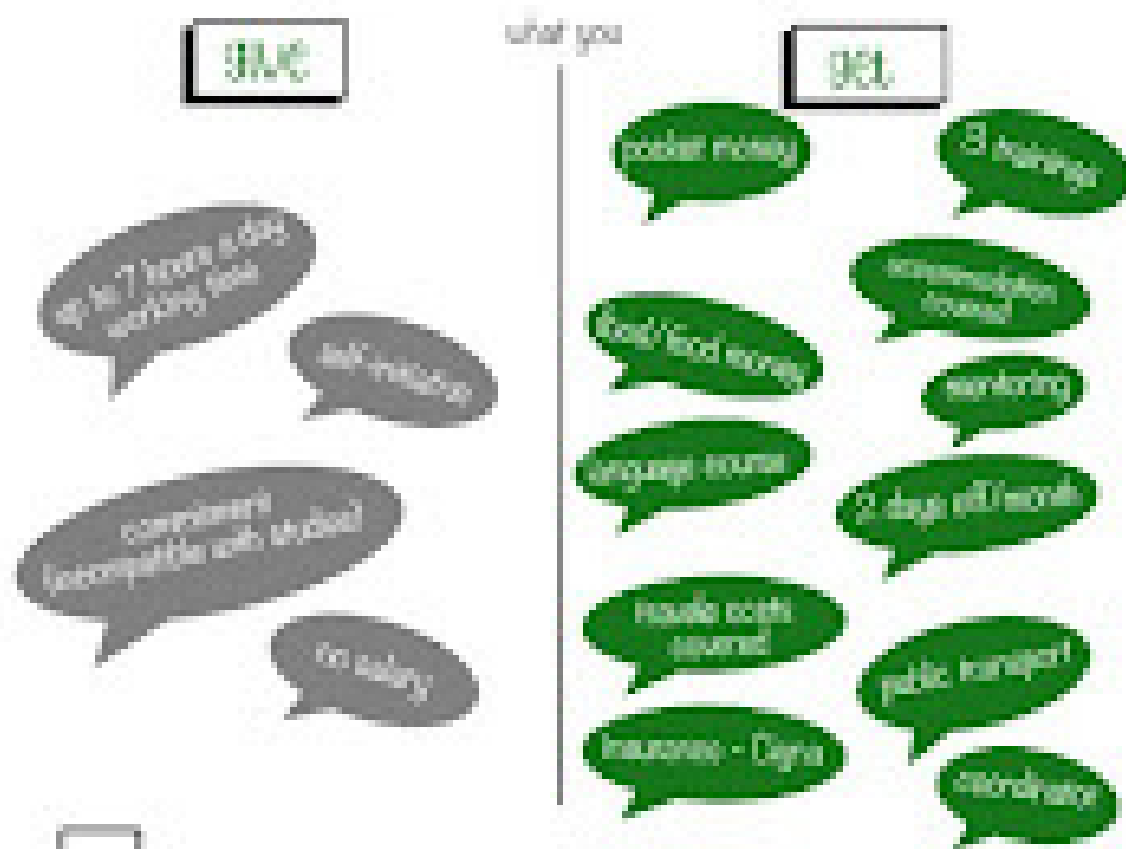


# EUROPEAN SOLIDARITY CORPS

"NOT A STUDENT, NOT AN EMPLOYEE" 

volunteering - 2-12 months abroad / home  
 traineeships and jobs - similar circumstances, more business, different financing

ONCE IN A LIFE TIME  
 UP TO 30 YEARS (BNC)



more info and how to apply [ec.europa.eu/youth/solidarity\\_en](http://ec.europa.eu/youth/solidarity_en)

# YOUTH EXCHANGE TRAINING COURSE



- Erasmus+ program
- 1-3 weeks abroad in an international group
- non-formal education
- variety of topics
- all costs covered (just travel cost is paid by the participant and then reimbursed back)
- 13-30 years old participants

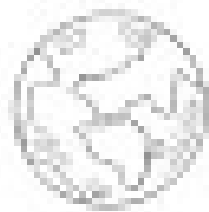
## YOUTH EXCHANGE

smaller teams (usually 5 people from one country)  
 also focused on cultural exchange  
 more informal  
 like a "camp" for adults (or almost adults) with educative part

## TRAINING COURSE

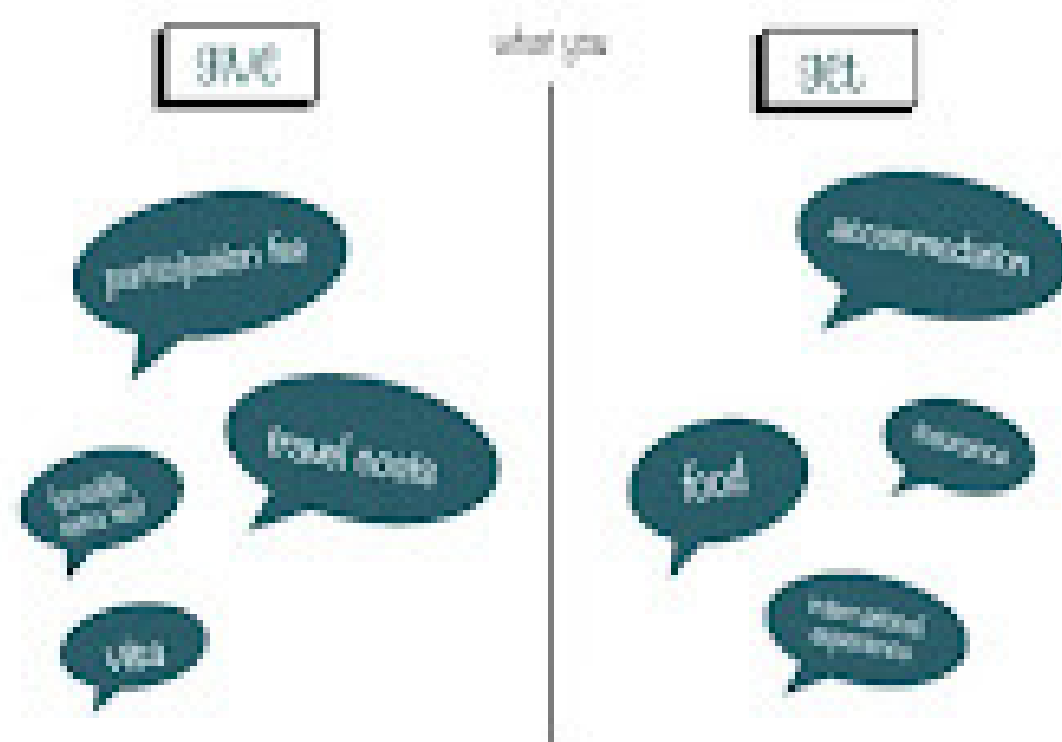
smaller teams  
 created mostly for youth workers  
 more focused to the topic  
 more demanding program

search for youth exchanges at local ngo's  
 Facebook groups ERASMUS PLUS PROJECTS  
 YOUTH EXCHANGES FOR EUROPEAN ERASMUS+ PROJECT OPPORTUNITIES



# SCI workcamps

- 1-3 weeks
- physical/social activities
- educational aspect: peace, colonial history
- all around the world



browse workcamps, register and fill in the application  
[workcamps.eu.org](http://workcamps.eu.org)

# workaway



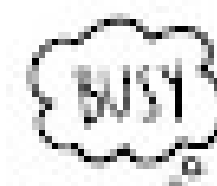
- yearly registration
- volunteering all around the world at private places (restaurant, hotels, farms, community centers etc.)
- [workaway.info](http://workaway.info)

# au-pair world



- take care of children
- free portal
- register + write motivation
- connect with families
- individual agreement (contract possible)
- [aupairworld.com](http://aupairworld.com)

# and moooore



- Erasmus Mundus
- Erasmus Internship
- Scholarship Internship in EU
- Er Aid

# MY IDEAL YOUTH EXCHANGE/ESC PROJECT



TOPIC	AND WHY?
WHERE?	AND WHY?
FOR HOW LONG	OTHER NOTES/WISHES
WHAT I WANT TO LEARN/WHAT WILL BE MY WORK	

BUILD YOUR  
**YOUTHPASS**

**MULTILINGUAL**

**COMPETENCE**

**PERSONAL, SOCIAL LEARNING TO LEARN**

**COMPETENCE**

**CITIZENSHIP**

**COMPETENCE**

**ENTREPRENEURSHIP**

**COMPETENCE**

**CULTURAL AWARENESS AND EXPRESSION**

**COMPETENCE**

**DIGITAL**

**COMPETENCE**

**MATHEMATICAL**

**COMPETENCE**

**LITERACY**

**COMPETENCE**





## Annex 4

### Youthpass competences examples

#### Multilingual competence

I am now more confident ordering food in a local restaurant.

I am not afraid to answer a call or write an email in english.

I learned some cool slang words and phrases.

#### Personal, social and learning to learn competence

I am able to plan my learning objectives.

I am able to assess which ways and parts of learning are more challenging for me.

Participating in projects taught me a lot about myself.

#### Citizenship competence

I learned about the living conditions of the people from other countries.

I see Europe in a different perspective now.

I know better how I can contribute to the social and environmental initiatives around me.

#### Entrepreneurship competence

I developed new interests, passions and talents during the project.

I am learning how to make my ideas become a reality.

Now I know more about project management, teamwork and cooperation.

#### Competences in cultural awareness and expression

I learned about new methodologies for working with art and culture.

I am trying to be more open to experiencing new forms of culture.

I am able to use different media and forms of expression (e.g. verbal, drawing, body) to express myself in different situations.

#### Digital

I am using various technologies to prepare for and realise the project.

I am approaching online information more critically.

I can validate the reliability of online sources of information.

#### Mathematical competence and competence in science

I led my own project and took care of the budget and time management.

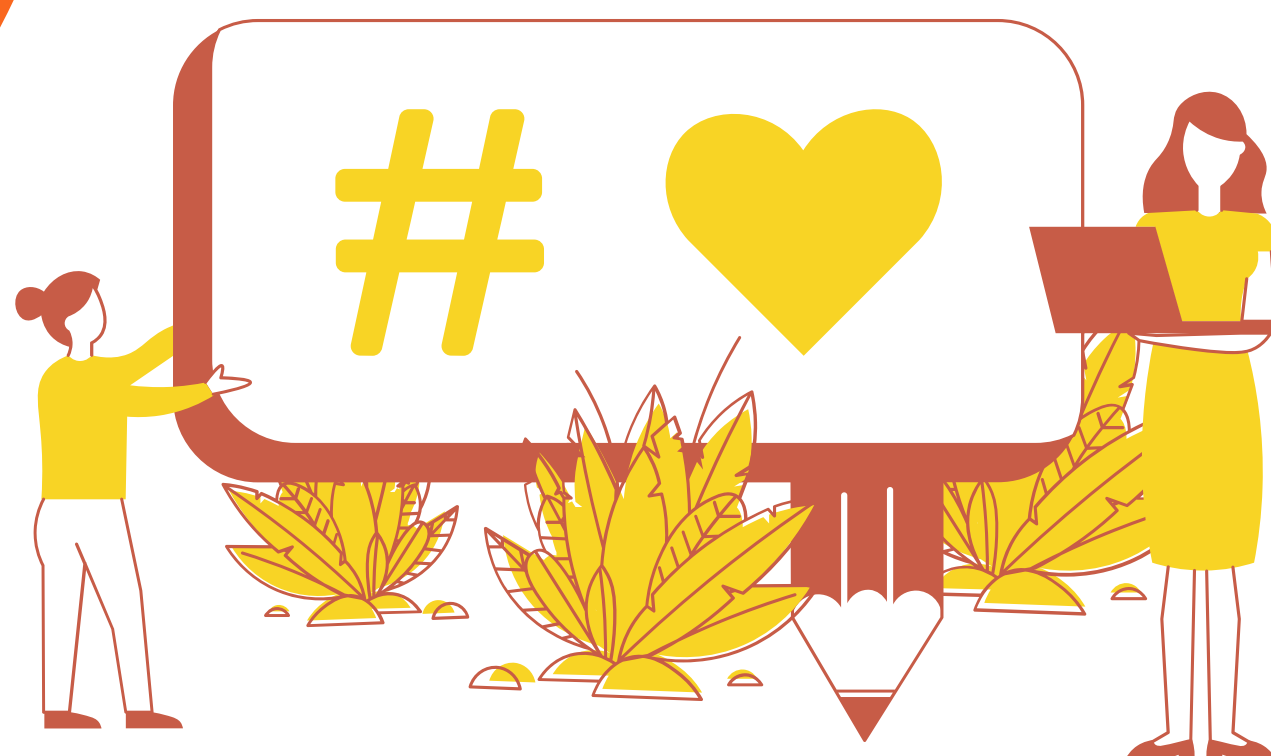
When unexpected problems occurred, I managed to cope with them and prepare a strategy for solution.

#### Literacy competence

I was doing my monthly evaluations in writing.

I can use new terminology.

I am able to adapt my language depending on who I'm talking to.



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