



PARTICIPANTS ePASSPORT (IO1)

Helping future VET participants build their project during a distance preparation and follow-up

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Introduction

The main objective of the ePassport project is **to strengthen the capacities** of organizations working in the field of Vocational Education and Training (VET) and to improve their techniques and methods of preparation and follow-up of their beneficiaries participating **in a hybrid and virtual mobility project**.

In order to meet these objectives, the ePassport consortium has developed this tool to help future VET participants to build their project during the preparation and the follow-up at distance (hybrid or virtual).

Indeed, you are about to concretize your European or international mobility project. Our role as a sending organization (SO) is to support you in the preparation of your departure, to accompany you throughout the mobility project and until the end of your mission, and to carry out a mid-term and final evaluation of your project.

This is why ADICE, Forum Educativo, KANE & KERIC have prepared this tool which will be your "Mobility Passport" for all the stages of your project.

The ePassport sheets aim at developing & improving:

- ✈ Your knowledge about your country of intervention and its context
- ✈ Your mobility project (personal and professional)
- ✈ Your understanding of Europe and its functioning
- ✈ Your preparation for professional interviews (CV, cover letter, etc.)
- ✈ Your understanding of the functioning of the host organization
- ✈ Your self-assessment and skills monitoring skills (before, during and after the hybrid or virtual mobility).
- ✈ And so on.



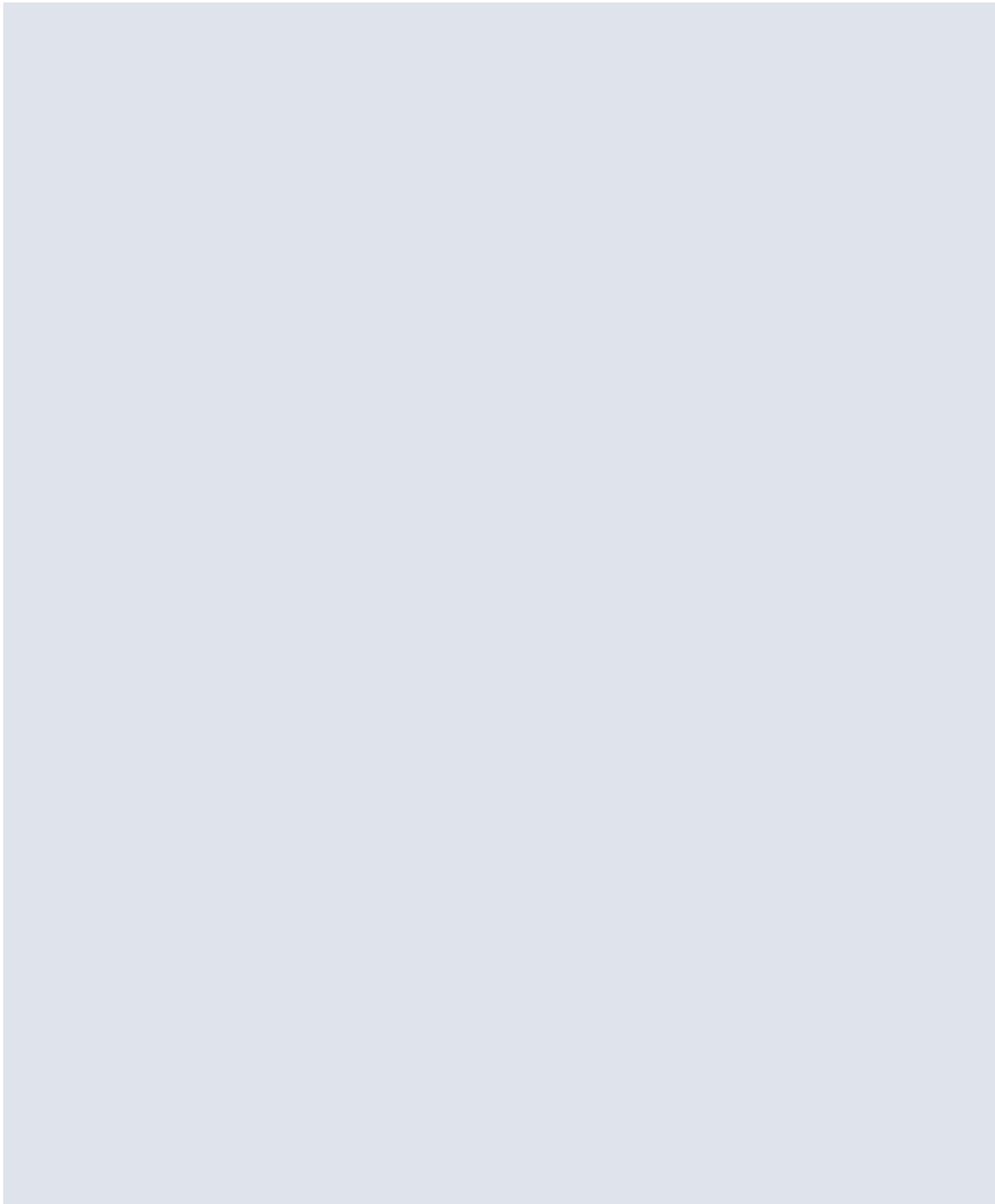
01

**LETTER
TO MYSELF**

Letter to myself

How this experience is connected with my future career? (My first motivation to do an international mobility, which specific mission and which countries. What would I like to achieve personally and professionally, my strengths to reach these objectives, my fears and challenges, what should I leave home and what should I take with me - material and not only)

Hybrid or virtual mobility? Explain also how you will organize your tasks in remote. What is important for you and the organisation which will work with you?

A large, empty rectangular area with a light blue gradient background, intended for the user to write their response to the questions above.



02

EUROPASS CV

Europass CV

The objectives of this sheet are to :

- Give you detailed instructions for using the Europass curriculum vitae
- Help and accompany you in defining your project
- Allow you to list your skills and experience
- Help you enhance your career path

INSTRUCTIONS AND PRACTICAL DETAILS

- Use the online interface or download the Word format of the Europass CV
- Write the CV in English and complete it with as many details as possible
- Send it by e-mail to your project manager, along with the cover letter and the language test.

HOW TO WRITE YOUR EUROPASS CURRICULUM VITAE?

Go on the website <http://europass.cedefop.europa.eu> :

- (a) use the interface proposed in the language of your choice on the Europass website (<http://europass.cedefop.europa.eu>). Then you can save your CV in the directory of your choice
- (b) or download the template (in Word or Open Document format) in the language of your choice from the same site and save it on your computer's hard drive; you can then complete the various sections of the right-hand column by entering your personal data and deleting unnecessary fields.

To help you,

- **Consult the examples of CVs** on the site: <http://europass.cedefop.europa.eu> &;
- **Watch the video tutorial** on: <https://www.youtube.com/watch?v=qC1RegOmHTA>

Important:

- do not modify the text in the left column;
- respect the layout of the template, as well as the font used.

FINALIZATION

Finished Europass:

- Yes
- No

TIPS for a cover letter (included with your CV):

- **Present yourself** (briefly, the objective is not to put your CV in your letter)
- Explain why the **organization/company is interesting** for you.
- Write one paragraph about **how your competences will be useful for the organisation**



03

**ENGLISH
TEST**

English Test

The objectives of this sheet:

- ✈ The purpose of this test is to evaluate your level of English. It focuses on your general knowledge of the English language, including grammar and vocabulary, and also assesses your oral and written comprehension of English.

INSTRUCTIONS AND PRACTICAL DETAILS

The test is divided into three parts:

- ✈ Part 1: MCQ (40 questions).
- ✈ Part 2: Listening comprehension.
- ✈ Part 3: Written comprehension.

MULTIPLE CHOICE QUESTIONS

Choose the correct answer. Only one answer is correct.

- ✈ He ___ pasta.
 - not likes
 - don't like
 - doesn't like
 - isn't liking
- ✈ How often ___ to the theatre?
 - are you go
 - do you go
 - not to sleep
 - sleeping
- ✈ I wish I ___ the saxophone.
 - could play
 - will play
 - can play
 - would play
- ✈ What ___ when he arrived?
 - did you
 - were you doing
 - you did
 - you were doing

- ✈ You've been resting all evening. You ___be tired.
- mustn't
 - may not
 - can't
 - have to
- ✈ ___ many books have you got?
- What
 - How
 - Which
 - Where
- ✈ I'm quite sure we will ___their team easily.
- win
 - beat
 - score
 - support
- ✈ I like your parlour very much. It's the ___ parlour I have ever seen.
- more tidiest
 - tidier
 - tidiest
 - most tidier
- ✈ Do you think we can buy this TV set? - Yes, we have___ money.
- too many
 - enough
 - not enough
 - too much
- ✈ I ___ to be a mechanic when I grow up.
- planning
 - would like
 - like
 - going to
- ✈ We should all stop___ the environment.
- breaking
 - wasting
 - closing
 - destroying
- ✈ Please can you ___ the application form for this project?
- write in
 - offer in

earn in

fill in

✎ I like ___ French food.

a

an

the

-

✎ It's important to ___ with people.

go wrong

take notice

have an argument

get along

✎ I suggest ___ to the cinema on Sunday.

to go

going on

going

that we went

✎ Have you ___ ridden a motorbike?

never

yet

just

ever

✎ Have you ___ somebody famous?

ever meet

never met

ever met

never meet

✎ A restaurant is a place ___ you eat food.

that

who

which

where

✎ It ___ be Adele over there. She's got much shorter hair.

may

must

might

can't

✎ I ___ at the hairdresser's every month.

- cut my hair
- my hair to be cut
- have my hair cut
- have cut my hair

✎ My cousin's very ___ - she always tells me what to do.

- ambitious
- easy-going
- bossy
- shy

✎ I've known Beth ___ ten years.

- for
- ago
- since
- ever

✎ When I came home, the children ___ to sleep.

- have already gone
- already went
- used to go
- had already gone

✎ Why couldn't you talk when I called you yesterday? What ___?

- were you doing
- did you do
- have you been doing
- did you use to do

✎ I hate reading ___. They are too long.

- short stories
- comics
- novels
- blogs

✎ He asked me ___ quiet.

- be
- to be
- was
- being

✎ Ann can't answer the phone. She ___ a shower.

- has
- have
- is going to have

- is having
- ✎ This is the woman ___ daughter won the tennis competition in May.
- which
 that
 whose
 what
- ✎ He said he ___ anything like that before.
- hasn't seen
 didn't see
 wasn't seeing
 hadn't seen
- ✎ Susan is 1.17 metres tall and Ann is 1.80 metres tall. Ann is ___ taller than Susan.
- by far
 little
 much
 more
- ✎ We had a serious argument but later we made___.
- up
 about
 in
 off
- ✎ The movie is going to start in a minute. Why don't you switch the TV___?
- up
 off
 on
 down
- ✎ I last went to the restaurant two months___.
- for
 since
 just
 ago
- ✎ I look awful. I need to___.
- cut it
 have cut my hair
 have my hair cut
 have to cut
- ✎ I ___glasses for 5 years.

- was wearing
- have been wearing
- am wearing
- wear

- ✈ Who ___ by?
 - Mona Lisa painted
 - was Mona Lisa painted
 - painted Mona Lisa
 - did paint Mona Lisa

- ✈ I ___ very shy when I was in kindergarten.
 - used to be
 - was being
 - would be
 - had been

- ✈ 'Do you want to stay?' he asked. - He asked me___.
 - do I go
 - if I want to go
 - if I wanted to stay
 - do I want to go

- ✈ She's not at home. She ___ earlier.
 - must leave
 - must has left
 - must have left
 - must had left

- ✈ If I had known about the incident, I ___ you.
 - would help
 - would have help
 - would have helped
 - would have been helped

LISTENING COMPREHENSION

Copy the following link on your web browser: <https://www.youtube.com/watch?v=xpmflnvpooA>
Listen to the 3 scenarios and answer the questions.

1. Scenario 1:

- ✈ What is the person looking for?

➤ Where is the train station?

➤ Why is the person lost?

2. Scenario 2:

➤ Where does Carla work?

➤ Why does she enjoy her work?

➤ What does Pierre do in the design department?

➤ Which countries are Pierre and Carla from?

➤ How many months will Pierre be working within the association?

3. Scenario 3:

- ✈ Where is the director's office?

- ✈ How often does the general meeting take place?

- ✈ How long does it last?

- ✈ When do the activities start?

- ✈ How long is the lunch break?

WRITTEN COMPREHENSION

Read the testimony of a participant who volunteered as part of the EU Aid Volunteers programme on the ADICE website: <http://adice.asso.fr/en/news/testimonials/jac-eu-aid-volunteer-in-nepal/>

Answer the following questions:

- ✈ Where did Jac volunteer and when did he start?

✈ What are the particularities of this country, geographically speaking?

✈ What happened in 2015? One correct answer.

- Terrorist attack
- Earthquake
- Military assault
- Snow storm

✈ What are the other climate disasters that the country often faces? Several correct answers.

- Flooding
- Heatwaves
- Hurricanes
- Droughts
- Landslides
- Storm

✈ Who did Jac work with during his volunteering experience?

✈ Name two missions that Jack had to carry out.



04

LANGUAGE LEARNING

Tips to facilitate language learning

Objectives of this sheet:

Here are some tips on different methods and tools to facilitate your language learning or reinforcement.

ONLINE METHODS AND NEWSPAPERS

At first, the assimilation of a language can be done individually, in a playful way by reading newspapers in the desired language, or by buying books with audios:

- ✈ ASSIMIL method: a learning book with an average of 100 lessons
- ✈ www.bbc.com/ - www.vocable.fr
- ✈ www.theguardian.com/uk
- ✈ www.thetimes.co.uk/tto/news/
- ✈ www.economist.com/
- ✈ www.telegraph.co.uk/

WEBSITES AND ONLINE COURSES

Websites and online courses can also be a good way to develop language skills, but they are often not free. Among these you can find :

- ✈ www.anglaisfacile.com
- ✈ www.learnissimo.com/fr/fr (paying)
- ✈ www.vocable.fr
- ✈ www.englishlearnerportal.com (paying)

ANY OTHER TIPS

Watch TV and series in English, and listen to podcasts:

- ✈ 6 Minute English (BBC)
- ✈ BBC Sound
- ✈ English as a Second Language (ESL)
- ✈ Subtitled videos: www.ted.com/talks

Select the language of the mobile phone/pc in the desired language

Online translators:

- ✈ Linguee
- ✈ DeepL

Download cell phone applications:

- ✈ Duolingo
- ✈ Clozemaster
- ✈ Wallstreet English
- ✈ Quizlet
- ✈ Mosalingua (for a fee)
- ✈ Babbel (paid)
- ✈ English Grammar in Use app (paid)

Learn phonetics of the desired language:

- ✈ Youtube tutorials (e.g. <https://canal.uned.es/video/5a72fd91b1111f741c8b4573>)

The most important thing is to be able to express yourself and understand other people in a conversation. To do this, you must practice the language without being afraid of making mistakes. The main thing is to make yourself understood and your interlocutors will correct you as you go along. A very useful method is to participate in meetings with young foreigners. This is an excellent opportunity to practice the language directly and to overcome the barriers of shyness of speaking in a foreign language in front of others:

- ✈ France: www.esnlille.fr/
- ✈ France: www.meetup.com/FRANGLISH-French-English-language-exchange-event-in-Lille/
- ✈ France: www.lille.franglish.eu/en/home
- ✈ Greece: <https://esnthessaloniki.gr/>
- ✈ Greece: <https://www.couchsurfing.com/>
- ✈ Greece: <https://www.mylanguageexchange.com/>
- ✈ Spain: <https://www.citylifemadrid.com/meet-speak-language-exchange-madrid/>
- ✈ Slovakia: <https://www.facebook.com/groups/BratislavaLEM> - Bratislava Language Exchange Meetings



05

PROJECT

Project

The objectives of this form are to:

- Help you to understand your project before the departure or the beginning of your mission and all along with its implementation
- Enable you to determine objectives, the resources and skills to be applied, and identify in advance any impediments/difficulties....
- It will enable you and your project leader to check the prerequisites (effectiveness of the work done, level of definition of the mobility project, etc.)

INSTRUCTIONS AND PRACTICAL MATTERS

- Please complete the table below with accurately information and set realistic objectives
- Start before the beginning of your experience and continue all along with your project

| <i>My advantages & strengths</i> | <i>Why do I think it is an advantage or a strength?</i> |
|--------------------------------------|---|
| | |
| <i>My fears and challenges</i> | <i>Please justify each answer</i> |
| | |

MY EXPECTATIONS

Please justify your answer for each suggestion proposed. You can also add some expectations that you have about your project.

1. What I expect from this project? How? When? Is it reasonable/achievable?

| <i>What</i> | <i>When (At what point in the mission would you like to implement it?)</i> | <i>How (Which tools, which methods...?)</i> | <i>Is it reasonable/achievable</i> |
|--|--|---|------------------------------------|
| To support the hosting organisation to improve its tools and/or methods of working in a specific field/with beneficiaries/ the staff's technical competences | | | |
| To contribute to a piece of change in the local community in a specific sector and bring positive impact in the field | | | |
| I expect that everybody in the field take into account my experience | | | |
| I expect that after participating in this project I will find a job in my field | | | |
| I expect to develop/gain competences that will contribute to my professional, but also my personal development. | | | |
| I have no expectation, just wait and see | | | |
| | | | |
| | | | |

TIPS

- ✈ **It is good to set some professional and personal objectives**, but you should also be open for change and flexibility in the field.
- ✈ **Set SMART objectives**, considering also the resources and the capacity of the organisation and the length of your project.
- ✈ **Flexibility and adaptability** are key skills in an European or international project.

2. What I expect from my hosting Organisation:

Personally

Professionally

HOW I SEE MY PROJECT



Being fully integrated in the hosting country and the hosting organization on the field or during a hybrid and virtual mobility, managing to get the full attention of the beneficiaries and of the stakeholders takes time...

Although the participants are very skilled and motivated on arrival or at the beginning of the project it is not easy to work effectively and get results during the first weeks after the arrival or the beginning.

Our advice is to start your project step by step: observe, participate, propose, take responsibility.

It is important to understand:

- How everybody works,
- The resources and potential of the organization,
- The needs and what you can bring in terms of tools, methods, added value to the existing ones.

On the other side, your mentor and your colleagues also need to learn to work with you and understand how to take advantage of your experience and competences.

You will also need to gain their and beneficiaries' trust.

COMPETENCES

1. What kind of competences you would like to develop?

| <i>What</i> | <i>How</i> |
|---|------------|
| <p>Technical competences in a specific field (environment, health, pedagogy...other)</p> | |
| <p>Management competences (project implementation, fund raising, evaluation and monitoring, partnership relations...)</p> | |
| <p>Relational competences (diplomacy, intercultural issues management, team working...)</p> | |
| <p>Personal competences (autonomy, Adaptability, flexibility...)</p> | |
| <p>Other</p> | |

2. What kind of competences you could transfer to the local organization?

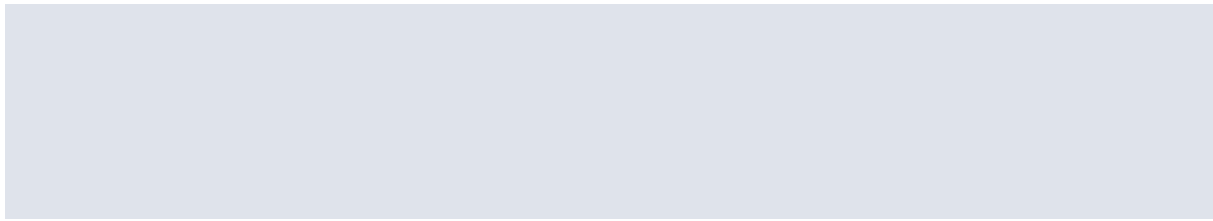
| | |
|------------------------|--|
| Technical competences | <input type="checkbox"/> Pedagogy <input type="checkbox"/> Environment <input type="checkbox"/> Health <input type="checkbox"/> Other |
| Management competences | <input type="checkbox"/> Project implementation <input type="checkbox"/> Fundraising <input type="checkbox"/> Evaluation and monitoring <input type="checkbox"/> Problem solving <input type="checkbox"/> Other |
| Relational competences | <input type="checkbox"/> Diplomacy <input type="checkbox"/> Intercultural issues management <input type="checkbox"/> Team working <input type="checkbox"/> Human resources management <input type="checkbox"/> Other |
| Network | <p>I can bring new partners that:</p> <input type="checkbox"/> can support the organisation with funds (donations, clothes, food...) <input type="checkbox"/> -//- tools <input type="checkbox"/> -//- methodology <input type="checkbox"/> can include in call for proposals <input type="checkbox"/> Other |
| Personal competences | <input type="checkbox"/> autonomy <input type="checkbox"/> adaptability <input type="checkbox"/> flexibility <input type="checkbox"/> positive thinking <input type="checkbox"/> motivation and commitment <input type="checkbox"/> Other |

Other :

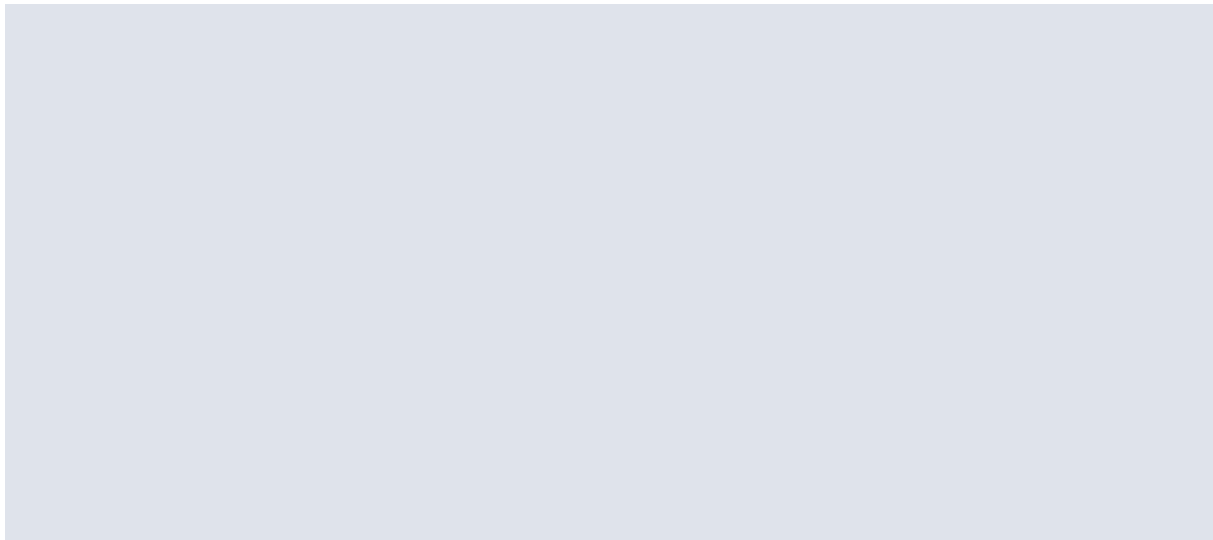
HOW WILL THE PROJECT BENEFIT ME? (List 3 items for each section)

1. In terms of career

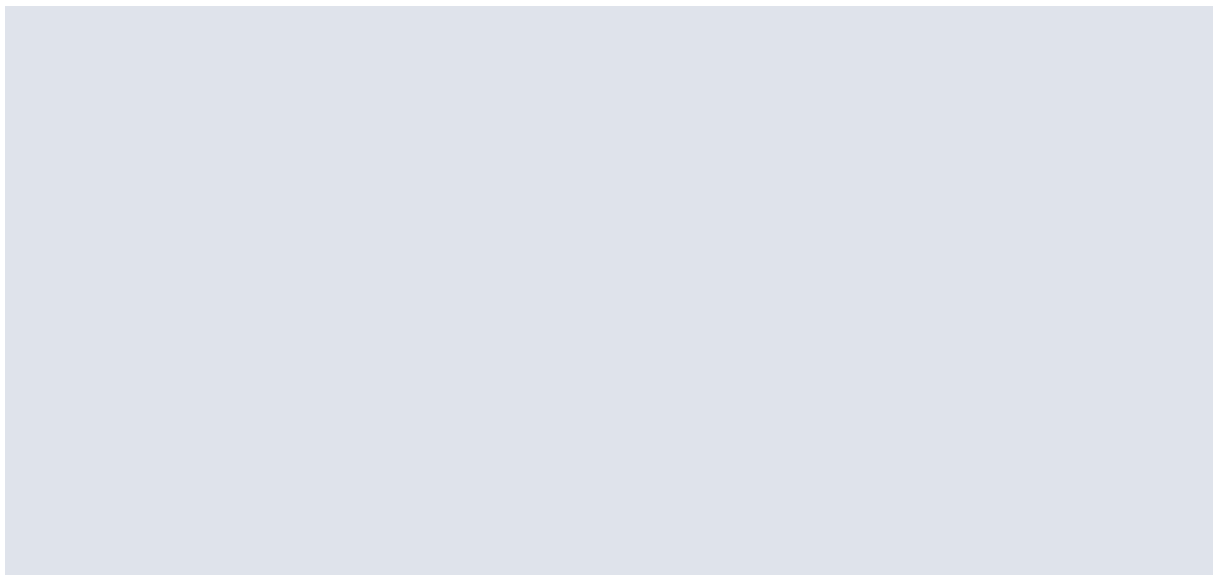
2. Personally

A large, empty rectangular box with a light blue background, intended for a self-assessment or response.

3. Socially / relationships

A large, empty rectangular box with a light blue background, intended for a self-assessment or response.

4. How can I make use of this experience when I return?

A large, empty rectangular box with a light blue background, intended for a self-assessment or response.

EXERCISE

Take few minutes and complete these self-assessment sheets. How many times did you use these competences in your previous work/volunteering experience?



06

COUNTRY

Country

The objectives of this form

- It is intended to help you become familiar with the local context in addition to providing general information about the country.
- It asks you to conduct research that will help you understand the country's particular reality (daily life of the inhabitants, sociology, administrative organisation, etc.). Instructions and Practical Matters
- Select the most useful and relevant information for participating the mobility project (this doesn't mean just copying/pasting information found on the Internet) but going through different sources and select the most relevant for your project and your own knowledge.

How to fill in this sheet?

Find information about the country in which your host organization is located. You can find this information on dedicated websites or by watching videos about the country's business and history.

Here are some examples:

- French history in 5 minutes: <https://www.youtube.com/watch?v=EQiUUicibVs>
- French history in 20 minutes: <https://www.youtube.com/watch?v=W2l4rc7qCOI>
- Spanish history in 15 minutes: <https://www.youtube.com/watch?v=9oH1JvKT5tl>
- The regions of Spain: <https://www.youtube.com/watch?v=Md5-ANncZpM>
- Slovak language: <https://www.youtube.com/channel/UCh7ro4LZpiuXoEhLjVE8mRg>
- Slovak history: <https://www.youtube.com/watch?v=F8H5leOg1Ro>
- What to visit in Slovakia: <https://www.youtube.com/watch?v=vajloVdWsLc>
- Introducing Greece: <https://www.youtube.com/watch?v=VqtAhvsdc-c>
- Ancient Greece in 18 minutes: <https://www.youtube.com/watch?v=gFRxmi4uCGo>

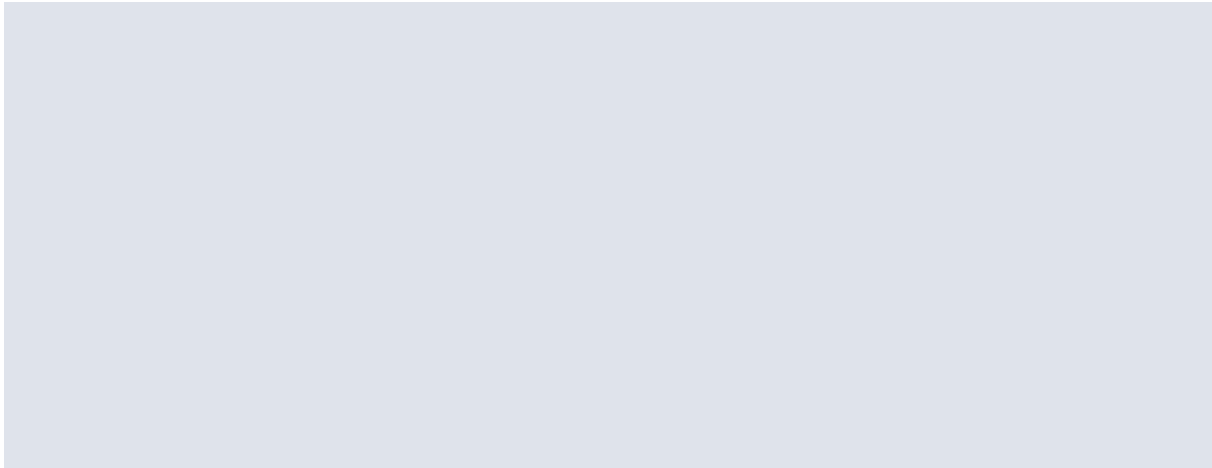
VIRTUAL MOBILITY ?

- Even if you are going to do a completely virtual mobility, it will be important to know the country in which the host organization is.
- Indeed, to better understand the culture, the working habits, the inhabitants will be a real gain and an asset for all the activities you will be able to set up during your virtual mobility.

GENERAL INFORMATION ABOUT THE COUNTRY:

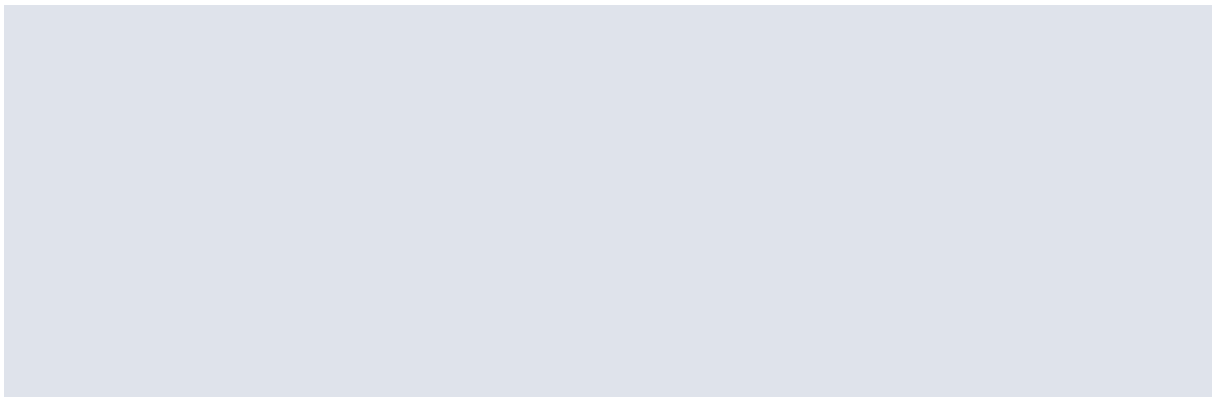
Complete your information answering to the following questions:

- What are the country's main resources, strengths?
- What are the country's main problems/challenges?
- Main risks in the country and how you could mitigate them

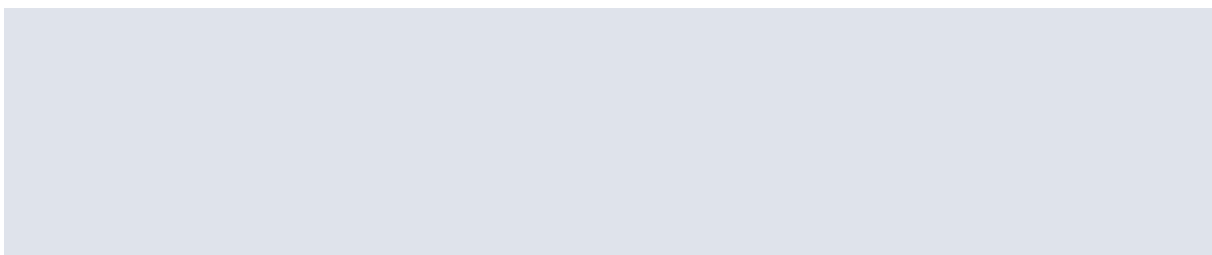


WHAT ARE THE MOST COMMON PRECONCEIVED NOTIONS ABOUT THE COUNTRY?

- How to avoid the "saviour" thinking and mitigate stereotypes?
- Do you have any preconceived ideas about your local country? Where did you get them from?
- List three positive aspects about your hosting country, that makes it "different".



THE MAIN SPECIFIC FEATURES OF THE REGION AND THE LOCAL COMMUNITY WHERE MY MISSION WILL BE CONDUCTED:



WORKING AND LIVING CONDITIONS

Here are the main questions to ask to your hosting organisation to avoid future conflict or disappointment. Check with your hosting organisation (HO) during a video meeting.

1. Logistics

Arrival arrangements: Arrival dates preferred/any dates to be avoided?

Transport from the origin country to the hosting country; transport from the airport to the accommodation. Please specify the name and contact of the person who will wait for you in the airport/train/bus station. Eventually, ask for a picture as well (mobile phone no – WhatsApp?)

VISA: procedures for obtaining a VISA – required/provided documents. Are there any steps to follow, or registrations to make upon arrival in the country? If yes, what are required documents.

Vaccination: any vaccination(s) is/are required to enter the country?

Concerning the telephone package, do you know what is the best to do? : Will a mobile phone/SIM card be provided? Can I buy one at the airport?

2. Accommodation

Type of the accommodation provided (house, flat, hostel...), single, shared with other international volunteers/ local volunteers/ interns/ other staff members/host family. What are the rules of the accommodation (if you are going to live in the host country)? Equipment & facilities (internet, towels, bedsheets, fridge, washing machine...) location/address, transport means & stops to go from home to the airport/train station/office/field

3. Office

Which are the working conditions (working hours, days off, holidays/imposed holidays, computer, internet, etc.)?

4. Other locations where I need to carry out activities (in the field)

5. Transport

Monthly pass, foot walk, taxi, bicycle....

6. Day to day

Seasons & weather ... what to bring with me, law and regulations (drinking alcohol in public spaces...), living costs and cheap places to buy food...

7. Security in the country

How is the security in the country? (Streets? Dangerous zones? Etc.)

8. Project, role and responsibilities

Hosting organisation (location, aim, organigram, when possible, projects, how decisions are made)

Your role and responsibilities in the project: which will be your mission and first activities

Beneficiaries you will be working with - who will your project impact directly or indirectly?

Resources: what resources are in place, available for the project you will be involved in; your planned activities.

Network: is the organisation part of any network? How could you engage with different stakeholders?

VIRTUAL/ HYBRID MOBILITY ?

- ✈ **Don't forget about confidentiality.** All data related to the organizations and individuals you receive by email (or other channel) must be kept in a secure environment during and after your mobility experience!



07

COMPETENCES

Competences

COMMUNICATION IN THE MOTHER TONGUE

| | NEVER | SOMETIMES | OFTEN | VERY OFTEN |
|--|-------|-----------|-------|------------|
| 1. <i>Sense of client/public relationship</i> | | | | |
| 2. <i>Public speaking</i> | | | | |
| 3. <i>Negotiation with clients/public</i> | | | | |
| 4. <i>Be able to manage a discussion</i> | | | | |
| 5. <i>Adapt the language according to the context (formal, colloquial, informal)</i> | | | | |

COMMUNICATION IN FOREIGN LANGUAGES

| | | | | |
|---|--|--|--|--|
| 1. <i>Speaking a foreign language</i> | | | | |
| 2. <i>Understanding a foreign language</i> | | | | |
| 3. <i>Writing in a foreign language</i> | | | | |
| 4. <i>Ability to use technical language accordingly to the field of work</i> | | | | |
| 5. <i>Knowledge of vocabulary, grammar and language</i> | | | | |
| 6. <i>Ability to understand and interpret concepts, feelings, facts or opinions in oral form</i> | | | | |
| 7. <i>Ability to understand and interpret concepts, feelings, facts or opinions in written form</i> | | | | |
| 8. <i>Ability to express concepts, feelings, facts or opinions in oral form</i> | | | | |
| 9. <i>Ability to express concepts, feelings, facts or opinions in written form</i> | | | | |

MATHEMATICAL COMPETENCE AND BASIC COMPETENCES IN SCIENCE AND TECHNOLOGY

| | | | | |
|--|--|--|--|--|
| 1. <i>Convert a currency and calculate your daily expenses</i> | | | | |
| 2. <i>Manage your daily expenses and budget</i> | | | | |
| 3. <i>Analyze the risks related to your decisions</i> | | | | |
| 4. <i>Plan a budget for a specific action/project</i> | | | | |

DIGITAL COMPETENCES

| | | | | |
|--|--|--|--|--|
| 1. <i>Use a specific software</i> | | | | |
| 2. <i>Perform an IT watch</i> | | | | |
| 3. <i>Master your digital identity</i> | | | | |
| 4. <i>Knowing how to use social networks</i> | | | | |
| 5. <i>Knowing how to program</i> | | | | |
| 6. <i>Knowing how to create a website</i> | | | | |
| 7. <i>Create multimedia content (videos, photos, editing, sound)</i> | | | | |

LEARNING TO LEARN

| | | | | |
|--|--|--|--|--|
| 1. <i>Desire to enrich the knowledge</i> | | | | |
| 2. <i>Learning independently</i> | | | | |
| 3. <i>Share and transmit knowledge</i> | | | | |
| 4. <i>Identify own limits and mistakes</i> | | | | |
| 5. <i>Be able to perform tasks that are outside of school learning</i> | | | | |

SOCIAL AND CIVIC COMPETENCES

| | NEVER | SOMETIMES | OFTEN | VERY OFTEN |
|---|-------|-----------|-------|------------|
| 1. Listen, gather, ideas and make a common decision | | | | |
| 2. Ability to work in an international/intercultural context | | | | |
| 3. Know and respect rules | | | | |
| 4. Manage activities by collaborating with different stakeholders | | | | |
| 5. Involve other people and create enthusiasm for common goals | | | | |
| 6. Develop an environment of mutual trust | | | | |
| 7. Involve all the members of the group in the decision process | | | | |
| 8. To be punctual | | | | |
| 9. To be open-minded | | | | |
| 10. To be tolerant | | | | |
| 11. Create and manage social relationships in various contexts | | | | |
| 12. To be curious | | | | |
| 13. To be flexible | | | | |
| 14. To be organized | | | | |

CULTURAL AWARENESS AND EXPRESSION

| | | | | |
|--|--|--|--|--|
| 1. Respect and be aware of cultural differences and work effectively with people from a range of social and cultural backgrounds | | | | |
| 2. Be tolerant and respond open-mindedly to different ideas and values | | | | |
| 3. Make use of social and cultural differences to create new ideas and increase both innovation and quality of work | | | | |

SENSE OF INITIATIVE AND ENTREPRENEURSHIP

| | | | | |
|---|--|--|--|--|
| 1. To be organized | | | | |
| 2. To be able to prioritize tasks | | | | |
| 3. Knowing how to adapt | | | | |
| 4. To have the ability to work independently | | | | |
| 5. To have a sense of responsibility | | | | |
| 6. Comply with the orders of a superior | | | | |
| 7. Turning ideas into action | | | | |
| 8. Develop a project | | | | |
| 9. Submit a project | | | | |
| 10. Monitor the implementation of a project | | | | |
| 11. Check and monitor partners' actions | | | | |
| 12. Evaluate a project | | | | |
| 13. To respect a schedule and deadlines for tasks | | | | |
| 14. To handle and delegate a number of tasks and responsibilities | | | | |
| 15. Coping with and being able to manage changes | | | | |



08

**European Union,
Citizenship &
Eco-responsability**

European Union, Citizenship and Eco-responsibility

OBJECTIVES AND INSTRUCTIONS

The objectives of this sheet are to:

- ✈ Help you understand the role of the European Union and its principles.
- ✈ Understand the status of "European citizen" through your research and your own knowledge.
- ✈ Select the most useful and relevant information on what is being implemented by the host country in terms of sustainable development. It is not a matter of copying and pasting information found on the Internet but of reviewing different sources and selecting the most relevant ones.

Terms and Conditions are to:

- ✈ Use your knowledge, your practices to answer to this question
- ✈ Some answers can be find on the European Union website: http://europa.eu/index_fr.htm

PART 1: SOME GENERAL INFORMATION ABOUT THE EUROPEAN UNION

- ✈ What is the European Union?

- ✈ How does the European Union work?

- ✈ Find 3 key facts about the creation of the EU.

✈ Answer the following questions:

| Questions | Answers |
|--|----------------|
| What are the founding countries of the EU? | |
| What are the different symbols of the EU? | |
| How many member countries does the EU have? | |
| What is the day of Europe? | |
| Who is the current President of the European Parliament? | |

✈ Which countries are candidates to join the EU?

✈ What is the currency of the EU? What does it mean to you?

PART 2: CITIZENSHIP IN EUROPE

- ✈ What does it mean to be a European citizen? Who can be considered a European citizen?

- ✈ What are the civil rights of a European citizen?

- The right to travel
- The right to fly
- The right to stay
- The right to work
- The right to study
- The right to do what you want
- The right to be elected in municipal and parliamentary elections
- The right to legal guarantees
- The right not to respect the laws that are not applied in France
- The right to vote

PART 3: SUSTAINABLE DEVELOPMENT AND ECO-RESPONSIBILITY

Sustainable development is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs", quote from Mrs. Gro Harlem Brundtland, Norwegian Prime Minister (1987).

Sustainable development and eco-responsibility are subjects to be taken into account during an international mobility in order to have a responsible behavior that does not harm the planet and others.

1. Small quiz on Europe and sustainable development:

- ✈ Which European country produces 100% green electricity from renewable energy?
 - Iceland
 - Poland
 - Spain
 - Greece
- ✈ Under the European Recovery Plan, what % of spending is dedicated to EU environmental objectives?
 - 4 %
 - 37 %
 - 90 %
 - 100 %

✈ Which EU Member State has made its public transport completely free of charge by 2020?

- France
- Belgium
- Croatia
- Luxembourg

✈ Every 5 years, the EU sets targets for recycling. Two countries, European leaders in waste sorting, have already reached the 2025 target. These are:

- Romania and Malta
- Poland and the Netherlands
- Bulgaria and Sweden
- Germany and Austria

2. Eco-responsibility:

In everyday life:

✈ What eco-actions do you adopt in your daily life?

During your mobility:

✈ How does your host country organize waste management? Is there a waste separation system?

✈ What are the eco-responsible acts put in place by the local population?

- ✈ What can you do to manage your (polluting) mailbox in an eco-responsible way?

Green mobility:

- ✈ What are the different types of "green mobility" also called "soft" transport?

- Airplane,
- Car,
- Train,
- Bicycle,
- Walking,
- Tramway,
- Subway,
- Car sharing/Carpooling,
- Bus,
- Scooter,
- Electric scooter,
- Other

- ✈ What are the different types of "green mobility" in your host country/city?

- ✈ Find 3 positive and 3 negative aspects of "green mobility":



09

**HEALTH & SECURITY
QUIZ**

Health and Security Quizz

OBJECTIVES AND INSTRUCTIONS

The objectives of this sheet are to:

- ✈ Understand the safety regulations to be followed in your host country.
- ✈ Understand the risks and preventive measures related to your health and safety during your mobility project.
- ✈ Check that you have understood all the information contained in the organisation values charter and the safety guide/module.

Terms and Conditions are to:

- ✈ Read the safety guide carefully and feel free to take notes on the most important information important information.
- ✈ Be aware of the terms and conditions of your insurance policy.

PART 1 - OFFICIAL AND ADMINISTRATIVE PROCEDURES

- ✈ On which website should I register to inform my country's embassy of my mission dates abroad?

- ✈ Who do I need to inform of my presence when I get there? Where should I check in?

- Local authorities
- Register of [citizens of my country] established outside of [my country].
- Consulate/Embassy of my country.

- ✈ Can I apply to a different embassy than the one in my country?

- Yes, any one
- No, only the one of your country
- Yes, but only the embassies of a European Union member country

- ✈ In case of security problems, what should I do?

- Take the first plane to go back to my country
- Contact the embassy and follow the official news
- Communicate and inform the host and sending structure.

PART 2 - PERSONAL BEHAVIOUR

- ✈ On which website can you search for news and important information about your host country?
 - Media (local and international newspapers, TV channels, etc.)
 - The "Advice to Travelers" section on the website of the Ministry of Foreign Affairs
 - Local tourist office website, travel guides (Le Routard, Lonely Planet, etc.)
- ✈ How to prepare your mission well?
 - Contact a former participant
 - Discuss with the tutor or mentor of the host organization
 - Ask questions to your project manager
- ✈ What can you do to keep yourself safe on a daily basis?
 - Stay in touch (email and phone)
 - Wait to be contacted
 - Respond to follow-up questionnaires
- ✈ Failure to follow safety measures for myself and others can lead to...
 - A reduction in my compensation
 - A prohibition on going back on assignment after my assignment has ended
 - The immediate and permanent termination of the mission
- ✈ How can I promote my integration in the host country? (**Virtual mobility?** Answer to this question: How can I promote my integration in the hosting organization and adapt myself to the local country in remote?)

PART 3 - POLITICAL AND SECURITY RISKS

- ✈ Name the different ethnic groups present in the country? And is there any risk of ethnic conflicts?

- ✈ What religions are practiced? And is there any risk of religious conflict?

- ✈ How can I adapt my behavior to the context of the host country? (Culture, religion, political regime, society, etc.)

- ✈ Are there any risks of natural disasters? If so, which ones?

PART 4 - HEALTH

- ✈ What health-related steps should I take?

- Conduct a health check-up with my primary care physician.
- Know and register local numbers (doctor, hospitals, emergency number...)
- Know your health coverage (EHIC, CIGNA or CHAPKA insurance)

- ✈ What vaccinations are required before leaving for my host country?

- ✈ What should I have in my first aid kit?

- ✈ What should my emergency bag contain? (If you are advised to do so before your departure and depending on the program and country of your mobility).

- ✈ What water can I drink in my host country? (Depending on the country and region)

- Tap water
- Tap water but treated with tablets or previously boiled
- Only bottled water

Hybrid/Virtual mobility?

- ✈ How to have a balance between mobility and my personal life?

- ✈ What should I do if I'm ill during my virtual mobility? Who should I inform?

PART 5 – INSURANCE

- What insurance information do I need to know?
 - Contract/Subscriber number
 - User ID and password
 - Procedures and steps to follow in the event of a claim and medical coverage

- When should I contact my insurance?
 - To find out which hospital/professional I can go to
 - To find out what types of care are covered
 - To find out the reimbursement limit for the care provided
 - To find out what documents are required to submit a claim for reimbursement (medical certificate, invoice, care sheet, insurance medical questionnaire, etc.)

- Who should contact the insurance company in case of illness/accident?
 - I should always be the person who contacts the insurance
 - My guardian can contact the insurance on my behalf, only if I am not in the ability to do so
 - My project manager must contact the insurance for me

PART 6 – VOCABULARY

| English | Language of the host country |
|---|------------------------------|
| The essentials | |
| Hello How are you ? Good Bye See you soon Please Thank you Yes/No Excuse-me I don't speak (language of the country) ? Do you speak (language of the country)? Monday/Tuesday/Wednesday/Thursday/ Friday/Saturday/Sunday Yesterday / Today / Tomorrow One / two / three / four /.... Ten Morning/Afternoon/Evening | |
| Present yourself | |
| My name is [first name] and you? I am a French intern/volunteer. I work for [host organization]. | |

Daily life

Internet access
Where is [location]?
The bank
The doctor
The police
The pharmacy
The supermarket
I am thirsty/hungry
I am tired
Fever/headache/stomach ache
I have a pain in ...



10

**DISCOVERY
DAY**

Discovery day

The objectives of this sheet are to:

- Capitalize on what you have learned/observed during this day, which is an opportunity to discover the associative environment. Involvement during the discovery day is a necessary step before obtaining the mobility passport.
- Discover the functioning of an associative structure and ideas to get involved as a citizen.
- Review the essential elements that show how, at the local level, structures are involved on a daily basis.

INSTRUCTIONS AND PRACTICAL DETAILS

- The form/sheet should show how you found your local structure and what you learned and retained during the day.
- Submit this form/sheet to your project manager within 15 days after the completion of your discovery day and before the validation of the mobility passport.

GENERAL INFORMATION ABOUT THE STRUCTURE AND THE DISCOVERY DAY

| | |
|---|---|
| Name of the structure : | Contact within the structure : |
| Date and duration of the discovery day : | Size of the structure : <input type="checkbox"/> Less than 5 employees/volunteers <input type="checkbox"/> Between 5 and 20 employees/volunteers <input type="checkbox"/> Between 20 and 50 employees/volunteers <input type="checkbox"/> Between 50 and 100 employees/volunteers <input type="checkbox"/> More than 100 employees/volunteers |
| Place of intervention of the structure : | Additional information (tel, website...) : |

YOUR CHOICE, YOUR MOTIVATION... WHY THIS STRUCTURE?

- ✈ Tell us in a few lines why you chose this structure (examples: for its values, for its activity, its themes of intervention, the public it works with...).

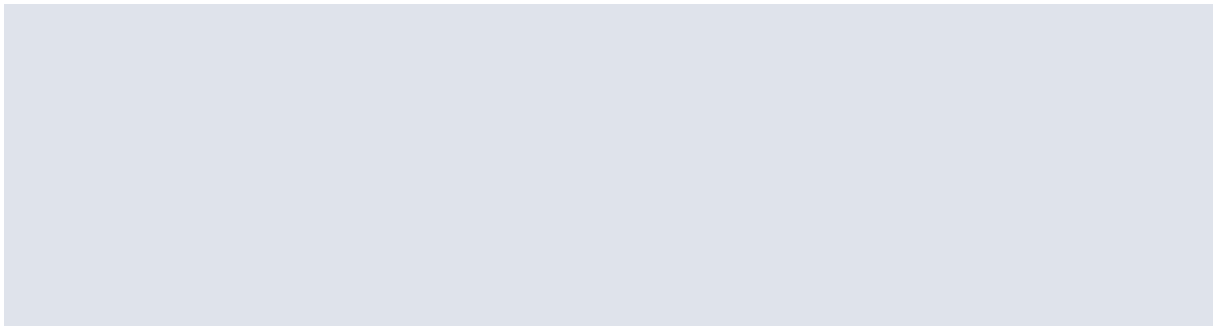
- ✈ What steps (research, contacts, etc.) did you take to identify it?

WHAT YOU HAVE LEARNED AND RETAINED FROM THIS STRUCTURE AND THIS DAY?

- ✈ Concerning the values, the objectives, the audiences, the challenges of the structure...

- ✈ What can I learn from the experience of this day?

- ✈ What link(s) can I possibly make between the experience of this day and my future international mobility project?

A large, empty grey rectangular area intended for the user to write their response to the question above.



11

**BEFORE
DEPARTURE**

Before departure

You are almost ready for the departure.
Check the TO DO list and the last reminders:

ADMINISTRATIVE DUTIES

- Always keep your original travel tickets (boarding passes, train tickets). The proofs of your international travel from your Home to your Hosting organisation have to be sent by post to the sending organisation.
- Scan your ID card and your passport and send them to your mailbox.

BANK

- Check if your credit card works abroad. Check the potential extra fees to withdraw cash abroad.
- Check the exchange rate costs with your bank.
- Call your bank adviser to inform him/her about your stay abroad and to avoid your credit card being blocked. This call could be the opportunity to negotiate some options to reduce the extra fees.

COMMUNICATION

- Check if your European mobile operator works abroad and/or at home.
- Prepare and always keep with you a list (in your phone AND on paper) with the following information:
 - Emergency numbers of the Hosting country (Police, Firemen, Medical emergencies, etc.)
 - Sending Organisation, Project manager (email, phone numbers)
 - Hosting organisation, Mentor (email, phone numbers, address)
 - Home country Embassy (email, phone number, address)
 - Personal emergency contacts (email, phone numbers)
 - Hospital (phone numbers, address)
 - Insurance (email, phone numbers)
 - Etc.

HEALTH

- Validate your insurance registration by creating your personal space (just follow the instructions in the emails you will receive).
- Download and print your membership card, if any. Save it too in your emails.
- Check if all the vaccines have been done.

See this website:

France:

- <https://www.pasteur.fr/en/medical-center/preparing-to-travel-abroad>

Greece:

- <https://www.insuranceline.gr/useful-tips/covid-19-how-expats-to-get-vaccinated-in-greece>



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