

Guide

ERASMUS IN SCHOOLS

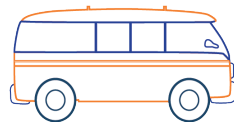
How to organise an Erasmus in School activity



Co-funded by
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Introduction



Here you are with the Erasmus in Schools guide, and you're probably wondering what it's all about ?

This guide has been created in the framework of the "*Erasmus in Schools Project*" which aims at informing students and apprentices about different mobility opportunities, as well as encouraging young people who have already undertaken an exchange period abroad to share their experiences as a result of their newly acquired competences. By doing so, they hope to inspire others to explore opportunities abroad and broaden their perspectives !

In practical terms, this guide will help you to prepare and run a peer-to-peer action to promote international mobility opportunities in educational centres successfully.

Through this guide, you will learn more about peer-to-peer and its benefits, what *Erasmus in Schools* activities are in practice, and how to prepare for them: how to find partner institutions, how to contact them, which team you need... You will also discover lots of concrete examples of tools and activities that you can use to carry out your activity, depending on the target audience. Finally, you'll also find a few tips for reflecting on the "aftermath", including suggestions on how to disseminate the information gathered.

So get out your notebooks and pencils, and get ready to take notes to make this Erasmus in Schools intervention a rewarding and inspiring reality for all!

If you are interested in knowing more details on the project you can read them in the final pages.

Erasmus in Schools

is a project that aims to inform young people as soon as they enter secondary school about existing mobility programmes and to include them more in this scheme. It aims to allow the inclusion of those who are not aware of the mobility opportunities, as well as encouraging young people who have undertaken an exchange period abroad, to share their experiences as a result of their newly acquired competencies.

Research

on the knowledge and the interest of school students and work-study students regarding international mobility

OUTPUT 1

1



Mobility Passport

to inform young people about all mobility opportunities offered to them and according to their needs



OUTPUT 2

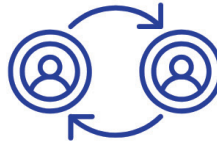
2

Memento

to promote the testimonies of mobility ambassadors through peer-to-peer sessions within high schools and training organisations

OUTPUT 3

3



Erasmus in Schools Guide

to help mobility ambassadors to prepare and set up an Erasmus in School intervention

OUTPUT 4

4




Result

to encourage candidates for mobility to embark on mobility programmes



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Erasmus in Schools camp

Palencia, Spain



What is the guide and who is the target?

Have you spent an academic semester/year abroad?

Do you want to spread how beneficial it was for your professional and personal development?

Are you passionate about interculturality?

Are you a member of a youth association who wants to talk about international mobility opportunities?

Are you a mobility coordinator who wants to share its knowledge about international mobility but in an attractive way for local students?

Are you convinced that it is possible to inspire and put in contact with school students to become future mobility candidates?

If your answer is “yes” to at least one of the previous questions : **this guide is for you!**

In practical terms, this document will enable those who want to implement an *Erasmus in Schools* intervention to prepare it and to answer all the questions they might have in mind: Who to involve? How to find and contact organisations? How to involve international students? How to organise the framework of the activity?

Thus, it is mainly addressed to Associations, Youth Ambassadors, and Mobility coordinators.

What about peer-to-peer interventions ?

People who have experienced a mobility programme abroad are the future “Ambassadors for mobility”. It means they will be those raising awareness among educational communities, high school students, and vocational students and apprentices about international mobility opportunities. Having lived in another country and experienced another culture, way of life, and language, they will be able to deliver the most convincing and enthusiastic messages to their peers.

But why are peer-to-peer interventions recognised as useful in international mobility? What can these actions bring to learners and how to promote it?

- **It inspires:** making future mobility candidates dream of international career opportunities;
- **It informs:** presenting different mobility schemes, at different stages of life or diplomas, for various purposes;
- **It reassures:** explaining initial difficulties, fears, and doubts and the support obtained;
- **It equips:** enabling learners to know whom to contact and make the right choice according to their profiles and criteria;
- **It convinces:** highlighting the benefits that such an opportunity will bring;
- **It opens their minds:** showing the diversity of cultural venues.

| What is an Erasmus in Schools intervention?

Based on this premise, we consider an Erasmus in Schools intervention as an activity, based on non-formal education methodologies, led by people or organisations interested in sharing international mobility opportunities and intercultural dialogue in educational centres. Erasmus in Schools interventions allows you to reach school students in their formal education context but with a dynamic session that enriches their curriculum and inspires them for the future.

Moreover, as sharing and informing about existing mobility opportunities, an Erasmus in Schools intervention aims to bring international students into local schools. In doing so, it promotes a multicultural dialogue, openness, and tolerance between students on mobility programmes and pupils from primary and secondary schools. It also makes mobility more relatable, by allowing pupils to engage with international students or volunteers who have had a mobility experience themselves.

The benefit is twofold because from one side school students explore issues frequently far away from their daily life and on the other hand, international students enrich their exchange experience with a volunteering one for their full integration and the discovery of the local community.

Activities organised under the Erasmus in Schools umbrella are focused on including interactive activities such as language lessons, cultural workshops, and presentations to the formal academic schedule. Thus, interventions can be adapted to all educational stages, as well as to different school subjects. Depending on the context of the school where the activity takes place and its students or the school's teachers involved, activities can be focused on the achievement of more specific objectives, thus creating a wide range of possibilities to develop meaningful learning.

The main objective of Erasmus in Schools interventions will be to promote international mobility:

- By **sharing testimonies and key information** in order to ease apprehensions learners might have;
- By **spreading traditions, customs and breaking down cultural stereotypes** in order to promote values of multiculturalism;It reassures: explaining initial difficulties, fears, and doubts and the support obtained;
- By **showcasing the benefits of international mobility and intercultural exchanges**, in acquiring soft skills for instance (adaptability, open-mindedness, and intercultural communication...);
- By **practising a foreign language** (most of the time activities are in English to ease the interaction with international students and boost the local students' learning experience).



1.

PREPARING

the intervention

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A. Find an institution and identify its need



So once you've identified the interest in organising your own Erasmus in Schools peer-to-peer intervention, here are the different steps to organise it.

First, you need to find an institution. *But how to identify and reach one?*


To find one institution, do not hesitate to reach out to your network : friends, classmates, organisation's members, or even family, to look for people who already know someone working in schools. In addition, if you still live in your hometown, try to contact the educational centre where you studied: teachers could be very happy to see you again and to know that one of their graduate students wants to spread useful opportunities for young people. These options can make the work much easier for you.

You can either try to call them first and agree to send an email with all the information. You can also directly contact them if you can find an email address, and then you can send a comprehensive message explaining the whole proposal so that the email can be forwarded to any teacher who might be interested.

It is important to discuss the needs of the institution and the results they want to achieve in order to adapt the activity accordingly. Indeed, the specific objectives of the interventions such as a focus on the English language, international mobility, sports activities, volunteering opportunities, traditions, and cultures, etc - will depend on the needs identified with the partner institution. Thus, the key is to be flexible and creative to adapt your Erasmus in Schools interventions to the educational centre, teachers', and students' needs.

What should the email for the school include?

- *Who are you?* - If you are a member of any organisation you should spend some words on your organisation (3-4 sentences), if you are a single Ambassador you should introduce yourselves and your experiences, if you are a mobility coordinator you should spend some words about your university and your experience;
- *Explain the purpose of EIS and the activity you want to carry out.* Present your team members too;
- Proposed date;
- Farewell.

 In the Annexes section (*Annexe 1*), you can find an example of an email that you could use to contact an institution. Get inspired from this template and then personalise it.

Remember that sometimes the school may not respond - don't be discouraged and keep trying. Don't hesitate to reach out to many different schools, and to ask again after a week or two if they haven't responded! Sometimes it is best to approach in person and request a meeting with the headmaster/coordinator.

| Why not broaden the target?

The aim of Erasmus in Schools interventions is to promote international mobility among young people through peer-to-peer contacts.

These interventions are a good way of opening up possibilities for young people who may not have thought that going abroad could also be for them: here, we suggest you consider these interventions as a way of promoting the inclusiveness and diversity of the beneficiaries of international mobility programmes, by trying to intervene in education centres such as :

- **Schools targeted by a specific urban policy:** Some schools receive specific political attention/classification because of the sociological profile of the students who study there. By targeting education centres with a large number of young people from disadvantaged social backgrounds, you can broaden the traditional audience for these mobility initiatives, by introducing them to experiences that they may not think were initially intended for them!
- **Young people at risk of social exclusion:** With different types of organisations and NGOs or local associations that help in your own city you can visit centres with students in risk of social exclusions. Here, you can talk about interculturality and issues not always near to this specific audience. You will help students to do something they probably never had the possibility to do and know before.
- **Rural schools:** If your team members or some of your friends come from small towns, why don't you go back to the beginning? Don't you think it would be great to go to a small town and show how many international mobility opportunities exist? Being far from the cities often could result as an element that prevents you from getting to know existing opportunities, whether because of the absence of mobility coordinators in the schools or the lack of "role model" and representation of relatives that have experienced international mobility.

B. Who to involve?



| Look for partners

Do you want to produce a bigger impact? Do you want to improve your relationship with an institutional or private partner by organising an activity together?

An Erasmus In Schools intervention could help you to strengthen your relationship with an institution and be enriched by different profiles such as international students, university professors, or workers of the International Relations Unit of your University or enterprise workers. Merging different sectors such as the public, private, and non-profit sectors could make your intervention more dynamic and meaningful.

Below, you can find some partner suggestions that you can contact to enrich your activity:

- **University:** professors or International Relations Unit could help you find professionals in a particular field (e.g. international dialogue, culture, education, etc.) so that you can create a valuable session for students.
- **Municipality/regions or regional/local Board of Education:** especially if they grant a scholarship to participate in an international mobility program or some other fundings. You could invite them to talk about the scholarship and the application procedure but also to talk about their intercultural initiative in the city.
- **Companies** active in the field of international mobility or that have mobility programmes for their workers (like private entities that give the scholarship to participate in a mobility program).
- **In the apprenticeship area,** you can contact the branches of companies such as ANFA (automotive sector) or CCA BTP (constructive sector), which could cooperate as they are supporter of apprentices mobilities.
- **Cultural centres, NGOs, and non-profit organisations** active in the field of mobility, intercultural dialogue, multiculturalism, migration, etc... They could help you to find testimonials or could promote their intercultural activity for the local community.

| Build the team

Once you have a good contact with an institution and have set the activity date and agreed on the results you want to achieve, you can start setting up a team. It is important to adapt it accordingly to your objectives, the institution's needs, and activity duration: the more diverse the team, the better the impact on the participants.

You should also have in mind your audience : for example if you have as participants only children with a basic or with no knowledge of English, it is recommended to bring with you international young people that have the local language level to get in touch with them.

It is important to bear in mind that anyone can volunteer for an *Erasmus in Schools* project, the most important element being to be motivated, willing to share a mobility experience and have a team spirit !

Some necessary questions to answer when setting up the team:

- *How many volunteers do you need and how to engage them?*
- *How to involve international students?*
- *How to cooperate with partners?*

Ideally, the perfect team would be composed of:





Youth ambassadors (volunteers, apprentices, international or local students)

By “*youth ambassadors*”, we refer to young volunteers, local or international students, and apprentices who have already had a mobility experience abroad.

Within an Erasmus in Schools activity, they will be the ones who design the intervention according to the objectives set up with the institution, from the beginning to the final feedback. As they will be in charge of designing the activity, it is very important that they are prepared for the different international mobility opportunities and on ways to testify and valorise their experience in front of different audiences.

It is always nice to have **international students** on the team so that they can directly share the experience they are living. However, it is important to bear in mind that it can sometimes be difficult to find some who are available and motivated.

Thus, you should be prepared with a few arguments to put forward, for example:

- It is a great opportunity for them to share their experience and value their mobility while being abroad
- It is a good opportunity to engage with the local community and to see how the specific institution in which she/he will intervene works
- Sharing one's experience is a good way to inspire local young people to go abroad
- By intervening in local schools/institutions, it is an opportunity to practise the local language and improve your level
- These interventions are also a good opportunity to gain an experience in informal animation and in leading an informative session

On the other side, the way you reach potential volunteers and international students is essential. You can try using a form that you can publish on social media to enable exchange students to sign up. However, they might not always take the time to read and answer your form: thus, informal discussions can also be a good way of reaching out to international students and of informing them about the opportunity of intervening in a school, testifying about its experience and volunteering for the local community!

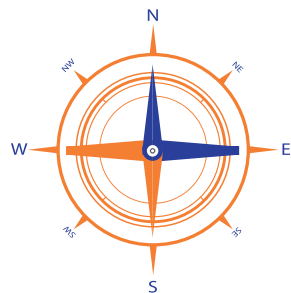
Mobility coordinators

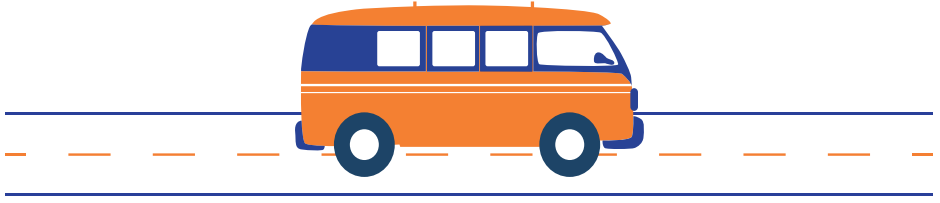


Mobility coordinators are those who deal with international mobility opportunities in educational centres, both schools, and universities. We include not only mobility coordinators who work in the International Relations Unit at the University but also teachers or administrative profiles in charge of administrating European projects in schools. Their participation could be useful to have a look at the administrative procedure but also to be recognisable in front of the students who get to know the workers and can also ask him or her questions outside the Erasmus in Schools interventions. This profile also can give the right data on participation in international mobility programmes to convince students to reflect on international opportunities.

Moreover, it is not excluded that the activity may be requested by the centre itself, which will contact the young ambassadors in order to have a peer-to-peer dialogue on international mobility opportunities. It is therefore important that the young ambassadors maintain contacts with the mobility coordinators and that there is synergetic work between the two to achieve the best results.

Effective help on the information of international mobility opportunities could be provided by mobility coordinators, meanwhile, they can find in this guide useful tips on how to organise an Erasmus in Schools and how to make them impactful and tailored for the audience.





II.

CONDUCTING

the intervention

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A. Implementing the activities



Now, it is time to prepare the content of the intervention !

It is important to discuss with the team and recall what has been agreed with the school in order to plan tangible and effective activities fitting with the objectives.

You should keep in mind that an Erasmus in Schools intervention should always be flexible in order to be adapted to the target, to the educational centre's needs and in general, to everyone involved in the activity.

Here you can find some elements to inspire you in shaping the activity:

- **“Who we are and why we are here”**: it is recommended to present yourselves and the organisation. It will be useful to create contact with the audience;
- **Icebreaker activity or energizer**: depending on the target you can propose some ice-breaker activities to allow participants to feel comfortable and in a relaxed space. It is recommended to start inserting some relevant information during the ice-breaker activity to get the audience used to the theme proposed;
- **Presentation of mobility opportunities** (optional): if your activity is all about international mobility opportunities you can present them with a visual support such as a power point or with some educational games such as Kahoot. But if you conduct an intervention with an audience not interested in international mobility but in for example interculturality or the European Union you should adapt your content;
- **Presentation of international students and their experience**: it is recommended to bring to the activity some international students or volunteers to allow local participants to enter in contact with other cultures and live an international experience at home;
- **Game or dynamic session**.

You should try to take advantage of the existing multiculturalism of the school and create an interactive dynamic where local students can share their culture too. However, it is fundamental to talk about it before with the teacher depending on the class situation. Try to catch the attention using non-verbal communication, staying between the students, setting an open circle without school desks, etc...

Based on what has been agreed with the school, the team you have set up and your audience, you can organise a range of activities. When you have an idea of the activities you want to implement, make sure you have all the necessary equipment: you should check with the school if there is access to a projector if you need to present, speakers if you have a video to share, etc...When implementing the activity, you should also think about making the activities dynamic and interactive: make sure the participants are actively engaged!

Tips



In the Annexes Section of this guide, you can find useful tools and some examples of activities to help you design your intervention: some content-related tools (see *Annexe 3*) helping you to find information about international mobility opportunities that will help you define the content you want to share during the intervention ; some facilitation tools (see *Annexe 4*) who will help you to engage the audience and spread your message successfully ; and finally, some concrete examples of activities you can run (see *Annexe 5*)!



Take photos/stories and talk to the teacher so that they can do it too. You can also tag your association, speakers, and partners. Make sure you have permission from the school to take photos of any pupils, otherwise only capture the international students. (see *Annexe 2*)

B. Feedback of the activity



Although it is the last activity you do during your intervention, gathering the feedback is important for the development of your organisation and team, and for future local student and educational centres that will receive other *Erasmus in Schools* interventions.

For this reason, don't forget to consider the time you will have.

At the end, you should leave 5 to 10 minutes for the final evaluation.

There are different techniques to gather feedback during and after the intervention. For example, in the classroom, you can ask in person using several methods:

- **“Hand technique”** : you can ask participants to raise their hand, showing five fingers if they love it and a closed fist if they wouldn't do it again.
- **“Backpack method”**: give two post-its to each person, on one they will write what is their main takeaway from the activity, and on the other what they would rather not keep/remember.
- **Sticky notes** : give some to participants and tell them to write one positive and one negative thing or you could give them some questions to guide the feedback.
- **Digital tools** (see *Annexe 4*). In this way, you can create an ecologically sustainable way to get comments and show useful digital tools to participants and educational centres staff.

You can also send participants an online form: although you instinctively want to ask the participants lots of questions to see if your work reached the objective, for many people filling in the forms is not an attractive activity.

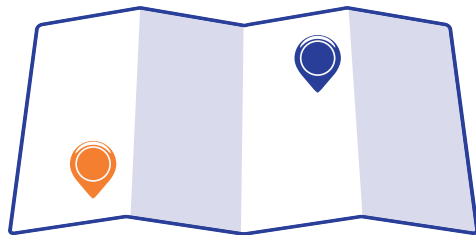
Therefore, try to create a short one with important and targeted questions: it should last a maximum of 5 minutes. Ideally, the best moment to gather feedback is at the end of the activity, in order to be sure that participants will fill in the form.

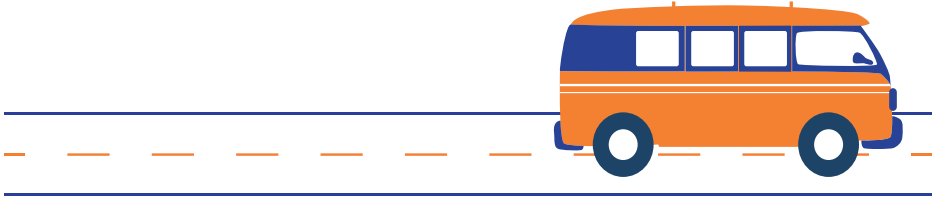
It would be highly recommended to have different questions depending on the target or different forms that participants, young ambassadors, teachers, and volunteers can fill out. Participants should be able to comment on the quantitative evaluation, they should have an option to answer openly.

Here are some examples of the questions you could propose:

- *“What type of participant are you - a teacher, or a local student?”:*
- *“What is your overall satisfaction with the event?”:*
- *“What parts of the event did you find the most useful?”:* What is the main thing you would take out of the event? What parts of the event would you rather leave out ?
- *“Is there anything that could be added to the intervention to improve it?”*
- Overview of the main ideas/topics different groups take out of the event - is there anything repeated?

This data can be used to produce a final report of the intervention that you can share with the educational centre in which you intervened : it can be a nice way to showcase the impact of your work!





III.

AFTER

the intervention

| Dissemination of the activity : spreading the word

Nowadays communication and how you communicate about your work is of primary importance, not only to be able to reproduce the activity in the future but also to get to know your work to the principal stakeholders.

So if you want to showcase the benefits of multicultural dialogue and openness in the local schools/institutions where the project will be implemented, it's important to prepare your own communication plan before the activity.

The objectives and benefits of your communication are multiple.

On the international students' side, you need a strategic communication plan to inform international students about the Erasmus in Schools project and its objectives, how to realise volunteering activities during their exchange, and encourage them to participate in your project.

On the local educational centres side, you need this plan to raise awareness about the benefits of multicultural dialogue and openness in schools. Finally, thanks to a well-managed plan you can create a positive image of your organisation and its initiatives.

Once you set the objectives you have to choose a **target audience**. You can address international students studying at universities participating in the *Erasmus+* programme and/or local Institutions/universities and/or local students.

Moreover, there are several communication channels that you can use. It is recommended not to use only one, in particular, if you address different target profiles. Here are some communication channels:

- Social media (Facebook, Twitter, Instagram, LinkedIn);
- University newsletters and bulletin boards;
- Flyers and posters at universities and local schools;
- Emails to international student groups and exchange coordinators;
- Information sessions and presentations at universities;
- Local media outlets (if possible).

Finally, let your creativity work!

In your communication plan, you can involve the creation of **promotional materials**, off-line and on-line (flyers, posters, social media graphics, gadgets, merchandising, etc.), or do a big social media campaign using relevant hashtags and sharing stories from previous *Erasmus in Schools* events. In addition, you can organise information sessions and presentations at universities or local schools to promote the project and encourage participation. Also, **follow-up emails** to interested international students with details about how to get involved could be useful, sharing testimonials from previous *Erasmus in Schools* on social media and websites.

After the activity you can make a **post on social media**, highlighting the international students and the institution that participated. Additionally, you can write a **thank-you email** to the school and institution you collaborated with.

Conclusion

Going abroad to study, work or volunteer can be a big move, and understanding the experience through the lived experience of a peer can be a real game changer.

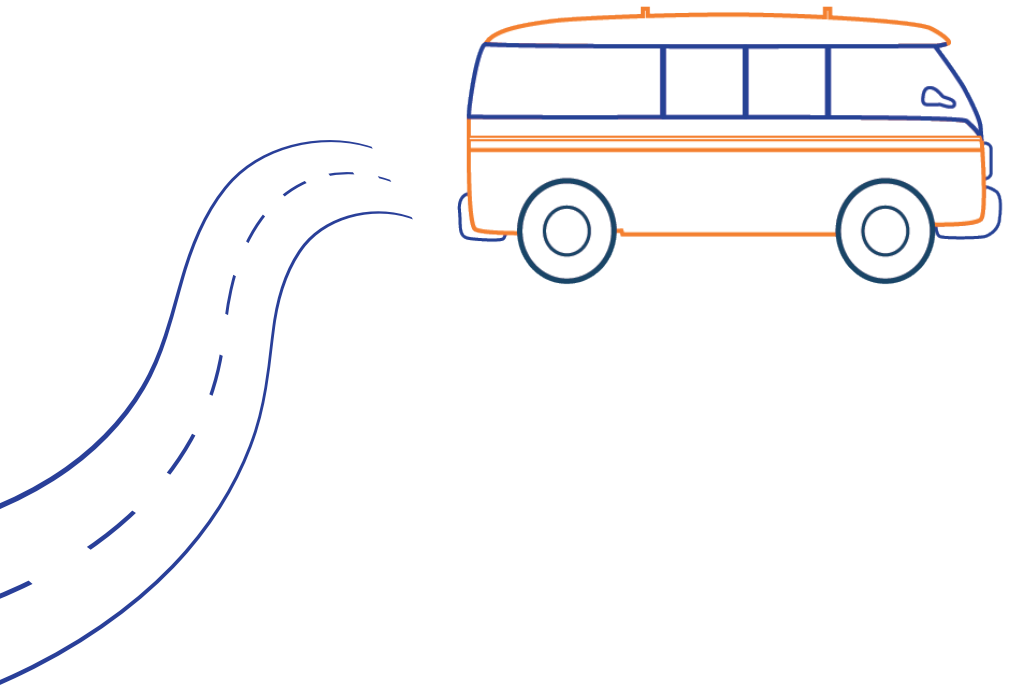
This Guide and its annexes are designed to help you succeed in organising an *Erasmus in Schools* intervention, and the *Erasmus in Schools* project provides you with other tools to get informed, inform others and advocate for more peer interventions.

Whether you are an enthusiastic individual who just got back from their mobility abroad, a local association who would like to promote international mobility or a school or training centre who wants to boost your mobility potential, we hope this guide helped you understanding the power of peer interventions, and that it helped you organise one in your context!

If you have any questions, we are more than happy to answer them. You can always reach out to one of the partners of the *Erasmus in Schools* project.

Have a good journey!







Introduction to the

ERASMUS IN SCHOOLS

project

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Let's have a sneak peek at the Erasmus in Schools project !

It is about a project launched in March 2022 : it is led by ESN France and run in partnership with ESN Spain, EuroApp Mobility, and OBESSU and is supported by the French Erasmus+ Agency. A snapshot of involved organisations :

- **Erasmus Student Network France:** a French network of 34 youth associations for the welcoming and integration of international students, and awareness-raising actions regarding international mobility.
- **Erasmus Student Network Spain:** a Spanish network present in 39 cities with more than 1500 volunteers, providing services to international students who come to Spain.
- **Euro App Mobility:** Euro App Mobility is a non-profit association, founded in 2020, whose mission is to develop the international mobility (Erasmus type) of apprentices and alternating students.
- **OBESSU:** a school student organisation that gathers 36 members from 25 countries all over Europe. OBESSU strives for school student involvement in decision-making, cooperation in education, and for a widely accessible education in Europe.

These 4 partners have come together for the *Erasmus in Schools* project, the main aim of which is to inform secondary school pupils and apprentices about existing international mobility programmes, in order to involve them more fully in these schemes.

One of the aims of the project is therefore to include those who are 'remote' from mobility, i.e. who have fewer opportunities in this area, and to encourage young people who have undertaken an international mobility experience to talk more easily about their experience, using appropriate tools.



The Research

The *Erasmus in Schools* project started with research on the knowledge of learners of mobility opportunities whose outcomes were presented in November in the framework of the Lifelong Learning Week to share the results of the project and discuss with other institutions and civil society in Brussels.

The research was carried out in the first months of the project with the aim of providing interesting data for the development of all the project activities. Through the over 1.000 responses collected, the research has given us some interesting data:

- **53%** of respondents are not aware of international mobility opportunities
- **Only 28%** of respondents know who is in charge of international mobility in their school or training centre

Three major challenges to participation in international mobility have been identified through the research:

- Lack of financial resources in certain families
- Insufficient language skills
- Lack of information for apprentices

The main findings of the research confirm the additional challenges faced by students partaking in experiences of International Mobility. The research also confirmed the importance of schools in information sharing and exchange, but this cannot happen without a whole school approach. This means that schools need to work hand in hand with learners, parents, teachers, other school staff, and the community to make sure that schools look towards the outside community and work harmoniously with them.

You can read the whole report here: obessu.org



ERASMUS IN SCHOOLS

Research on the knowledge and the interest of high school students regarding International Mobility: report on the findings of the survey

The project partners recommend to the National Agencies and National Ministries:

- *To foster inclusiveness and full accessibility of International Mobility programs, applying the UN Convention on the Rights of Persons with Disabilities and the related EU Strategies and Action Plans;*
- *To foster cooperation and affirmative actions to promote non-discrimination and equality at the level of gender and sexual orientation during the mobility.*



The International Mobility Passport

To address this lack of information, the *Erasmus in Schools* project was inspired by the «*Erasmus in Schools*» interventions of the same name, which have been organised by local ESN France associations since 2016. In practical terms, *Erasmus in Schools* are presentations given in educational institutions by youngsters who have undertaken international mobility and who share their experience in order to raise awareness among the young people targeted. In this sense, the project has a truly inclusive dimension, as it focuses on a wide range of target groups: students from agricultural or vocational secondary schools, secondary school pupils, apprentices training centres, etc.

Thus, another objective of the project was to develop several tools and productions, among which the “*International Mobility Passport*”. This booklet provides information on all the mobility opportunities available to high-school pupils, students, apprentices, and young people wishing to undertake international mobility. It also aims to inform young people who are less familiar with international mobility (young people with disabilities, young people from priority urban neighbourhoods, young people from rural areas). In short, this is a goldmine of information: be it for people wanting to study abroad, to have a first professional experience in another country, or discover new languages and cultures, this tool makes it possible to list all existing schemes and centralise a lot of information!

You can find a toolbox to create, translate and adapt the Mobility Passport to your national reality here : obessu.org



Passeport

DE LA
MOBILITÉ INTERNATIONALE



Ce document a été créé
dans le cadre du projet
ERASMUS IN SCHOOLS



PRAXES : stage hors cursus

Si tu cherches encore ta voie ou que tu souhaites te réorienter, l'OFAJ t'offre la possibilité de faire un stage hors cursus dans un organisme allemand.



POUR QUI ?
Jeunes (de 18 à 30 ans)

OÙ ?
En Allemagne.

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De 1 à 6 mois.

AIDES FINANCIÈRES
Une bourse de 500 euros pour les volontaires
ayant des besoins particuliers.
À noter : les frais de dossier (de 50 euros)
seront à ta charge.



RECONNAISSANCE DE L'APPRENTISSAGE

Un document te permettant de valoriser tes
compétences te sera remis en fin de stage.

POINTS FORTS



En plus de te fournir une convention de stage, l'OFAJ
t'accompagne et t'assure un suivi pédagogique ainsi qu'une
assurance complémentaire.

Plus d'informations

PRAXES : stages hors cursus : ofaj.org

The Memento

The project partners have focused on developing an advocacy tool to support mobility players in their initiatives. As part of this project, the EIS Memento aims to promote the testimonials of mobility ambassadors through peer-to-peer sessions, within schools and training organisations. Within this approach, the EIS Memento aims to amplify the voices of mobility ambassadors through peer-to-peer sessions within educational institutions and training organisations. Peer-to-peer intervention involves young individuals sharing their first hand mobility experiences directly with their peers to raise awareness about available mobility opportunities. However, orchestrating these mobility awareness sessions can pose challenges, even for VET or higher education professionals. The aim is also to demonstrate the significance of such initiatives in inspiring secondary school students and apprentices to engage in international mobility schemes. Moreover, this advocacy tool facilitates the connection between organisations capable of mobilising trained learners and the venues where their interventions are needed.

In the pursuit of defining this tool, the project partners convened six focus groups comprising mobility stakeholders who had either participated in or attended mobility awareness sessions in schools. These sessions aimed to gather insightful data that could enhance and optimise peer-to-peer exchange initiatives. Various focus groups were organised based on the target audience, each with an adapted questionnaire designed to engage school students, apprentices, teachers, and mobility coordinators in evaluating the impact of these initiatives. This inclusive tool, designed to foster peer-to-peer exchanges, is available in English, Spanish, and French, with one version tailored for work-study students and another for school students.

EIS Memento on the added value of peer support in schools:

EIS Memento in English: **for work-study students - for school students**

EIS Memento in Spanish: **for work-study students - for school students**

EIS Memento in French: **for work-study students - for school students**



Co-funded by the Erasmus+ Programme of the European Union



HOW TO PROMOTE MOBILITY OPPORTUNITIES WITH PEER-TO-PEER ACTIONS

53 % of respondents are not aware of international mobility opportunities

This data is based on a Europe-wide survey with over 1.000 responses, collected and analysed as part of the Erasmus in School project. It focuses on secondary school students' knowledge and interest in participating in International Mobility.

3 major challenges to participation in international mobility have been identified :

- Lack of financial resources in certain families
- Insufficient language skills
- **Lack of information for school students**



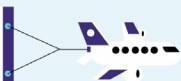
The main findings of the research confirm the additional challenges faced by learners partaking in international mobility experiences. For this reason, the Erasmus in Schools project aims to **raise awareness of European mobility** and to **propose information and empowerment tools** to better enable school students and apprentices to be part of a European mobility programme.



“Having personally undergone a life-changing experience through international mobility, I wanted to give back and support international students.”

MARTINA MABINO -
PROJECTS MANAGER ESN SPAIN

WHO SHOULD YOU CONTACT IF YOU WISH TO HAVE A PEER-TO-PEER ACTION IN YOUR SCHOOL?



To organize a peer-to-peer exchange session according to your country's local section :

<https://esn.org/sections>

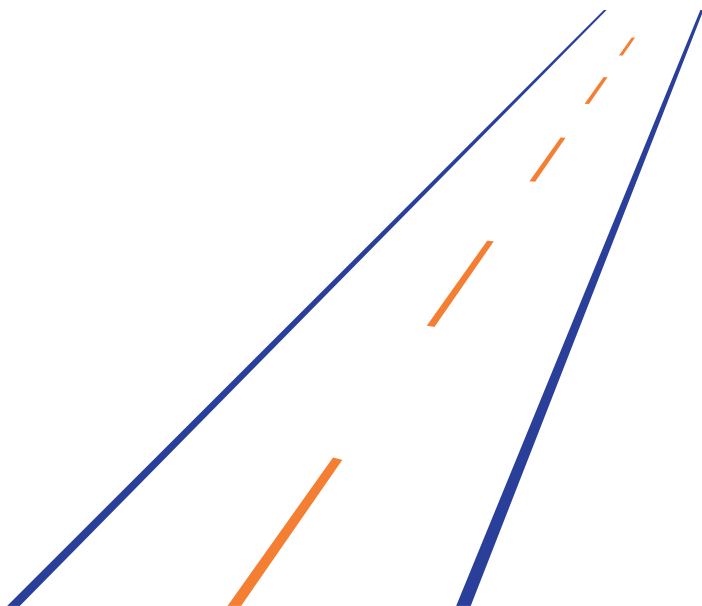
For general project information :

programmes@esnfrance.org



A toolbox to create a mobility passport that will introduce your school students to the various mobility schemes?





ANNEXES

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Annexe 1

| Email template to be sent to educational centres

Good morning,

My name is x (and I am writing on behalf of y) - ***if you are a member of an organisation. In this space you should talk about the organisation. If you are an individual, you should talk about yourself and your experiences here.***

Some of my/our objectives are the promotion of international mobility, the inclusion of international students in the local community and the promotion of an intercultural dialogue between local and international reality, resulting in mutual learning.

I'm/ we are contacting you to propose an activity to do with the students about international mobility opportunities - ***write here if you want to focus your intervention on some themes and explain the activity. In this space explain if you'll bring international students or other relevant profiles, detailing who they are and why you are bringing them to the activity.***

The date I/we would have thought of for this activity is the xx of xxxxxx, but we are open to other proposals depending on your availability.

(Please find attached some brochures with more information about my past experiences/what we do and, if you have any questions, do not hesitate to ask me/us) - ***this is free to do but highly recommended.***

Thank you very much for your time and attention. I look forward to hearing from you.

Best regards,

Xxxxxxxxxxxxx



| Legal authorisation to the transfer of rights image template

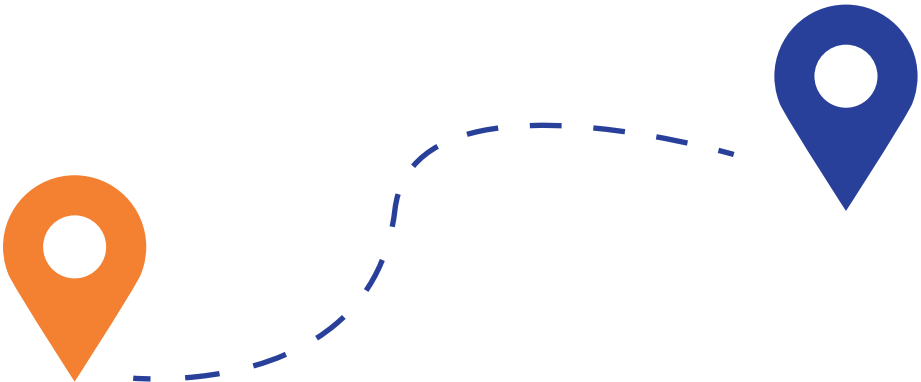
As part of our Erasmus in Schools intervention, we are documenting and photographing the children in the class. These will not be individual photos, but group photos or views of the children during activities.

We would like to point out that the pictures will not be used for profit and no family names will be published.

These photographs will be used solely for educational, promotional, or awareness-raising purposes in connection with the activities of [insert name of the association], and may therefore reproduced in whole or in part on any medium and incorporated into any other material produced by X **[insert name of the association]** without any request for remuneration on my part.

I, the undersigned : **[Name and first name of legal representative of the child]**
Person legally responsible for the child : **[Child's name and surname]**
Authorise / Do not authorise X **[insert name of the association]** to take photographs of my child and to re-use them as shown in the photograph taken from the Erasmus in Schools event on **[dd/mm/yyyy]**.

Signature:





| Content-related tools

In this section you will find some tools and activities that could be useful to prepare and conduct your intervention. These are only examples, you can adapt them to your activity and to your target. Content-related tools are tools to find information about international mobility or interculturality.

European Youth Portal

The **European Youth Portal** offers European and country-level information about opportunities and initiatives that are of interest to young people who are living, learning and working in Europe.

The European Youth Portal addresses young people, but also other stakeholders working in the field of youth (youth organisations, youth workers, policymakers, etc.).

You can find 4 main types of content on the European Youth Portal, each grouped in a specific section:

- Thematic pages related to EU youth policies: “Get involved”
- Thematic pages related to opportunities to go abroad: “Go abroad”
- EU-funded programme/initiative pages: “EU initiatives”
- Policy pages: “EU Youth Strategy”

In addition to these 4 main types of content, you can read stories and testimonials of young people, news, and check for events.



EFIL (European Federation on Intercultural Learning)

The **European Federation for Intercultural Learning (EFIL)** is the umbrella platform for AFS organisations in Europe and the Mediterranean.

They contribute to Europe's future by providing intercultural education, European citizenship, and the active participation of European citizens in the continent's life.

This website contains information on intercultural learning and different examples of activity.

SALTO Toolbox for Training and Youth Work

This website presents hundreds of useful tools for intercultural learning, youth work, and training activities. Created to help you find and share useful training tools, the **Toolbox for Training and Youth Work** is an online catalogue you can browse through freely or even contribute to.

You should keep in mind, as we said, that tools alone have no influence. It is your task to adapt them to your objectives, context, and target group, but most importantly to your own skills.

The Toolbox wants to be a learning community for trainers and youth workers too, in order to share, debate, and increase the quality of educational methods in their daily work.

Erasmus Generation Portal

The **Erasmus Generation Portal** is developed by the *Erasmus Student Network (ESN)*, the biggest student-led NGO in Europe in the field of mobility, and aims to be the place where anyone wishing to study abroad can easily access all relevant information. There you can find information about different mobility programmes, not only European ones, countries, and bureaucracy issues during the exchange, and testimonies.



| Facilitation tools

In this section you will find some tools and activities that could be useful to prepare and conduct your intervention. These are only examples, you can adapt them to your activity and to your target. Facilitation tools are about tools to engage the audience, catch their attention, and make the activity more dynamic, always trying to be focused on the objective

Slido

Slido is a digital tool to engage your participants with live polls, Q&A, quizzes, and word clouds. It's possible to use it for presential, hybrid, and online activities. You only need to sign in on the platform and build your quiz. You can personalise with pictures and funny backgrounds too.

Mentimeter.com

A **Menti** is an interactive presentation, quiz, or survey where participants can provide real-time feedback or answers. You only need to sign in on the platform and build your Menti from scratch. You can personalise your quiz or choose a pre-built template. Then you can ask your participants to join via their mobile phone or computer. Let your participants take part, either via a code, voting link or by scanning the QR code.

Finally, you can visualise the results in real time in a fully anonymous way.

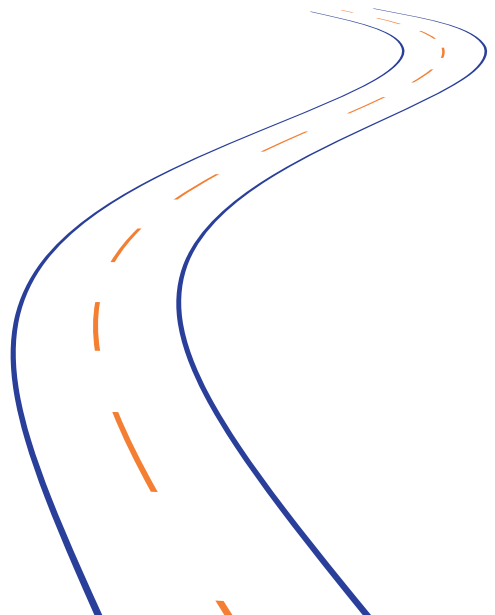


Kahoot!

It is about a very useful tool for teachers and students to learn and review concepts entertainingly, as if it were a quiz. The most common way is through multiple-choice questions, although there is also room for discussion and debate. **Kahoot!** is the name given to this social and gamified education web service, it behaves like a game, rewarding those who progress in the answers with a higher score that catapults them to the top of the ranking. Anyone can create a game board, called «a Kahoot!». There are no limitations as long as it fits into one of the four types of applications available.

Classdojo

ClassDojo is an online platform where a 'teacher' user can create different classrooms. If, for example, you are a mathematics teacher and you are in charge of three classes, you can have a 'virtual' classroom in ClassDojo for each of them, each with its own list of participating students. Through this platform, you can assign points to the students depending on how they act in a specific activity.





Annexe 5

| Activities

In this section you will find some examples of activities you can hold during the intervention : get inspired and adapt it to your context!

The photo Game

Each international student shows a photo from a personal or an international experience and the other participants have to guess where the photo was taken. The photo can be of food, landscape, monuments, etc....

Material needed: Printed Photos

Duration: depends on the group size, 10-15 min.

Intercultural Gymkana

This activity offers a journey between different countries. Participants will have to overcome challenges inherent to one country in order to travel from one State to another. Staff members will impersonify people of different nationalities and will propose quizzes, riddles, and different challenges. This type of activity can fit a primary, middle, and high school audience. The older the participants are, the more difficult the challenges should be. You need a big room and different materials depending on the challenges.

Here is an example of what the activity would look like:

[Spain]

¡Bienvenidos a España! As you probably already know, Spain is well known for its gastronomy, its traditions, music and dances. Let's then get the fiesta started!

Game: *To get the hint for your next stop you need to impress us. You all have to do a dance as a group all together. You can ask for a song and we will play it for you, but you need to be synchronised and make it perfectly if you want to know where to go after!*

Example: *Dance "La Macarena"*

Material needed: Speaker



[France]

The second country you will visit has one of the biggest histories in the world. There you will be able to see some of the most famous monuments in the world and enjoy delicious food such as many different cheeses, croissants, or baguettes. Where are we travelling next?

France

Bienvenue en France! As you have been told before, France is famous for many things, and one of them is our pâtisserie. But do you know what you need in order to make croissants, for example? Listen because you will need this recipe for the next game. To make croissants you need flour, water, eggs, butter, salt, sugar, and yeast to make them grow!

Game: *I would like to eat some croissants right now! Can you help me find the ingredients for me? They are hidden in this area (introduce a place where the activity takes place).*

Great job! Thank you for helping me and visiting my country! The hint for your next stop is:

[Italy]

Next country is very famous for its hundreds of monuments and its food. It is said that in this country there is a famous dish in every city and that once you travel there you will fall in love with the country and you will visit it again.

Etc....

Material needed: Paper and pens to write the notes

Duration: Depends on the group size, 45-60 min.

Poster session on International mobility

International mobility ambassadors tell their experience through a visual poster presentation enriched with personal photos : poster sessions offer a visually engaging platform for disseminating key information and fostering interactive discussions among participants. These activities inspire motivation, and raise awareness about the benefits of cross-cultural experiences, contributing to a more personalised and effective sharing of experience.

Material needed: printed photos in poster size

Duration: depends on the group size, 20-30 min.



International mobility Kahoot

If after different informative sessions about international mobility or different countries do you want participants to remember what they have learnt you could propose a Kahoot!. Participants will be able to answer with their smartphone which will serve them as a remote control. To develop this activity you will need a projector and internet connection and you have to prepare the game before the session. This type of activity works with high school students.

Material needed: phones

Duration: depends on the group size, 15-20 min.

Breaking stereotypes (more suitable for Teenagers and Adults)

In the beginning give the participants the possibility to stop playing at any stage if they don't feel comfortable with the activity. The group's trust and friendly atmosphere is very important. Make sure you set a rule to respect the participants' feelings.

The staff gives participants a paper with the international members of the team nationalities. All the participants are invited to write stereotypes they have for this culture. The facilitator can give examples to streamline the ideas – it could focus on food, drinks, music, monuments, etc. Then every participant comments on the things written about his/her culture. The facilitator asks questions like: Do you personally use it, like it, do it, go there? In what way this thing is presented in your everyday life? The aim is not only for the participants to exchange information about their culture, but also to see that one person does not represent 100 % of the existing stereotypes for his own culture. This tool will require time and patience and to properly address the topic and foster intercultural Learning.

Material needed: paper, sticky tape, pens

Duration: depends on the group size, 20-90 min.



Rhymed capitals

A name game to remember every member.

Aims of the activity:

- To enhance the participants' creativity skills;
- To make sure the participants remember each other;
- To make the participants get to know each other innovatively;
- To build a «mythical» map of Europe.

The participants are given 20 minutes to create a rhyme for their name and a story about their «country». In addition, each of them needs to develop a symbol to associate with the rhyme and the story and draw simple icons by the number of participants (30 icons - 30 participants; can be also developed and printed at home as homework).

The participants are separated into two groups:

- «Tourists»
- Countries/Capitals.

The tourists travel from «country» to «country» and listen to stories about the mythical geography made out of the participants' rhymed stories.

At the end of the cycle the tourists and capitals exchange places.

When all stories are heard, each participant needs to guess (remember) 2 to 5 random pictographs from those given to him(her)/from a pile. (optional)
After the name game, the participants may build a «mythical/fairy-tale» map of Europe.

The developed personal icon may be later included in the badge of the participant.

Material needed: papers, pens of different kinds

Duration: depends on the group size, 45-60 min.



The Iceberg of culture

Implementing an activity on the «iceberg of culture» involves creating a multi-dimensional learning experience. Ask participants to engage in discussions to identify visible cultural elements, such as language, clothing, and food, before delving deeper into the underlying values, beliefs, and norms that shape behaviour. Interactive exercises, such as case studies or role-plays, can help uncover hidden cultural dimensions, fostering empathy and understanding among participants.

The learning objectives:

- To understand the concept of culture
- To become aware of one's own culture and recognize its influence on one's behaviour and attitude
- To learn and understand about the institutions, customs, traditions, practices and current issues in a specific country
- To be able to discuss cultures without stereotyping or making judgmental statements

Material needed: flipchart sheets and markers, picture and theory of the cultural iceberg and description, objects and pictures brought by the students

Duration: depends on the group size, 45-60 min.





European Erasmus in Schools

What if you want to run an Erasmus In Schools under the "Unity in Diversity" European motto?

If you and your international members of the team belong to a European Union Member States, it could be an option to propose an Erasmus in Schools intervention entirely dedicated to the European Union, its institutions and functioning.

It aims to bring young people closer to European values and rights, also linking the topic of international mobility and the opportunities that the European Union offers to young people.

It is adapted to high school students and apprentices/people from 16 years old.

Below you will find some possible activities to run:

What do you know about the European Union?

A quiz game to learn about different aspects of the European Union.

Game pieces:

1. **Question and answer cards divided into the following thematics:**
 - *What is the European Union?*
 - *How does the European Union work?*
 - *The European Union in your daily life*
 - *Explore Europe*
2. **Dice divided into the questions thematics;**
3. **Prizes by themes**

Method:

Trivia-type game with questions and answers of your choice. Four themes can be played individually or in groups.

At the start of the game, you decide who starts, and that group rolls the dice. On the dice, there should be the 4 themes of the game, a star that allows you to choose the theme and a sad face, which means that another team chooses the theme for you.

If a group gets the question right, they get the prize for the colour of that category. The next group continues.

The group that gets the prize for each of the 4 themes wins the game.



“With the EU we are making history”

It consists of learning about the history of the European Union through some of its most important milestones, from its constitution to the present day.

Game pieces:

Board with the European Union milestones

Cards explaining the historical milestones.

Board with the timeline:

This is the basis of the game, the board on which the counters will be placed. On the board, you will see some of the milestones in the history of the EU. A timeline runs through them from 1950 to the present day.

Method:

Depending on the number of participants, groups can be made so that there are a total of 2 to 4 groups.

The counters are distributed face down and the participants are not allowed to look at them. Once each group has their counters in front of them, each group takes turns counterclockwise to uncover a counter and has to decide where to place it on the board. If they get it right, the piece is fixed and moves on to the next group. If they fail, they will not be able to place their piece and will move on to the next group.

The first group to run out of pieces is the winning group.





“In the EU we share cultures !”

It consists of learning which are the different countries of the European Union, as well as their entry process, their capitals, and flags.

Game pieces:

Board with all the flags

Counters with the names of the countries

Board with all the flags:

This is the basis of the game, the board on which the counters will be placed. On the board, you can see all the countries that are part of the EU in the order of their entry. A timeline runs through them, as well as the main milestones in the history of the European Union.

Method:

Depending on the number of participants, groups can be made so that there are a total of 3 to 5 groups.

The cards are handed out face down and the participants are not allowed to look at them. Once each group has their pieces in front of them, each group takes turns in counterclockwise order to uncover a piece and have to decide where to place it on the board. If they get it right, the piece is fixed and moves on to the next group. If they fail, they will not be able to place their piece and will move on to the next group.

It should be explained that there are pieces that do not fit on the board (those of the candidate countries). If a group removes a piece from a candidate country, they will have to say that this country is not on the board and they can get rid of this piece.

The first group to run out of pieces is the winning group.

The first group to run out of pieces is the winning group.





Erasmus in Schools connected to international days

When you think about your Erasmus in Schools intervention and contact an educational centre, you can choose an emblematic day of the year to propose an activity connected to that particular day. Some examples:

- **14th of January**, the *International Education Day*, to tell students curiosities about different school systems;
- **21st of February**, the *International Mother Language*, to talk about the importance of linguistic diversity which transmit and preserve traditional knowledge and cultures in a sustainable way;
- **21st of March**, *International Day for the Elimination of Racial Discrimination*, to raise awareness of racial attitudes with experts on the subject;
- **6th of April**, *International Day of Sport for Development and Peace*, to talk about the European Solidarity Corp volunteering opportunities in the field of sport
- **16th of May**, *International Day on Living Together in Peace*, to talk about the European Union motto of United in Diversity. Living together in peace is all about accepting differences and having the ability to listen to, recognize, respect and appreciate others, as well as living in a peaceful and united way.
- **3rd of December**, *International Day of people with disabilities*, to tell about success stories of people with disabilities that participated in an international mobility programme.
- **5th of December**, *International Volunteering day*, to explain international volunteering opportunities offered by the European Union.
- Etc....



Erasmus in Schools connected to music

What if we brought a Eurovision, the popular song contest, of traditional songs and dances to schools? With this thematic Erasmus in Schools you can talk about the different countries traditions and make dynamic activities allowing participants singing and dancing.

Erasmus in Schools connected to gastronomy

Discussing about food and gastronomy is also an engaging way of presenting international mobility and interculturality. You can for instance prepare a visual presentation of typical dishes, that can be presented and explained.



Acknowledgments

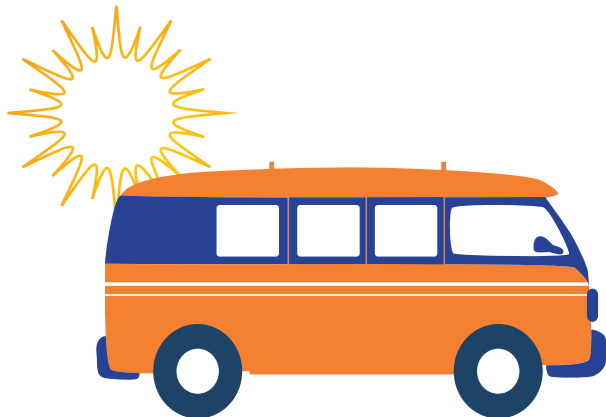
This edition of the Erasmus in Schools Guide, produced as part of the Erasmus in Schools project, was co-constructed by all the project partners: *ESN Spain, EuroAppMobility, OBESSU and ESN France.*

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We would like to thank all the stakeholders in the various partner networks for their action on the ground, which helps to bring international mobility awareness to life on a daily basis.





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Do not litter