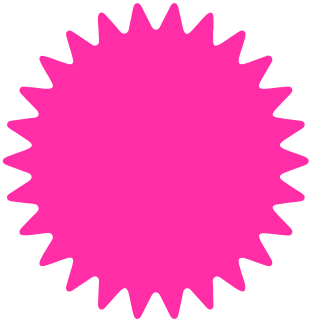
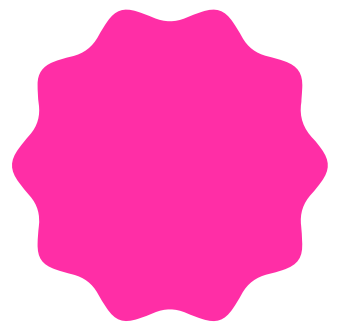
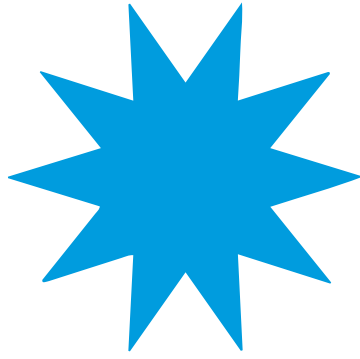
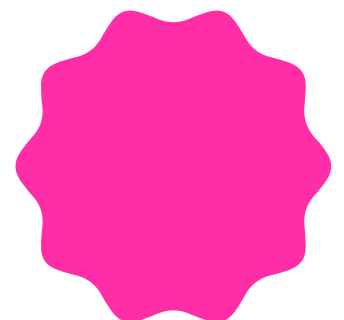
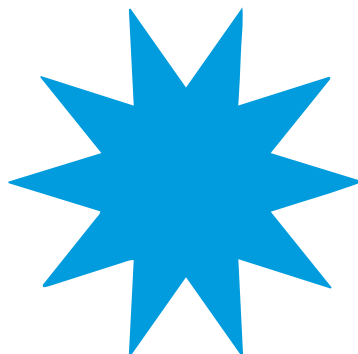
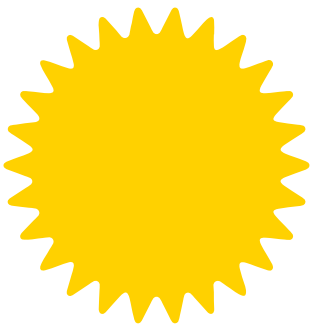




**Info Pack for
Developers of
the International
EuroPeers
Training Course**





EuroPeers Strategic National Agency Cooperation (SNAC)
Co-ordinated and monitored by the Estonian National Agency
Organised by the network of National Agencies of the Erasmus+
and European Solidarity Corps Programme



Info Pack for National Agencies compiled and edited by the Training
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pean Solidarity Corps.



Erasmus+



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This info pack is aimed at all those putting together EuroPeers train-
ing courses. Its intention is to provide structure and standards to
the training experience without forgetting the need for flexibility and
variation, be that out of choice or necessity. We hope this document
provides inspiration and guidance on how to make a success of your
training course and give participants a solid start to their EuroPeers
journey.



The group of authors was made up of people occupying various
different roles:

Petrica Duta: EuroPeer from Romania

Veronika Hrnková: Youth worker & Europeer from Finland

Marie Heimborg: International Network Coordinator of the EuroPeers

Lauri Heikkinen: EuroPeer from Finland

Triine Kose: EuroPeer from Estonia

Ben Holland: Trainer from the UK based in Poland

Thomas Gits: Trainer from Belgium

Wendy Broos: EuroPeer & trainer from the Netherlands

Magda Szykor: NA officer and EuroPeers coordinator from Poland

Mateusz Hoffmann: Trainer from Poland

Bonn, April 2022



**Info Pack for
Developers of
the International
EuroPeers
Training Course**

What is the (International) EuroPeers Training Course

The EuroPeers Training Course is a training course for newcomers in the Network. It is offered by the network of EuroPeers Strategic National Agency Cooperation (SNAC). It is addressed to young people who recently joined the EuroPeers Network. The training is aimed to reach participants that are starting their EuroPeers journey, provide them with information regarding the Network, European Opportunities for Youth and equip them with useful skills that will enable them to organise and deliver successful EuroPeer activities.

Target group

The training is designed for those who have had their first experience with an EU programme and have joined/ want to join the EuroPeers network. The participants should have a great motivation to further the goals of the Network and preferably some experience in the field of promotional activities.

Usually, the group of participants in the EuroPeers Training Course is very diverse - people gathering from different European countries that are part of the EuroPeers network. The age of the participants can vary between 16-35 years old. Peers might have different experiences with EU youth programmes: European Solidarity Corps and Erasmus+ youth. For a fruitful working environment, we expect participants to be able to work and communicate in English.

YouthPass:

Every participant of a EuroPeers Training Course is entitled to receive a Youthpass Certificate from the Hosting National Agency, confirming their participation, describing the training activity and validating the learning experience of the participant.

The overall aims of EuroPeers Training are:

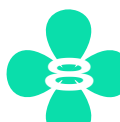
- ✕ To create a sense of belonging to the network.
- ✕ To build the capacity of EuroPeers to facilitate and organise events on their own and in cooperation with others.
- ✕ To ensure EuroPeers have sufficient knowledge about Erasmus+ and European Solidarity Corps opportunities.
- ✕ To inspire and empower EuroPeers to become active and impactful members of the network.
- ✕ To strengthen communication within the EuroPeers network on the local, national and international levels.

The Programme:

The programme of EuroPeers Training is built around the motivation, experience and skills of young people. It should help future EuroPeers evaluate and prepare to share their own experience while also positioning it within the bigger picture of the network. That means the training should respect and promote values of solidarity, like human rights, active citizenship, social inclusion and empathy. In addition, the programme should be directed to designing and implementing adequate, impactful and high-quality activities, while also focusing on including youngsters into the decision making processes within the Training Course and giving them the tools to do that later themselves while carrying out their own activities.

Programme Flow

	Module 1: Pre-Training pages 7 - 16
	Module 2: Introduction to EuroPeers pages 17 - 20
	Module 3: Motivation pages 21 - 24
	Module 4: Opportunities pages 25 - 28

	Module 5: EuroPeers in action (action & skills) pages 29 - 34
	Module 6: Networking & Support pages 35 - 38
	Module 7: Evaluation pages 39 - 42
	Module 8: Future pages 43 - 46

Inside the modules, sessions are divided into three categories:



Must-have

Sessions essential for a successful training. It is strongly recommended to organise the EuroPeers training with a minimum of 4 full working days. The organising team should not eliminate red sessions from the programme.



Recommended

If possible, these sessions should also be included in the training. They are a significant extension of the mandatory topics.



Optional

Complementary sessions that enrich the general experience.

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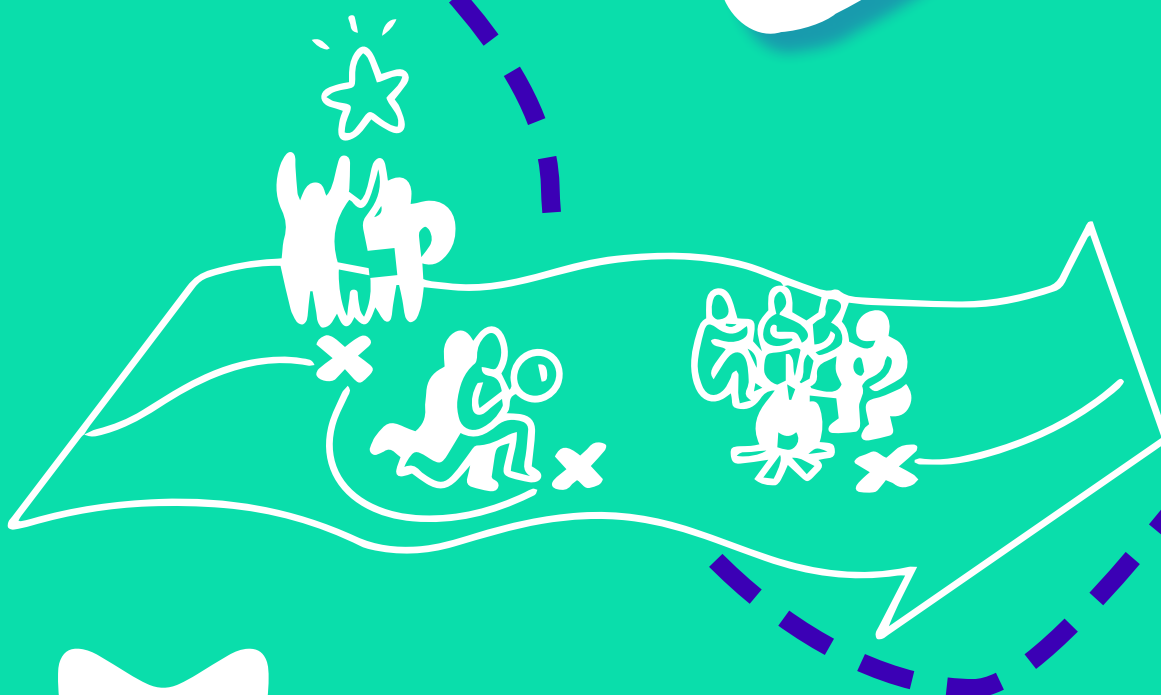
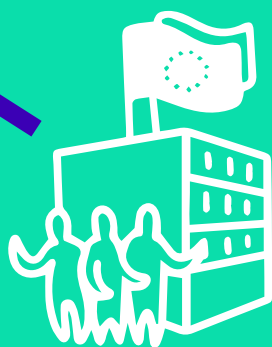
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Description of the Module

A good planning and preparation, together with the different stakeholders, increases the success of the international training course for everyone.



Module 1: Preparing the training

Aims of the Module:

- ★ Understanding the needs and expectations of the stakeholders of this training (National Agencies, local EuroPeers, Trainers and the international Network)
- ★ Adjusting the training to the needs of the different stakeholders
- ★ Making decisions on pre-training activities and ways of communication with participants
- ★ Implementing an inclusive and equal approach to recruit youngsters
- ★ Preparing the logistics of the training

Sessions included in the Module:

- ★ Pre-training assessment
- ★ Unified registration form
- ★ Selection procedure
- ★ Environmentally friendly approach
- ★ Logistics and accessibility
- ★ Waiting list system
- ★ Channel of communication and information before/during/after
- ★ Expectations
- ★ Mapping potential activities before, during and after the training
- ★ Overarching themes



Pre-training assessment

When a National Agency (NA) has found the human resources and the budget to host an international training, it is best to gather the different stakeholders of the training. These can be the active (local) EuroPeers, the international network, the team of senior and junior trainers & lastly, the representatives of the National Agency.

To create a training that takes into account the national reality of the EuroPeers group, it is recommended to include a couple of very active EuroPeers in this process, e.g. as junior trainers.

The role of the junior trainer is a flexible one, to be further defined with the candidate(s) in conversation with the applicants. While the junior trainer should work together with the main trainer(s) and support the training planning and implementation it might be individually defined how much responsibility and sessions they take over during the training. The role is an opportunity to explore the trainer role, to challenge oneself and try new things while being supported by the main trainer(s). For a fruitful learning experience the junior trainer(s) are guided and mentored through the duration of the entire training process (preparation, implementation and documentation phase).

When all different stakeholders are being identified, a needs assessment will have to be made:

What are the needs of the (local) EuroPeers network?

- ★ Can the training function as an opportunity to enhance the local pool of EuroPeers?
- ★ What skills do the active youngsters have?
- ★ Would they like to take up a specific role?
- ★ Would they like to facilitate a session on the training?
- ★ Can the activity be planned in a way that the Annual Networking Meeting (ANM) functions as a reunion for (some of) the participants?



What are the needs of the NA?

- ★ Is there a budget for a 4, 5 or 6-day training?
- ★ Is the training connected to a public event?
- ★ Can the training connect with important events such as the European Youth Capital, Annual events or other types of events that are planned or important for the NA?
- ★ Which months are the most useful ones to set up EuroPeer trainings for new EuroPeers?
- ★ When do most volunteers return from their projects?



What are the needs of the Trainers?

- ★ What skills do the trainers possess and find important?
- ★ How is the constellation of the team?
- ★ Are there junior trainers taking part?
- ★ What responsibilities do they feel confident with?
- ★ What have they learned during their own EuroPeers Training course?
- ★ What can be learned from the evaluation of the previous training?
- ★ Have the trainers read the report of the last EuroPeers training?



Unified registration form

To be able to have a better understanding of the profile of the participants applying for the international training, it's a must to implement the unified version of the registration form. The registration form aims to collect all important information about the participants and increases the understanding of their personal motivation to participate. By having a unified version, the procedure ensures that all National Agencies collect the same information and treats all registered young people equally.

All questions that are required to be in the registration form are found below in Annex I.

When participants are applying for the EuroPeers training course they might be asked for an organisation they are representing in the training. In case the applicants are not part of an organisation, they also can write down any organisation, which they were part of in the past. Alternatively, they can also write the organisation which organised their Erasmus+/ESC project they took part in or their National Agency.

There have been additional questions added that are optional, depending on the needs of the training.

Selection procedure

Managing a selection procedure with international colleagues is not an easy task. A clear structure and good communication helps avoid frustration and loss of time. The selection procedure needs to be mindful of such important factors as such as **geographical balance, gender balance and fair representation** of the EuroPeers network. All this, while trying to select the best possible candidates for the training.

Consider the following:

★ Make sure the countries that can apply are a recent representation of the Strategic National Agency Cooperation (SNAC) of the EuroPeers network.

★ Inform the NA representatives about the timeline of the project

- ☐ When is the final deadline for the participants to apply?
- ☐ When is the final deadline for NA's to pre-select?
- ☐ How many participants can they select per country?
- ☐ Is this a fair representation of the amount of registrations per country?
- ☐ Are there new NA's in the SNAC that need more participants, to boost their National network?
- ☐ When will the youngsters be informed?

★ Does the selection of participants respect inclusion criteria?

- ☐ Gender balance ★
- ☐ Participants with disabilities
- ☐ Participants with a rural background
- ☐ NEET participants ★ ★
- ☐ Cultural differences

★ When it comes to the selection of gender balance, the aim should not be to strive for 50/50, but rather to be aware that the group does not only consist of one gender.

★ ★ NEET youngsters are young people who are Neither in Employment, nor in Education and Training, and are subject to financial difficulties.

★ Best Practice Example

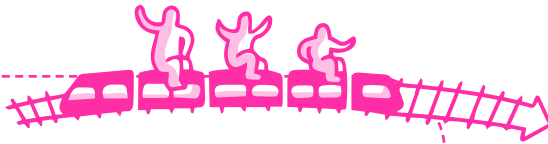
After the pre-selection is done by the SNAC network, give the responsibility to the whole trainer team to select the final group of participants.

Environmental impact

Environmental protection, sustainability and actions against climate change are among the key priorities of Erasmus+ and European Solidarity Corps programmes 2021-2027. The organisers of activities implemented under the emblem of Erasmus+ and the European Solidarity Corps, National Agencies should pay special attention to the topic of sustainability. If organised in an environment-friendly way, these EuroPeers training can be exemplary for others and create a long-lasting positive impact on EuroPeers and other participants and organisers of mobilities.

Several topics need to be taken into account when planning a EuroPeer training:

TRAVEL



Some means of transportation are far more environmentally friendly than others.

Participants should be encouraged to choose whatever means of travel has the smallest environmental impact. (info pack or communication before the activity):

- ★ Shared transportation instead of a car or flight is recommended (bus, train). If travelling by car, carpooling is advised.
- ★ When picking flights, routes should be as direct as possible, even if this makes travel more costly.

VENUE



It is advised to choose eco-friendly venues for the activities. Eco-friendly venues try to limit paper or plastic waste, use renewable energy or eco-friendly lighting, and purchase local products. Information about these practices can usually be found on the venue's websites or through direct contact.

FOOD



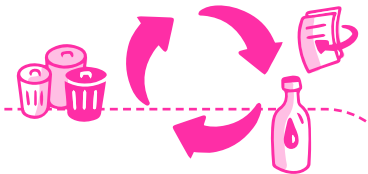
It is advised to promote a vegan, vegetarian or pescetarian diet as an eco-friendly alternative for participants. Reducing meat in a diet significantly reduces water waste and the carbon footprint of production.

WHAT MORE TO DO?



- ★ Make the impact visible Use a carbon-footprint activity calculator to measure the carbon footprint of the activity and present the outcomes to participants.
- ★ Create a challenge for the most eco-friendly mean of travel. Reward winner
- ★ Consider dedicating one of the sessions to the sustainability of mobility projects
- ★ Inform participants that the activity is organised in a sustainable way.

WASTE



Try to reduce plastic and paper waste in the activities, for example, by:

- ★ Advising participants to bring re-fillable water bottles or cups in pre-training communication
- ★ Providing water tanks instead of plastic bottles (glass bottles are an alternative)
- ★ Limiting the use of disposable plastic (single-use plates, cups, cutlery) or replacing them with paper alternatives if no other option
- ★ Reuse paper used during the activities whenever possible, and try to use it in a responsible way
- ★ Make sure that there is a possibility to sort the waste during the activity and in the venue.

Logistics (+ Accessibility)

Accessibility to participants with disabilities is an important factor to consider when designing the training course, from the accessibility of physical space to activities (training sessions and energisers). It is vitally important to ask participants to disclose their access needs on the application form, so that they may be catered for to the highest possible extent. Applicants are the best experts on their own access needs and it is important to create an atmosphere where they feel comfortable discussing their needs.

In terms of finding a suitable venue, it is recommended to contact disability organisations (or the participants with a disability) to give their input, as they are the experts. This also applies to selecting restaurants and means of transport.

“Accessible” energisers / activities

Activities are accessible once they match the abilities of all the participants. Therefore, whether an energiser (or other type of activity) is accessible or not, always depends on the participants. Here are some examples.

- ★ A sound-based energiser like the “orchestra”, where participants need to create layers of sounds together and keep a rhythm, might be a good fit for a group with one or more visually impaired participants.
- ★ When there are participants with physical disabilities, use “brain-based” and vocal energisers. For example, counting as a group and skipping certain numbers.

Existing energisers can always be adjusted to the needs of participants. Be creative, and don’t be afraid to ask what a participant can (not) do! Here is a list of possible (dis)abilities to base your energisers on: hearing / using the ears, seeing / using the eyes, talking / using language, touching / using the hands, moving / using the body, thinking / using the brain, collaborating / using social skills.

Tip



Waiting list system

Young people subscribe to the Salto-Youth form to find training opportunities in Europe. Cancellations, and therefore dropouts, are a given. A good waiting system can help overcome this problem. Take the following as an example:

We assume 50 people have registered for the training. If the training and logistical capacity can accommodate 25 young people, it's best to select 25 people for the selection of the training. In addition to this, it is highly recommended to select 10 people (40%) extra. The people on the waiting list can fill the cancellation spots.

Some people on the waiting list might not be selected. It is recommended to send them other updates and opportunities of the EuroPeers network, to keep them engaged.

Channel of communication and information before/during/after

The potential participants of the training course sign up through the Salto-Youth platform. After that, they mostly receive communications through emails. Young people are not always using emails actively, it is therefore recommended to think about ways to communicate with the selected target group.

Are you planning to use platforms such as Discord, a Padlet, Telegram, Signal, Whatsapp etc.?

- ★ If so, make sure to be inclusive and that everybody has access to the used platforms.
- ★ If you'd like to experiment with new platforms, make sure you ask the participants (in the registration form) if they are okay with that and help them to learn how the platform works.

Are you planning to use an instant messaging channel during the training?

- ★ If so, make sure you explain which type of information they'll find on this channel and if they can still expect emails as well.
- ★ Make sure the venue has WLAN.

Point them in the direction of the various EuroPeers communication forms.

- ★ To keep them active after the training, they need to be aware how they can find future opportunities.

Tip

You can use DISCORD or other channels of communication to implement pre-training activities with participants, such as getting to know each other, expectation mapping or community assessment.

Expectations

Managing and mapping the expectations of all parties involved is the key to deliver a training that fulfils the learning and working goals of all stakeholders. Once the needs assessment (see above) has produced the overall framework of the training, the expectations need to be collected to gain knowledge of the needs of the participants.

There are two key moments to map and collect the expectations of the participants. During the selection process, it is easy to receive written information to match their learning expectations to the content of the training. And also at the start of the training, for example, when the agenda is being presented.



Best Practice Example

Managing expectations can also be a democratic group responsibility. For example, by extracting the common expectations and letting the participants vote on the ones they would like to see covered during the training.

Mapping potential activities before, during and after the training

Even though the implementation of the international training course can feel like a single project, it is good to plan it in an overall framework. It makes sense to connect the training to other opportunities, or to collect dates and events that can function as a reunion for the group. An example is to host the training in the months before the ANM, so some of the participants might be able to attend the network meeting and connect to other EuroPeers.

Communicating these opportunities before, during and after the training enhances the continuity of the newly trained EuroPeers. The earlier this overview can be shared, the easier it is for EuroPeers to plan their agenda accordingly.

It is advised to ask participants in the registration form for the activities they would like to organise in the future as a new European. This way, throughout the training, they can already think of ways to implement and plan them.

Apart from educational opportunities it might also be a good practice to watch out for interesting events during the course of the training course. A free cultural festival in the city, a conference on European mobility or an event organised for youth by the European Commission.

Overarching themes

It can be fun to introduce an overall theme to the training. This can be a festival, sailing, hiking journey, space trip or whatever topic. Maybe it makes sense to add some gamification elements into the training, or use storytelling as the general framework to provide the sessions. Creativity can take many forms! Feel free to go nuts, the EuroPeers will love it!

Gamification

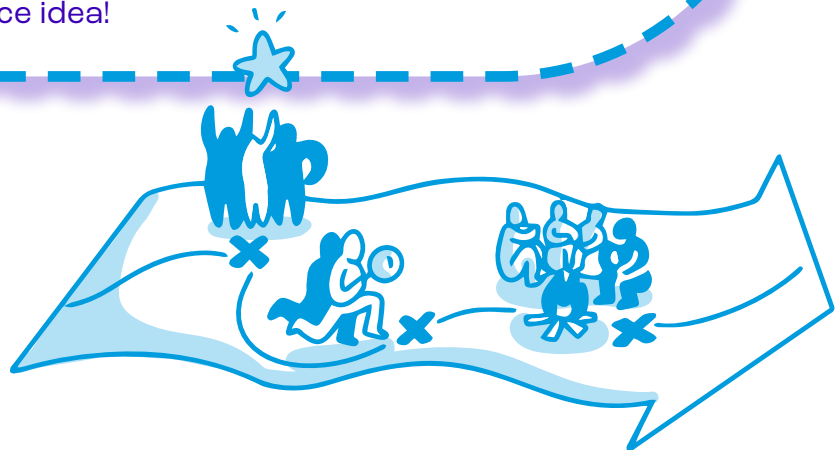
Gamification describes the approach of adding game elements into non-game environments. Trying to get information across to the participants of the course can be made easier by adding fun and gamy elements in the sessions of the training course. Important to note here is that gamification doesn't necessarily mean adding real games into the program flow. Gamification diversifies learning and helps to motivate the participants.

Example



Integrating game elements can happen by forming groups of the participants that are representing teams throughout the whole training duration and repeatedly letting them engage in competitive or cooperative activities connected to the sessions. You can also think of different titles or challenges for participants, which can be announced at the end of the training course, serious ones (for example most active participant, Omniscient Erasmus) or silly ones (depending on participant's behaviour: Sleeping Beauty, Dancing Queen). Launching a meme competition in the training social media might also be a nice idea!

Storytelling



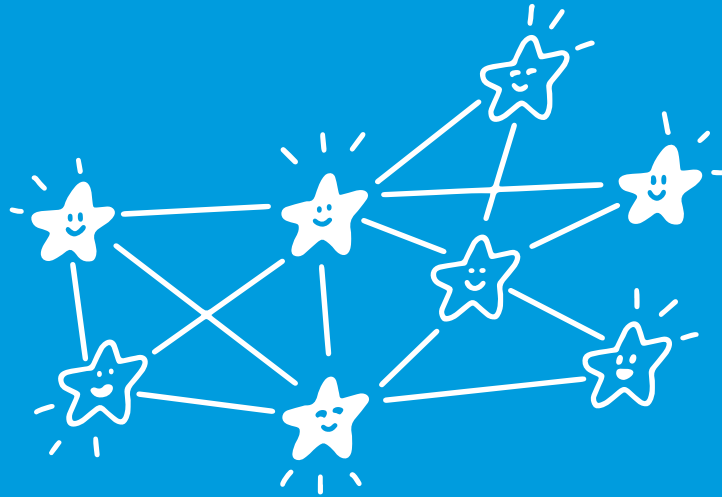
Storytelling can be easily implemented and connected to an overarching theme for the course, such as seeing the course as a “learning journey” (or any other theme of choice). The program flow can be verbalised in line with the theme and even then visuals and materials can be adjusted to it. During the course the participants learn how to tell their story, so structuring the sessions as a journey with different challenges and obstacles as well as rewarding moments can make it easy to understand what storytelling is, when it is implemented throughout the course.

Description of the Module

Through this module, it is expected to achieve a better group cohesion and a better understanding of what EuroPeers Network is and how it works. This is achieved through group bonding activities based on getting to know each other, including participants' previous experience with the EU Youth programmes and reflection on those experiences.



Module 2: Introduction to the EuroPeers Network



Aims of the Module:

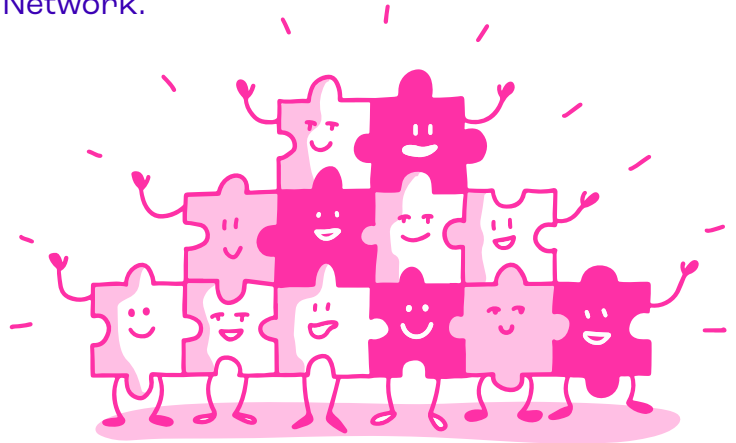
- ✱ Improving group cohesion
- ✱ Making Peers feel comfortable with each other.
- ✱ Strengthening a sense of belonging to the EuroPeers network.
- ✱ Getting to know fellow Peers, gaining useful information regarding the Network

Sessions included in the Module:

- ✱ Team Building
- ✱ Reflection on experiences
- ✱ What? Who? How?

Team Building

This session should be focused on breaking the ice and getting to know each other. Trainers should create a safe environment that every Peer feels comfortable to share and reflect on. A successful session means the group feel connected to each other and the wider international Network.

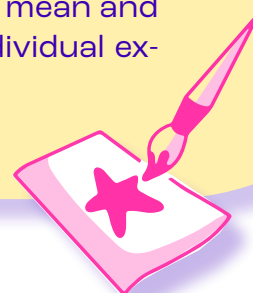


Reflection on experiences

Through this session we want to provide the peers some space to look at their experience and reflect on it from a distance. Performing this activity should give the peers a chance to find common experience and interests. Trainers should provide peers with the space to share their experience, which will also be a source of available opportunities and, hopefully, inspiration.

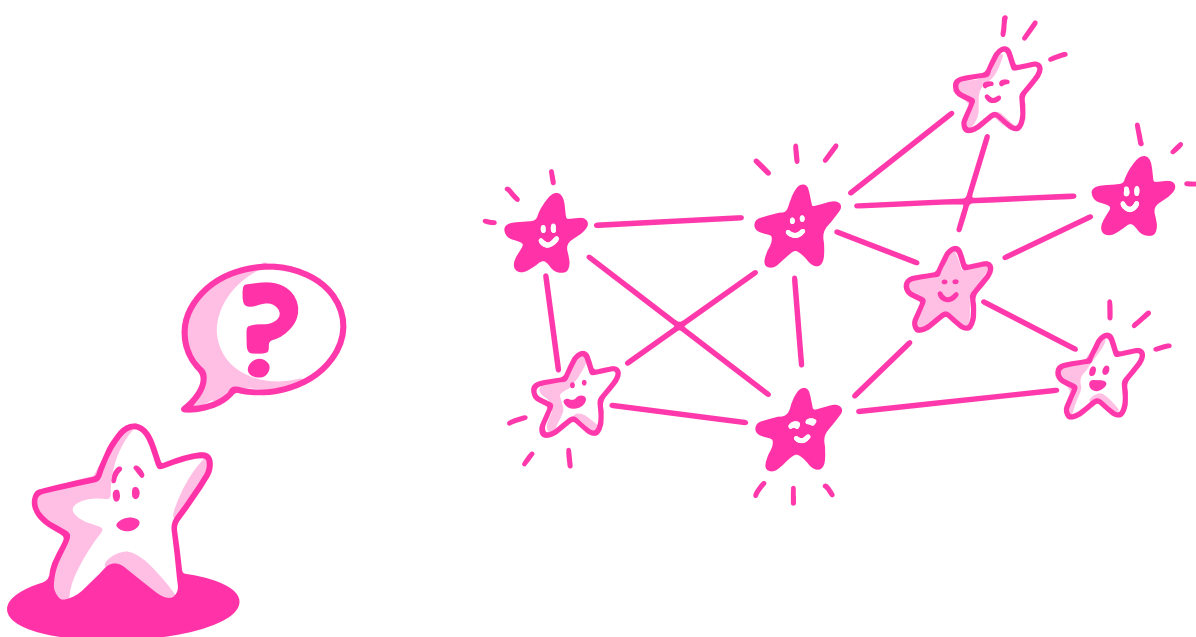
One possible session here is a creative one where the participants have to draw or recreate their personal experiences within the Erasmus+ program. A selection of colours, papers and other materials are provided to them. Guiding reflection questions can help. After the participants have created a visual version of their experience, these artworks are presented in the room and the group is split into subgroups that then go around and look at the exhibited artworks. The “artists” can explain what they mean and represent. This is one way to showcase everyone’s individual experiences and learning.

Tip

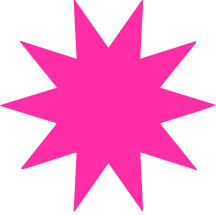


What? Who? How?

The aim of the session is to provide essential knowledge regarding the EuroPeers Network, including a little bit of the history, past achievements and plans for future development of the Network. The trainers should explain that this network is run within and thanks to E+/ESC Programmes and therefore connected to the main topics, priorities and values. It is important to focus on both, the national and international dimensions of the network. EuroPeers should receive answers to questions: What is the EuroPeers Network? Who is a EuroPeer? How does the network work? What is the goal of the Network? Who is the target group? EuroPeers should be given a chance to voice their questions and concerns regarding the Network. If a National Agency representative is present in the training, they can give answers. If not, the questions should be written down and passed on to the Advisory Group/ National Agency Representatives/International Network Coordinator.



Example



Participants can play Speed Dating activity, where each can speak about their Erasmus+ / European Solidarity Corps experience, what does the program mean to them, how they felt, what they see in the future regarding this program. This way the participants can share their experience and knowledge between them, leading to gaining more information about European Youth opportunities, networking and also creating a connection within the participants.

Description of the Module

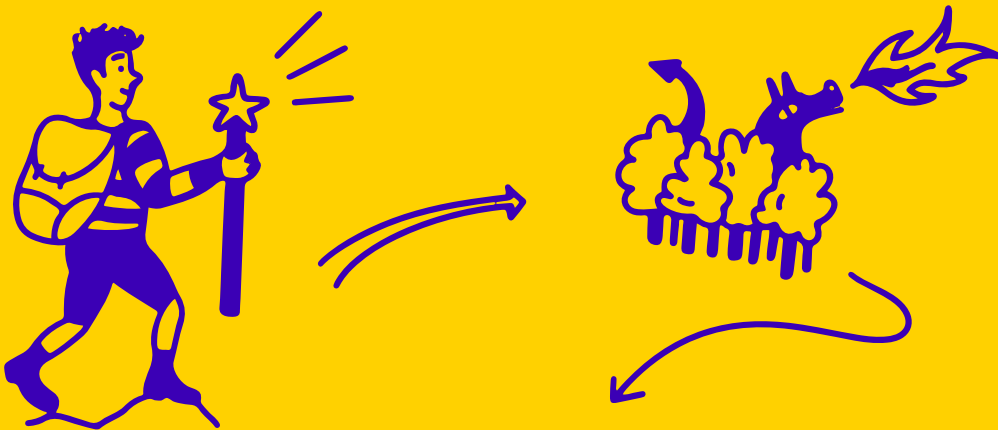
A good planning and preparation, together with the different stakeholders, increases the success of the international training course for everyone.



Module 3: Motivation

Aims of the Module:

- ✕ Identifying the value of international mobility opportunities through sharing each other's personal experiences
- ✕ Increasing participants' motivation, possible roles and different ways of being EuroPeer and why they joined the training.
- ✕ Helping participants understand why their story is important, and how we can identify and use this story to inspire others.
- ✕ Understanding participants' needs and how this training would benefit them in a personal/professional way. What makes it a personal success for them?



Sessions included in the Module:

- ✕ Hopes, Fears and Expectations
- ✕ Storytelling: General
- ✕ Storytelling: Hero's Journey
- ✕ Storytelling: Personal objects

Hopes, fears and expectations

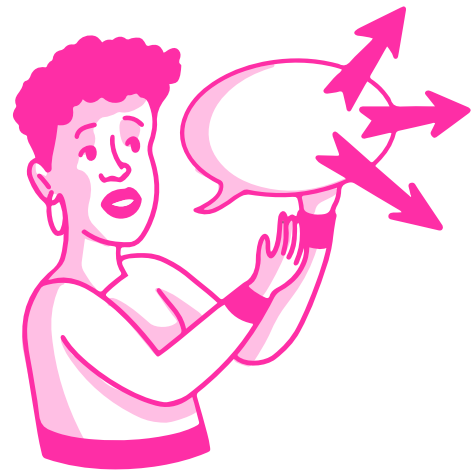
This session is used during the training to give a space for the participants to think about why they are there, what they want to achieve, what they expect out of the week and how they can use their skills to contribute to the training and the network in general. Through this also you can explore what the participants do not want and what are their 'red lines' when it comes to their learning outcomes.

Best Practice Tip

Use these expectations and contributions to help shape the training content later in the week for Open Space and adjusting content to make sure that the training matches the motivations of the participants.

Storytelling: General

Storytelling is at the heart of EuroPeers and their activities, so it needs to be prominent throughout the training course. How to introduce the storytelling aspect is down to each trainer, but there should be a focus on how do the participants recognise their story, how do they tell their story and how do they share their story. Storytelling can happen in various forms: analogue or by using digital storytelling and social media.

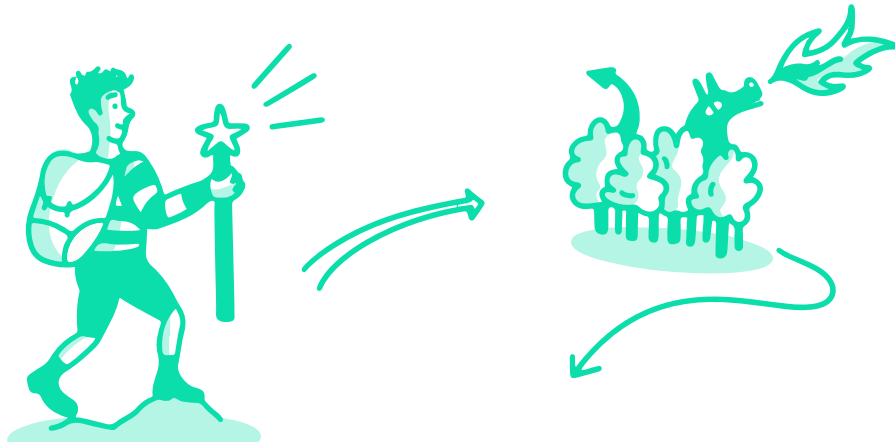


The use of smartphone filming can be a powerful tool for dissemination and EuroPeers activities as a way to engage and inform other young people about the opportunities available to them. Find more best practice examples of how to use storytelling in the following session descriptions of Module 3.

Tip

Storytelling: Hero's Journey

The Hero's Journey is a myth based framework popularised by Joseph Campbell in his book 'A Hero with a Thousand Faces'. For the EuroPeers training course it's a great example to share for storytelling inspiration and how you can proactively use storytelling to illustrate participants' experiences.



Storytelling: Personal Objects

This is an opportunity for the participants to share their personal object that they brought from home with them to the training. This must be communicated to the participants in the infopack prior to the training. This object should be something that is connected to their international experience. This session starts to explore the world of stories and the stories connected to EuroPeers, how we view and value them as individuals and how we tell our story to the wider world. This session provides a great opportunity to get the participants to share their experiences in a storytelling manner and it shows how one object can invoke such emotions and memories and inspire others.



Description of the Module

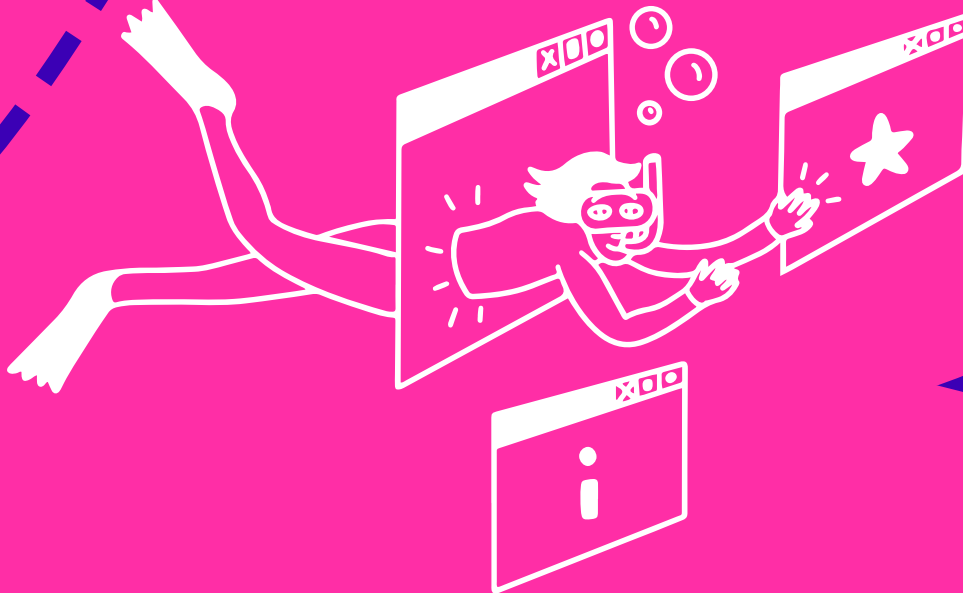
EuroPeers are introduced to the resources needed to feel confident in finding the information they need for informing their peers. This module helps them understand the European youth programs and funding mechanisms. After the module, they can answer the most common questions about the programmes and know where to guide peers for more help. They further understand that the EuroPeers network is run within and thanks to E+ and ESC programmes and they are aware of the main priorities and values of these programs.



Module 4: Opportunities and relevant resources

Aims of the Module:

- Understanding the program dimensions and funding mechanisms
- Knowing where to look for information and to know who to contact for more
- Knowing where to find support if more complex questions arise
- Knowing how to answer questions about E+ and European Solidarity Corps



Sessions included in the Module:

- Comprehensive overview of the EU youth programmes
- Resource centres and contact people
- Youth information and its values
- Let's practise! Searching for Erasmus+/European Solidarity Corps opportunities

Comprehensive overview of the EU Youth Programmes

This session gives a thorough, visual overview of the opportunities of Erasmus+ and the European Solidarity Corps. It explains the values and aims of the programmes. EuroPeers should have a basic understanding of the different elements of the programmes and be able to describe them in their own words. EuroPeers should have an overview of the context in which the EuroPeers network is based and they should understand the goals included in order to achieve a common understanding of what it means to be a EuroPeer.

Resource centres and contact people (Salto Resource Centers, Eurodesk, EYP, NA)

This session introduces EuroPeers to the people and institutions (like the NA) to contact when looking for more detailed information. It should cover the Salto Participation and Information RC, the Salto European Solidarity Corps RC, the Eurodesk network, the European Youth Portal, the websites of the European Commission and the relevant National Agencies and their staff. National realities of the EuroPeers network vary quite a lot and need to be taken into consideration here. The best is to reach out to the National Agencies that are sending participants prior to the training to ask for relevant contact details and information that can be shared with the new EuroPeers. EuroPeers should know where to find information for themselves and where to guide a peer who is asking for detailed information.



The new EuroPeers might want to try to schedule a phone call with their own NA following up the training course, in order to hear more about the national strategy and infrastructure of the network.

Tip



Youth information and its values

This activity focuses on EuroPeers as people who spread youth information. Thanks to this activity, EuroPeers should be able to present information in a catchy and understandable way and ensure it is professional, accessible and inclusive.

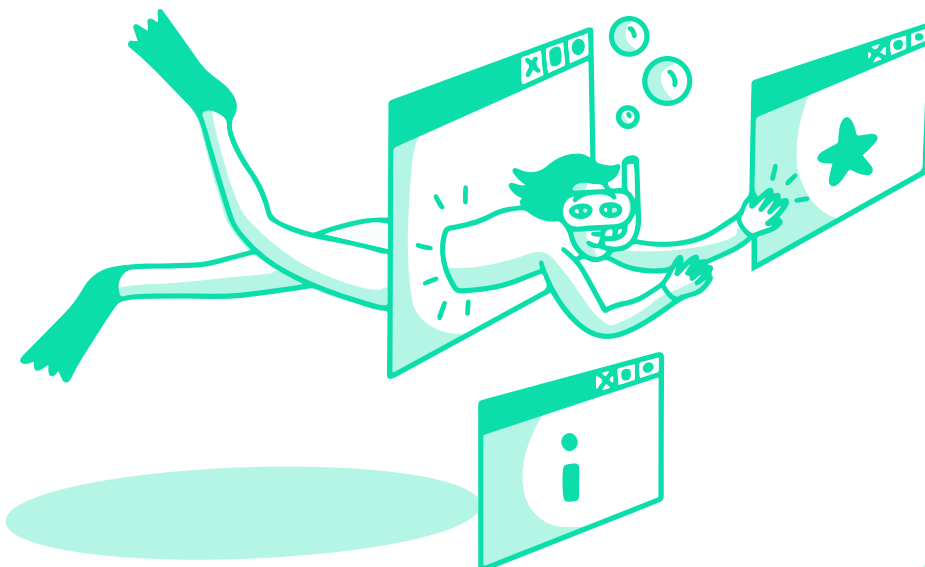


Tip

To enrich this session, European Youth Information and Counseling Agency materials can be used.

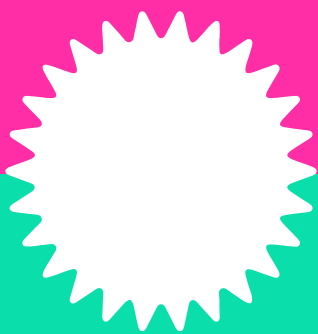
Searching for Erasmus+/European Solidarity Corps opportunities

With this activity, EuroPeers get the hands-on experience of searching for specific Erasmus+ and European Solidarity Corps information from the resources introduced before. They try searching for European Solidarity Corps opportunities on the European Youth Portal. EuroPeers practice answering basic and more complex questions other people could ask them. They learn how to explain navigating the (sometimes confusing) web pages and understand potential pitfalls in looking for more information. It is recommended to collect feedback from the group about how this online research, in order to help improve the websites and make them more youth-friendly. Is the information easy to find? Is the text appealing? The feedback is very valuable for the National Agencies and the Commission!



Description of the Module

This module aims to build participants' capacity to implement activities as EuroPeers in the future. It consists of sessions dedicated to mapping and improving skills, planning and implementing activities, dealing with challenges and overcoming obstacles and taking a closer look at participants' opportunities in their local reality. At the end of this module, the EuroPeer feels empowered and confident to be active members of the network.



Module 5: Skills and actions

Aims of the Module:

- Mapping, assessing and improving skills necessary for future EuroPeers
- Facilitating reflection among participants on their capacity to organise events in their local reality
- Preparing EuroPeers for planning and implementing future activities
- Creating a safe space to test activities planned during the training and learn from them

Sessions included in the Module:

- Communication Toolkit
- EuroPeers in Action
- Local Community Mapping
- Detecting personal strengths
- Project Management
- Leadership skills
- Skillsharing
- Mobilities and sustainability
- Dealing with Challenges



SHORT DESCRIPTION OF THE ACTIVITIES:

Communication Toolkit

This session connects with a session from Module 3. “Storytelling”. At this point, the EuroPeer realises that they have a personal story that inspires others. It can be a significant tool in the repertoire of EuroPeers. This session aims to improve the skills of the EuroPeer to tell this personal story and to maximise its positive impact across different channels. At the end of the session the EuroPeer has the confidence to share their personal story using multiple communication tools like presenting, using visual facilitation, creating digital content, etc.

EuroPeers in Action

The core of this session is to combine theoretical information with an active element and it is one of the major sessions in the training program. It aims to inform EuroPeers about actions they can perform, learn how to prepare them, test the methods in practice and reflect and learn from the results. Active EuroPeers could be invited (online or on site) who tell about actions they have already done and how they have prepared those actions as an inspiration.

First, participants learn about different actions they can implement as EuroPeers to promote the programmes (good practices). Then, they prepare to implement an activity briefly planned in a PRE-TRAINING MODULE (or another one if invented on the spot). After the activity, EuroPeers should deeply reflect on the results of their activity, to celebrate the ups and realise and correct the downs in the future.



The EuroPeers action can take any possible format: from an individual activity to being part of a bigger event (context-dependent: what is happening in the city etc.). It is a space to experiment, learn and fail forward together, before implementing EuroPeers activities in the future. EuroPeers ideally develop their own event and execute it during the course. The event can take place online or offline.

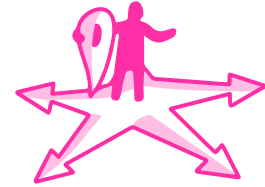
Tip

Local Community Mapping

This session provides a methodology and space for participants to take a closer look at themselves in the context of their local community. After this session participants should learn the tools, spaces and opportunities they have to take action as EuroPeers in the future, in their local realities.

The following aspects could be taken into account:

- What is the target group at their local level?
- What are the means they have at their disposal, e.g. materials or informative websites?
- What are their rights to participate in the life of the local community?
- What spaces such as school, youth centers and others could be visited?
- Which opportunities exist on local level?
Are their local fairs or events happening?
- Who can provide support?
For example other peers, youth workers or teachers etc.

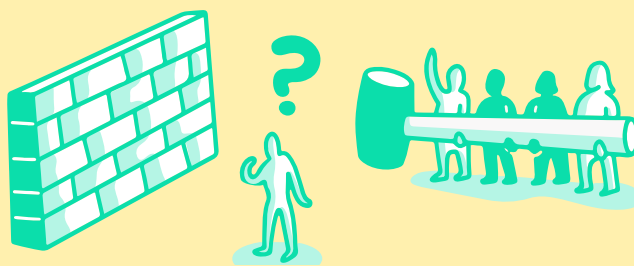


Tip

An easy and well-structured way to exercise it with participants is to use RMSOS model. RMSOS means RIGHTS, MEANS, SPACES, OPPORTUNITIES AND SUPPORT, and it is a framework that can help young people to discover whether they have the right, means, space, opportunities and support within their local communities. Detailed information about this model, as well as practical activities is to be found in “Have Your Say!,” manual.

Detecting personal strengths

This session helps the participants to reflect on their personal skills and talents. The ultimate aim is to guide the future EuroPeers to be aware of their potential and to feel empowered to be active members of the network. Embedded in Module 5 about skills and actions, it can be a reflective element following the activity part and celebrating the success that came out of putting into practice their personal skills.



Tip

One possible exercise is to use the “wall of obstacles” where the participants have to identify and list challenges that they encountered not only during the training but also problems they could face back home. After visualising the obstacles in the form of a “brick-wall” in the first step of the exercise the group comes up with solutions for these together. Everyone can contribute and together the wall can be “broken down”.

Project Management

Taking action is at the centre of EuroPeers reality. This session aims to build EuroPeers' capacity EuroPeers to plan, organise and implement activities independently as individuals and in a group. Participants should be able to go through the process of activity preparation, which might cover the following phases: ideating and drafting a concept, programme and logistics planning, budgeting and fundraising, asking for permissions and any necessary support, implementing and coordinating, reflecting and learning from the outcomes.

Leadership skills

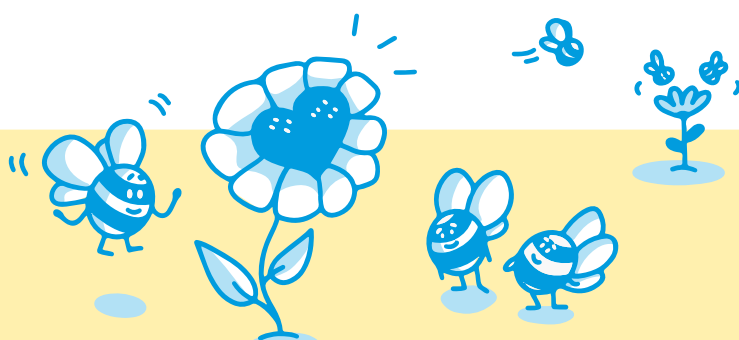
Some participants might be natural leaders, and others may not feel comfortable in this role. This session aims to create a safe space for them to assess their leadership skills and improve through practice.

This session can take the form of a single workshop or can be a part of different workshops and activities throughout the training – when groups of participants have assigned leaders among themselves that rotate from action to action.

Skillsharing

This session gives room to use the skills and interests of participants and the trainers present in training. As rather an open element of the course, it can take various forms such as a marketplace or an open space.

At the core of this session lies mapping and sharing personal skills with the group present, which includes the chance to try out different responsibilities like facilitating content and exploring and sharing the personal skillset.



This session is a great moment to give the floor to participants who would like to share personal skills or facilitate a session about a topic they are passionate about. A classic open space following the principles of “walking feet”, “butterflies” and “bumblebees” will suffice. Participants can be already asked in the communication prior to the course if they have topics in mind they would like to share.

Tip

Mobilities and sustainability

Environmental protection, sustainability and climate action are among the key priorities of Erasmus+ and European Solidarity Corps Programmes 2021-2027.

This session aims to build awareness of EuroPeers on the environmental impact of mobilities and provide them with knowledge and tools to minimise it.

We suggest using popular carbon-footprint calculators to measure the environmental impact of an exemplary activity before and after applying eco-friendly measures.

Tip

It is worth making participants realise that although a single trip might have an insignificant environmental impact, it is multiplied along with the number of participants. Impact can be significantly reduced, if the event is organised in a sustainable way. How to minimise the environmental impact of mobility projects?

- Endorse environmentally friendly means of transportation
- Offer vegetarian or vegan food
- Make sure venues are energy-efficient.
- Reduce paper and plastic waste during sessions, meals and coffee breaks
- Ask participants to bring their personal water bottles to avoid single-use bottles.



Dealing with Challenges

This session should provide the EuroPeers with helpful tips on how to deal with frustrating moments, challenging behaviours and failure when planning or implementing activities. Challenges identified during the active EuroPeers element of this Module used for concrete learning.

This element should provide answers to questions like:

- What are possible strategies to deal with difficult behaviour of others?
- What are my personal challenges and how can I overcome them?
- How to stay motivated despite difficulties and learn from them?

Tip

There are multiple methods one can use here. One option is the chess-board game, where participants have to cross a “chessboard” or “maze” by using one specific path that is only known by the game leader but not known by the group. They have to find out together how to cross the field by working out a strategy during a limited time before the game. Difficulties can be added, such as the group can not communicate verbally during the entire activity of crossing the field. A good debrief is needed afterwards to understand the emotions that come up during the activity.

Description of the Module

This module introduces peers to the national and international spheres of the network, introducing them to people such as International Network Coordinator, National Agency representatives and Advisory Group among others. It should make them aware of their local reality of the network and give an overview of events, activities and processes that are carried out on the international level. EuroPeers should feel like they are a part of a supportive international community.



Module 6: Networking & Support

Aims of the Module:

- ◆ Making EuroPeers aware of the local/ national/ international dimensions of the network
- ◆ Introducing an NA contact to the EuroPeers
- ◆ Introducing the Advisory Group to the EuroPeers
- ◆ Fostering a sense of mutual support within the network
- ◆ Strengthening a sense of belonging to the network



Sessions included in the Module:

- ◆ Local and National realities
- ◆ NA representatives
- ◆ Meeting EuroPeers & learning good practices
- ◆ Buddy system during and after the training
- ◆ EuroPeers social media
- ◆ Networking

SHORT DESCRIPTION OF THE ACTIVITIES:

Local and national realities

The national structure of the network can vary considerably and this session should provide concrete information regarding where to find information about their local EuroPeer network, including who is responsible for it. Using the International Network website to look for EuroPeer contacts in participants' local area is recommended. Through this session, it is expected to achieve a better understanding of what is the reality in the communities where the EuroPeers live. This session should help EuroPeers should identify their communities' situation, understand how to address it, and know which partners they should work with in achieving their goal. It is recommended to invite members of the Advisory group to be part of this session and they should be able to present a closer look at what is an international and local reality in the countries of the EuroPeers network. The members of the Advisory Group can be present in the training or connect through an online communication channel.

NA representatives

This session should (if possible) bring an NA representative from one or more countries to the course, either in real life or through video calls. The NA representative could talk about how exactly EuroPeers are part of their job, the funding of EuroPeers events etc. It aims to create a bridge of communication between the two, increasing EuroPeers' understanding of how NA's work and providing them a form of support.

Meeting EuroPeers and learning good practices

This session should connect experienced and new EuroPeers and might be combined with a real life meet-up between both groups. Experienced EuroPeers from the network can mingle with the participants of the training and present their personal experience as EuroPeers, share some of their good practices and what it means for them to be active EuroPeers. This exchange can be organized as an online session or an on-site visit with experienced EuroPeers as guests (during the day or evening), supporting crew (providing a workshop, organising a night out, social media team, ...) or both. It is important to focus on sharing best practice examples that are feasible and not intimidating - small projects can very inspiring and nobody has to start at the deep end. In the case of an online meet-up with the experienced EuroPeers, the participants are probably most interested in meeting EuroPeers from their own country. Using the International Network website to find EuroPeers in the area is recommended!



Buddy system during and after the training

In order to create a bond early on in the training, the EuroPeers can be paired with a buddy (another EuroPeer from the course) throughout the course and are encouraged to stay in contact with them after the course as well. The buddies should help each other learn by going over the learned material and checking in with each other whether or not they understand it, support each other in reflection and planning. After making plans about the next steps following up the course, they should hold each other accountable and help each other when facing obstacles while implementing the plan.

Tip

A nice extra touch could be that the trainers suggest the buddies send each other a postcard a month after the course from the place where they are then, telling their buddy about what has changed in their life as EuroPeers.



EuroPeers social media

The focus of this session lies on introducing the new EuroPeers to the network's social media channels and how they could use them to promote EuroPeers activities. This includes: sharing and introducing the EuroPeers to the existing social media channels. There are the main international accounts on Facebook and Instagram that should be presented to the EuroPeers here. It is always an opportunity to share impressions of EuroPeer events and projects on these channels to inspire other members in the network. Information about upcoming events, trainings and activities can be easily spread on these channels. There is a collection of Instagram templates that can be used by the EuroPeers to promote their activities. For more information about this, ask the EuroPeers Network Coordinator.

Networking

EuroPeers get an overview of the skills and interests other EuroPeers have so they have an idea of who can help with what when preparing an activity. This session could be combined with creating a profile on the EuroPeers Website, where members can describe their skills and make this information available for other members and organisations that would like to contact them. In the event planning phase during the training course, EuroPeers should already network and cooperate with other people who have the competences needed for specific events they are planning. Besides the expertise and competences presented in the training, EuroPeers can always count on organisations and resource centers, like the examples listed in Module 4 under the session "Resource centers and contact people".

Description of the Module

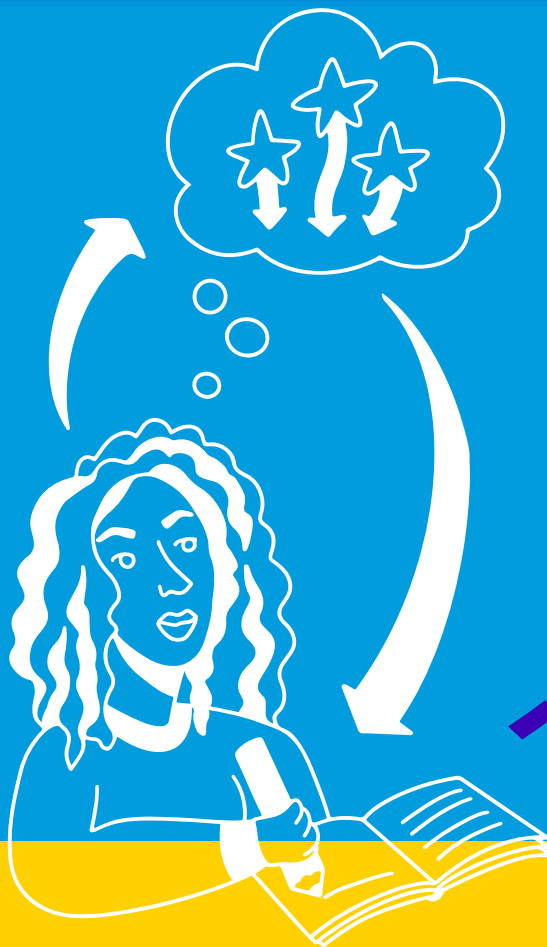
In order to see what the (personal) outcomes are, the participants (and other people involved) need some time to reflect on and evaluate the experience. Reflection is an essential part of learning to learn. Looking back on the training course creates awareness on what is next, and what still needs to be addressed. Besides that, collecting feedback helps the trainers and the NA to ground their self-assessments in reality, and to plan future training.



Module 7: Evaluation

Aims of the Module:

- ★ Reflecting on personal learning outcomes from the training course
- ★ Reflecting on the participants' learning journey (learning to learn)
- ★ Evaluating the training course (in order to provide feedback for trainers and NA self-assessment and future planning of training courses)
- ★ Creating awareness on participants' (and trainers') next steps and what is still to be addressed. (Where are the skills gaps? What support is still needed?)
- ★ Providing recommendations for future training courses (if there are any)



Sessions included in the Module:



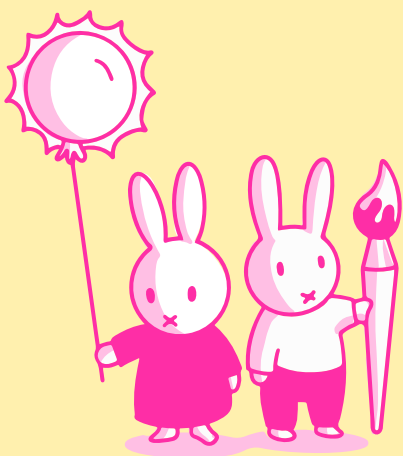
(Personal) reflection and evaluation

(Personal) reflection and evaluation

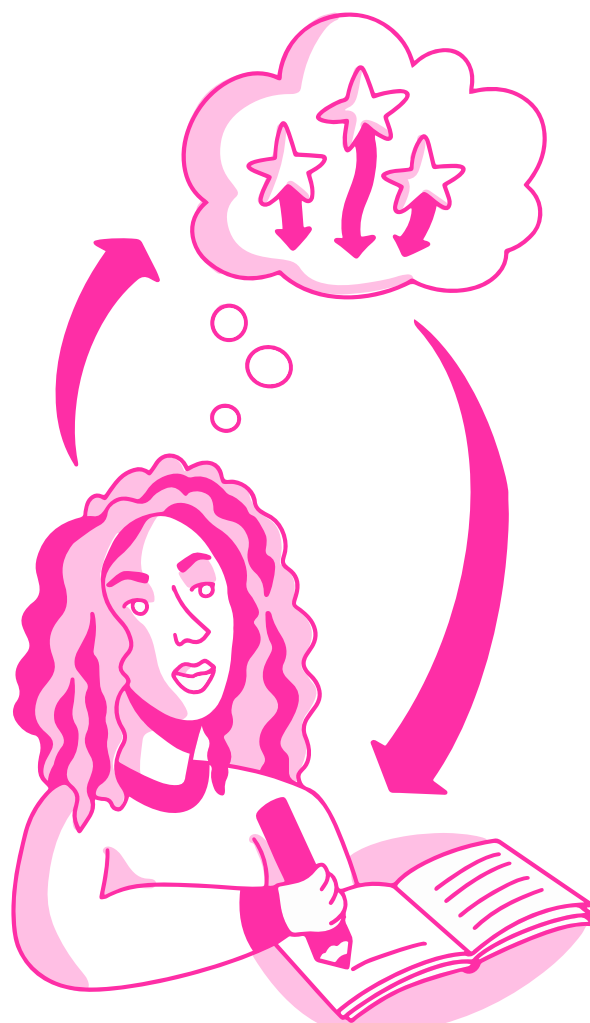
At least one session in which there is time for reflection and evaluation. This can be done near the end of the training course, or it can be designed as an ongoing process throughout the course, e.g. every evening. The trainers should give the participants some time and space for (private) reflections on their personal learning journeys, as well as collect feedback from them in order to support the learning journeys of the trainers and the NA.

It is highly recommended to use the format presented in Annex III, so that the same data can be collected for all future trainings. This makes it easier to evaluate and compare the quality of the training in different countries and contexts. This form includes all the questions required to collect the mandatory data for the training. The trainers can add more questions if needed.

Provide multiple ways for participants to do their personal reflection (writing, drawing, crafting, talking, moving, ...) and connect them to the local reality. For example, a Dutch trainer suggested to let EuroPeers craft their own Miffy / Nijntje that shows how the participants feel about the past training days. In Italy, under the question “what will you TAKE AWAY from this meeting?”, people could grab a (drawing of a) pizza slice and add their own thoughts and feelings to it.

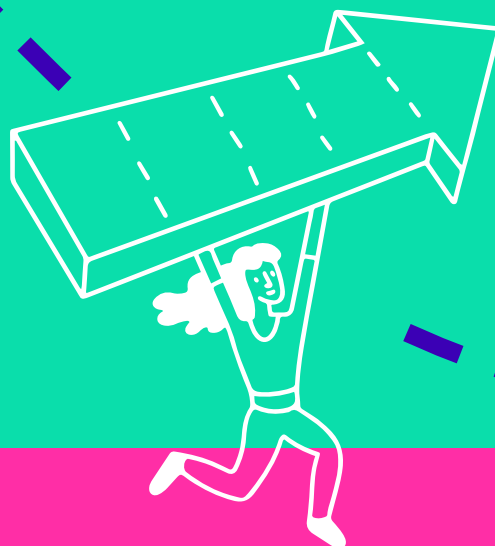


Tip



Description of the Module

This training course is just the beginning. It connects trained EuroPeers to the network and offers post-training opportunities. After the training, participants should feel ready and able to spread what they have learned and feel confident in planning their first actions. This fosters a sense of continuity. We want the participants of today to be able to support others later on as active EuroPeers, mentors, trainers, project manager, ambassadors, or in whatever capacity most appeals to them.



Module 8: After the EuroPeers Training Course



Aims of the Module:

- ✿ Creating continuity in the network after the training
- ✿ Connecting trained EuroPeers within the network
- ✿ Presenting and offering post-training opportunities
- ✿ Supporting participants in disseminating what they have learned
- ✿ Ensuring clarity in action planning

Sessions included in the Module:

- ✿ Highlighting next steps
- ✿ Action Planning
- ✿ An inspirational session
- ✿ Learning in different directions

SHORT DESCRIPTION OF THE ACTIVITIES:

Highlighting next steps

This session focuses on what comes next. Participants are probably wondering: where the training will take them. This session should provide some possible answers to that question. But also showing them ways how to get engaged in the network and providing an overview of opportunities they can take part in.

Just to mention some here: the Annual Network Meeting, The EuroPeers Advisory Group, junior trainer positions, social media takeovers or national EuroPeer hang-outs. The international network coordinator has a good overview on these upcoming events.

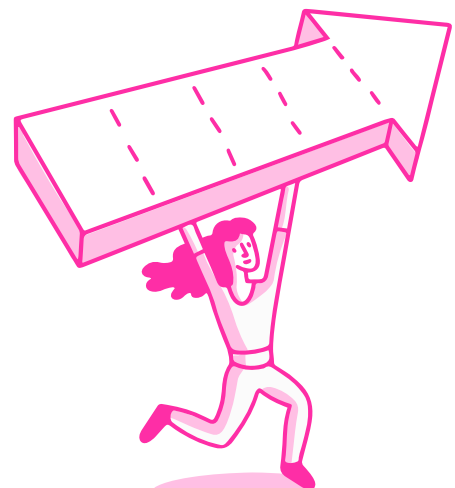
Opportunities are usually quite diverse (for the whole group of participants) depending on how active the national community of EuroPeers is, so it is a good idea to refer them to the network coordinator for more information.



Action Planning

The participants should leave the training with at least one future action planned. The EuroPeers training needs a session in which the participants can write down their follow-up plans, individually or in groups. It might seem like a good idea to plan this session for the last day, but we advise against that. There is often a big party the night before and the participants may be feeling the strain. Some before the programme ends. Planning actions for the second to last day usually works better. If they leave the training with an action plan, it is more likely that participants will develop their ideas further.

To create a sense of accountability, adding an online follow-up meeting - a few weeks / months after the training - might be helpful, if the timeline and budgets allow for it.



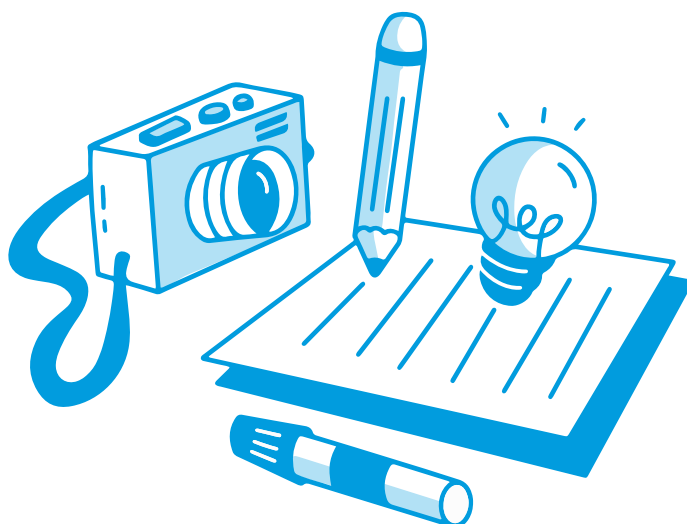
An inspirational session, in which you may:

- ✿ Visit a local place that is (somehow) related to the Erasmus+ or European Solidarity Corps Programmes,
- ✿ Invite over local EuroPeers, or people from a solidarity project for example,
- ✿ Do something else with the aim of inspiring the participants.



Learning in different directions

If there are junior trainers present, and/or a media team, and/or young people who wrote or are writing their own project(s), let them share with the (other) participants how to become part of it / do it. Acknowledge that the participants want to develop themselves in different directions, and show more than one example of EuroPeers who are just a few steps further on their learning journey



Closing Words

Thank you!

As much effort as we put into creating this document, it is important to remember that it is far from all-encompassing. We have tried our best to give sound advice on the basis of our expertise and experience, but recognize that as new ideas take hold, changes will have to be made.

We wish you the best of luck as you work to train the next generation of EuroPeers!



SALTO registration data

- ◆ First name
- ◆ Last name
- ◆ Age
- ◆ Gender
- ◆ Country of Residence
- ◆ Primary email to contact me
- ◆ Primary phone number to contact me
- ◆ Postal address to contact me
.....
.....
- ◆ Organisation I am representing
- ◆ Address of the organisation I am represeing
.....
.....

Your experiences with the European Solidarity Corps /Erasmus+ Programmes

- ☐ I took part in a project funded by Erasmus+.
If yes, when did the project take place?
.....
- ☐ I took part in an European Voluntary Service project (EVS)/
a volunteering project of the European Solidarity Corps.
If yes, when and where did your voluntary activity take place?
.....
- ☐ I participated in a youth initiative.
If yes, when did the youth initiative take place?
.....
- ☐ Have you conducted an information session for young people before?
If yes, which topics did you address?
.....
.....

Your Motivation

- ★ What is your motivation to become a EuroPeer and take part in this training?.....
.....
.....
- ★ What do you expect to learn at this training?
.....
.....
.....
- ★ Do you have any specific wishes or ideas for the training?
.....
.....
.....

EuroPeer Events

- What kind of events would you like to carry out?
.....
.....
.....
- Do you already have an idea for a EuroPeers event?
If yes, what kind of event are you thinking of?
.....
.....
.....

Personal Data

- ☐ Herewith I confirm the use of my personal data on the list of participants.
- ☐ I'm okay with being photographed/filmed.
- ☐ I will be able to take part in of the training course in its entirety.

Access needs, et cetera

- ★ Please specify any access needs you might have?
.....
.....
- ★ Is there anything we can do or need to put in place in order to make sure you can fully participate in the training?
.....
.....

Optional questions to ask if needed:

- ✿ What digital communication channels do you use (e.g. WhatsApp, Discord, Telegram, Signal, etc.)?
- ✿ Would you like to be part of the communication channel before and during the training?
- ✿ Would you like to be part of the Social Media team on the Training?
- ✿ Why should we choose you to be part of the Social Media team?
- ✿ Please enter your t-shirt size, if you want to receive an EuroPeer-T-shirt at the training.

Annex II - Evaluation Form

EuroPeers Training Course
Place
Date

Evaluation

Thank you for your participation in the training course, we invite you to please now complete the following questions as we look to build and improve on the training delivered.

We left it anonymous for you to give us honest feedback. We thank you for this week and we hope that you got a lot out of this EuroPeers training!

★ Personal experience

How was your overall experience of the training?		
Very bad	1 2 3 4 5 6	Amazing Comments
To what extent did the training meet your expectations and needs? *		
Not at all	1 2 3 4 5 6	Totally Comments
How much do you feel you know about the EuroPeers network and the Erasmus Plus / European Solidarity Corps opportunities available?		
Nothing at all	1 2 3 4 5 6	I am an expert Comments
What was the highlight of the training for you? *		
What support do you still need to start your EuroPeers adventure? *		
What from the training course will you take away and adopt into your daily /professional life?		
The goals and topics implemented by the trainers were easy to understand for me.		
Disagree	1 2 3 4 5 6	Agree Comments
How confident do you feel in being able to run your own EuroPeer activity back home? *		
Not at all	1 2 3 4 5 6	Very confident Comments
This was a surprising moment for me in training:		

★ Training course

How relevant to you as a new EuroPeer was the information you received in this training?		
Not at all	1 2 3 4 5 6	Very relevant Comments
What were your 3 favourite sessions?		
List all session names here and let pax pick.		
Write why did you choose these 3 sessions.		
What sessions did you benefit the least from during the training?		
List all session names here and let pax pick.		
Write why did you choose these sessions.		

How engaging were your Facilitators during this training course?

Not at all

1	2	3	4	5	6
---	---	---	---	---	---

 Very

Comments

What was missing for you?

What would you like included for next trainings? *

How was the duration of the training for you?

Too short

1	2	3	4	5	6
---	---	---	---	---	---

 Too long

Comments

There was a good mix of different ways of working
(discussion, information, exchange, games, practice, reflection, etc.)

Disagree

1	2	3	4	5	6
---	---	---	---	---	---

 Agree

Comments

Practical information

How was the communication before the training and during the training?

Nonexistent

1	2	3	4	5	6
---	---	---	---	---	---

 Very active

Comments

How did you like the accommodation?

Not at all

1	2	3	4	5	6
---	---	---	---	---	---

 Very much

Comments

How did you like the working space?

Not at all

1	2	3	4	5	6
---	---	---	---	---	---

 Very much

Comments

How did you like the food?

Not at all

1	2	3	4	5	6
---	---	---	---	---	---

 Very Much

Comments

How did you like the resources? (materials etc.)

Not at all

1	2	3	4	5	6
---	---	---	---	---	---

 Very much

Comments

Any last words, comments

