



## ***“Hand in Hand for a Better EUrope” InfoPack***

*The activities, presential & online events that we propose promote democratic values such as human rights - right to life, no slavery, no torture, equality before the law, right to privacy, freedom of thought and expression, social security - , human dignity, freedom, democracy, equity and cooperation, the rule of law, solidarity, non-discrimination, tolerance, multiculturalism, transparent ruling, access to objective & relevant information, informed choices and beliefs, the democratic process of elections, awareness against racism, hate speech or xenophobia.*

**Individual long term service, btw 6 – 12 months, from October 2024**

**[https://europa.eu/youth/solidarity/placement/29044\\_en](https://europa.eu/youth/solidarity/placement/29044_en)**

**Volunteering teams project, at least 10 in-country & cross-border volunteers, for up to 59 service days:**

**[https://europa.eu/youth/solidarity/placement/29043\\_en](https://europa.eu/youth/solidarity/placement/29043_en)**

**Team # 1 SPRING March – APRIL 2025**

**Team # 2 SUMMER MAY – JUNE ‘25**

**Team # 3 SUMMER July – August ‘25**

I. 1st week/s of service: Induction@ Arrival Training, volunteers are getting to know the target groups & local communities, training sessions on: edutainment, gamification, methods of nonformal & inclusive education, tools & techniques in working with vulnerable groups & within disadvantaged communities, promoting democracy & human rights.

Target groups: kindergarten (4-6) kids, primary school (7-11), secondary (12-14) & highschool (15-19), teenagers & youths, from 10 rural & 5 urban communities, multicultural, cross-cultural & intercultural, from Maramures County, Northern Transylvania, Local Partners & Beneficiaries:

"Dumbravita Vocational School" has 391 kids in 6 school divisions in Rus, Unguras, Chechis, Sindresti & Carunari, all rural areas, homogeneous in terms of ethnicity & scarce religious diversity, mainly multicultural.



“Traian Vuia Technological Highschool” has been facing an 11% decrease in just 1 school year, from 685 (2017) to 610 pupils (2018) in kindergarten, primary, secondary & high school, had divisions in Nistru, Bozanta & Baita.

Schedule: daily, Monday to Friday, summer camps in Baia Mare & other local communities with kids & youth, putting into practice key EU values such as Solidarity, Equity & cooperation, Non-discrimination, Hate-speech awareness, Tolerance, Elections, Xenophobia awareness, human dignity

Activities focused on topics: eradication of poverty, integration of ethnic minorities, access to health, education & social services, equal opportunities, civic engagement, respect, diversity and common goals, economic freedom, the prevention of unemployment & awareness concerning discrimination of all types, but also **events** to raise awareness in local communities:

After the end of project mobilities: dissemination events in home communities in Romania & other European countries.

### **Mentoring & Learning Outcomes:**

*Reflection:* Within the Timetable of activities, for each of our services within HH4EU, 1 hour has been included as daily reflection 4 times each week & also 1 mentoring session/week. For this they'll use their 'ESC Diary' & "YouthPass Unfolded" booklet, individually or/and as part of their mentoring sessions.

On the "Induction@Arrival" training AIST will provide ESC volunteers with the instrument 'Diary of the ESC volunteer' used during service. There they can use open/reflective questions, "What are you aiming to learn & achieve during your journey?", "What do you envisage to be the most challenging part of your journey?"; through exercises, such as 'Extreme challenge interview', vols. explore their expectations, concerns, feelings before embarking on ESC journey, during Reflection Time & Mentoring Sessions. These methods & instruments facilitate planning, reflection & also document learning creatively.

*Identification & documentation of their learning outcomes:*



Mentors provide individual support to volunteers. They'll set up "Individual Learning Plan", by practical exercises. With the support of their mentors volunteers also design their 'Personal Learning and Professional Development Plan' that includes SWOT analysis, fears & expectations, expected changes & projected learning outcomes, with clear steps in time & result indicators, following the project's objectives & activities.

As part of their 'Standard Week of Service' volunteers create posts for social media, videos & printed materials to promote project activities & disseminate results. These activities & tools will also support them to document their acquired competences throughout the learning process.

While being active during the project, our volunteers will acquire educational skills, improve their knowledge on methods & tools non-formal education. Some activities might be challenging for them, but by working under the coordination & constant supervision of specialised staff members, they will easily assimilate new info & also practical experience. They will be supported to plan and implement project activities that fit them best, using their skills & creativity with kids & youth. ESC service activities will help our, in-country & cross-border, volunteers gain knowledge, skills & competences, like Communication English & other languages, at least a basic level of Romanian, Mathematical competence & basic competences in science and technology, Digital competence, Learning to learn, Social and civic competence, Cultural awareness and expression, Sense of Initiative and Entrepreneurship.

### *Mentoring:*

The project team has come up with a gender balanced team of mentors. The mentors team is diverse: teachers, psychologists, engineers, youth/community workers. We are aiming to provide individual mentoring, taking into consideration the gender for chosen ESC volunteers.

In order to ensure that quality is embedded in the activities, ESC coordinator & mentors monitor volunteers' learning process, submit regular written reports to project coordinator & held feedback meetings with involved youth. Based on the progress & reports, ESC volunteers



will know what they have achieved & describe obtained skills & competences in their YouthPass certificate.

### *ESC Diploma & YouthPass Certificate:*

AIST & partner SOs will be informing each participant upon selection the procedure to obtain this useful instruments within the European framework of education & employment. In the same time, AIST as HO with the full support of the mentors will provide volunteers info & help needed within the YouthPass process. These certificates will be issued after the end period of the mobility, once the ESC Survey and Final Report are submitted.

### ***Preparation of volunteers, practical and logistical matters***

**Profile:** Volunteers need to be interested in learning & personal development, enjoy working with kids & youth, be open & tolerant to other cultures. Flexibility is required, as they'll work in a multicultural environment in an international team. Being responsible, positive, energetic, communicative & a basic level of English is desirable to ease communication during project activities & within the international project team of staff & volunteers.

### ***Responsibilities & tasks:***

The volunteer's main role is to assist in extra-curricular and non-formal educational activities, coordinate indoor and outdoor activities, online and presential, through non-formal educational programs for kids and youth, typical and underprivileged, from 33 urban and rural environments, within various events, with AIST & local partners. Also they will be actively involved in designing & implementing activities of social inclusion through non-formal educational methods.

ensuring quality & safety throughout project implementation:

Travels: inform counterparts in SOs/youth on travel routes & prices to match set budget. AIST reimburses eligible costs to SO/youth upon receiving transport statement & documents (such as boarding passes/ bus or train tickets, so to fully justify travel distance band, budget allocation and green travel). **We encourage volunteers to use sustainable means of transportation** (mini/bus, shuttle, boat, train, car pooling, etc) whenever feasible, in order to achieve our green objectives & priorities. Extra budget (please see distnace bands chart)



will be allocated and up to 6 travel days to cover their journey to our project. Bikes for local transport and/or reimburse public transport for activities within urban & rural areas.

Accommodation: volunteers will be hosted in safe & central lodging in Baia Mare area, 2 in a room, with all facilities & utilities included & functional; AIST pays bills for utilities.

Communication: phone credit & access to internet.

Banking: we do NOT operate with cash in the project, so upon arrival we'll support you to open bank accounts & cards for transferring transport budget, food allowance (5 EURO/day) & pocket money (4 EURO/day) by online banking.

Health: youths register & bring their European Health Insurance Card. AIST requests enrollment with ESC Insurance for the entire duration of the project for all cross-border volunteers. For in-country volunteers, insurance will be purchased to cover their time served in our project.

Schedule & holidays: 35 h/week, 2 days off every weekend, free bank/religious holidays plus 2 days monthly holiday. In „short-term” projects, these vacation days can be saved and bridged towards the end of the mobility, so that the volunteers could further explore Romania or travel in the area.

Linguistic: "Romanian Course" though optional, AIST will provide pro-bono language sessions, culture & civilisation classes, workshops, field visits to discover more about our culture and diversity of local communities.

MT: insert selected candidates details in Beneficiary Module platform when selected, once project is introduced by NA, so that the request of enrollment with Henner project insurance is sent in due time.

AIST, SO, NAs: organize **PreDeparture Meetings** for youth.

ESC Agreement: emailed to volunteers to be signed, scanned & handed in original upon arrival to AIST.

Orientation: Upon arrival to Baia Mare, volunteers, project team & mentors will attend "**Induction@Arrival**" training by AIST: administrative, health & safety procedures, inner regulations, including "Code of Conduct"; aims, objectives & activities of ESC project; cultural



shock, tips to overcome it & conflict resolution games; improving their learning plan draft & individual discussion with their mentors; re-discuss the "ESC Info-Kit" & 'Agreement" documents;

info & registration for ALL volunteers in the "Final evaluation" & "Annual Meeting of returned volunteers" organised by SO/NA.

Volunteers selected in *individual long term projects* should take part in the **OnArrival Training** and those in projects over 6 months also in the **MidTerm Meeting**, sessions provided free of charge by our National Agency.

Within the first weeks volunteers will be prepared for their ESC service in an induction session, also discover the area guided by mentors & local volunteers. Each volunteer shall receive task related tutoring (AIST staff), group & individual mentoring.

Towards the end of their service, following regular discussions on the learning achievements with their mentor, participants are fully supported to receive the YouthPass & ESC Diploma. AIST, through the project coordinator, is in charge with this process.

AIST as Hosting Org:

supporting youth to attend community events & teambuilding trips to explore Maramures/Transylvania;

experienced male & female mentors: quality personal support to our youngsters, within their learning process, guidance on YouthPass Certificate, ensuring space for reflection/mentoring 1h/day;

For all volunteers quality supervision & guidance throughout the service, project coordinator & AIST Team, mentors;

preparatory training on: inclusive education, tolerance, diversity, nondiscrimination, gamification, working with kids & youth with fewer opportunities, social & sports facilitator for rural areas, methods of nonformal education, youth empowerment; ongoing monitoring & evaluation sessions during entire project, by AIST staff & partner SOs.

Steps to reduce risks, ensured that offices & local partner premises respect the European safety & security standards; all buildings have been checked to be equipped with functional fire extinguishers for each room & to have fire exits clearly marked. Electronic equipment will be verified



before, so that it could be used in good working condition. Mihai coordinates & supervises these aspects, being in contact with safety officers & staff within the fire department, also site visits in order to evaluate all locations, accommodation units & service facilities.

During "Induction@Arrival training", youth are told about: health & safety, procurements, safe usage of the bikes, procedure if they have health problems, who to contact & how to proceed with medical care if needed; they have to inform AIST if they have any problems which would prevent them from participating in the activities; about the “zero tolerance to drugs” AIST policy.

They get to know the rules & regulations regarding the use of bikes on public roads, the obligation of using a reflective vest & warning lights during the night & we recommend using a helmet; how to lock the bike in a safe place when they don't use it & responsibilities regarding the maintenance of the bike.

As volunteers plan activities, they need to provide in due time lists with the materials they require so we could provide them. Maintaining their flat in good condition, how to use a gas stove, a washing machine & the rules they have to follow in the apartment & in the common spaces of the buildings they use.

**Volunteers facing any kind of barriers in participation or with fewer opportunities should inform (sending organisation and) AIST ideally from selection, so that we can discuss best measures to be implemented and activate all needed support for them in due time for the entire duration of our project.**

The European Solidarity Corps should also support projects and activities actively addressing the issue of inclusion and diversity more broadly in the society. An Inclusion and Diversity Strategy has been developed to support organisations to better reach out to more participants with fewer opportunities and help addressing the barriers that different target groups may face. Young people with fewer opportunities are young people who are at a disadvantage compared to their peers because they face one or more exclusion factors and obstacles. The list of barriers, spelt out below, is not exhaustive and is meant to provide a reference in taking action with a view to increasing accessibility and outreach to disadvantaged groups:



♣ **Disabilities:** This includes physical, mental, intellectual or sensory impairments which may hinder someone's full and effective participation in society on the same footing as others.

♣ **Health problems:** Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents from participating in the programmes.

♣ **Barriers linked to education and training systems:** Individuals performing poorly in education and training systems for various reasons and for early school-leavers, NEETs (people not in education, employment or training) and low-qualified adults may face barriers. Although other factors may play a role, these educational difficulties, while they may also be linked to personal circumstances, mostly result from an educational system which creates structural limitations and/or does not fully take into account the individual's particular needs. Individuals can also face barriers to participation when the structure of curricula makes it difficult to undertake a learning or training mobility abroad as part of their studies.

♣ **Cultural differences:** While cultural differences may be perceived as barriers by people from any backgrounds, they can particularly affect people with fewer opportunities. Such differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background – especially newly-arrived migrants -, people belonging to a national or ethnic minority, sign language users, people with linguistic adaptation and cultural inclusion difficulties, etc. Being exposed to foreign languages and cultural differences when taking part in any kind of programme activities may put off individuals and somehow limit the benefits from their participation. And such cultural differences may even prevent potential participants from applying for support through the programmes, thereby representing an entry barrier altogether.

♣ **Social barriers:** Social adjustment difficulties such as limited social competences, anti-social or high-risk behaviours, (ex-)offenders, (ex-)drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can stem from family circumstances, for instance being the first in the family to access higher education or being a parent (especially a single parent), a caregiver, a breadwinner or an



orphan, or having lived or currently living in institutional care. 9 Part A  
– What are the objectives, priorities and important characteristics?

♣ **Economic barriers:** Economic disadvantage like a low standard of living, low income, learners who need to work to support themselves, dependence on the social welfare system, in long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, etc., may represent a barrier.

♣ **Barriers linked to discrimination:** linked to gender, age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of one or several of the mentioned discrimination barriers).

♣ **Geographical barriers:** living in remote or rural areas, on small islands or in peripheral/outermost regions, in urban suburbs, in less serviced areas (limited public transport, poor facilities), etc., may constitute a barrier. Other difficulties may derive from the limited transferability of services (in particular support to people with fewer opportunities) that need to be "mobile" together with the participants when going to a far place or, all the more, abroad.

**Please note we take the above mentioned aspects into account in the selection process and we're committed to give priority and support to candidates that are facing one or several barriers in participation.**

For any questions & further details, please contact Onoriu Dan, Project Manager [onoriudan@gmail.com](mailto:onoriudan@gmail.com) .

**Preparatory Visits** could be agreed with partners to ensure support to volunteers even before they arrive to Baia Mare.

Online **resources** about:

<https://www.facebook.com/ro.aistschool.ro> - our organisation

<https://aist.ro/hand-in-hand-for-a-better-europe> - our projects

<https://www.facebook.com/BaiaMareMaramures> - our city Baia Mare

<https://www.facebook.com/media/set/?vanity=romaniatravel.ro&set=a.1734788913444312> – our county Maramures

<http://romaniatourism.com/transylvania.html> our region  
Transylvania 🇷🇴



[https://www.youtube.com/watch?v= XZn6wIojoo](https://www.youtube.com/watch?v=XZn6wIojoo) – our country  
Romania

<https://reopen.europa.eu/en/map/ROU/5006> - official news on travel  
conditions in EU

<https://ec.europa.eu/social/main.jsp?catId=559> European Health  
Insurance Card

#onlinelearning #skillshare <http://michaelkimmig.eu/go/cultureshock/>

<https://www.youthpass.eu/en/> - YouthPass Certificate

