



# **ID Pro Guidebook for Making Mobilities more Inclusive**

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c e s i e  
the world is only one creature

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**KEY WORDS:** Inclusive Mobilities, Discrimination, Protocols, Inclusive communication

## INTRODUCTION

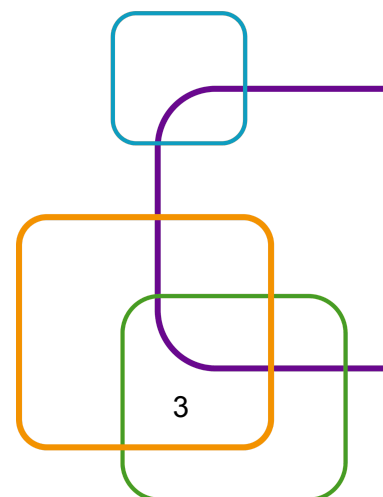
This guidebook is created with the intention of serving as a manual for inclusive mobilities, with protocols for prevention, action, mediation and/or reconciliation in the face of discriminatory attitudes and violence between and towards participants of mobility projects. It is one of the results of the ID-Protocols project, funded by the Erasmus+ programme, which has the intention of establishing protocols that facilitate the work of educators, youth workers, educational leaders, and supporting staff that work in mobility projects, within Erasmus+ but also within any other international mobility programmes. The project partnership is: Asociacion Mundus (Spain), LEAP Sports Scotland (UK), Centrs MARTA (Latvia), and CESIE (Italy).

This Guide does not pretend to cover all the issues regarding these topics, but rather should be considered as one of many tools for raising awareness between organisations and people involved in mobility projects. Because of cultural and social complexity of the topic, it is hard to give "one size fits all" recipes or "solutions" to the problem of discrimination. Therefore the invitation is to see and use this Guide as a support tool for finding a specific solution for a specific problem, faced in the given community.

The ID Pro guidebook consists of following sections: Introduction, Concepts of Discrimination, Introduction to More Inclusive Mobilities, and Creating Protocols for More Inclusive Mobilities:

- The A section is dedicated to defining relevant terms and concepts in order to set the basis for understanding different terminology which is being used along the guidebook.
- The B section contains basic information on mobility projects and practical tips on how to prevent the violence and discrimination in mobility projects of any type (e.g. short-term projects for mobility of learners and staff, short and long-term volunteer activity, training courses for youth workers, and youth exchanges).
- In the C section you can find instructions for creating a protocol of action for your organisation, addressing specific problems and topics you might be dealing with.

In addition to the guidebook, as an example of good practice, the partnership created a **Guidebook for Inclusive Communication** (see [this document](#)). This addresses all organisations who are interested in finding out how to adapt their personal and professional communication to be more inclusive.



## A) CONCEPTS OF DISCRIMINATION

In order to make mobilities more inclusive, we must understand the basic concepts of discrimination, including terminology, who is oppressed, and in what ways.

### 1. Defining Terms

Discrimination occurs when someone is treated less favourably, on the grounds of their gender, sexuality, race, disability, etc. and where this cannot be objectively and reasonably justified. Discrimination can also occur if you are disadvantaged by being treated the same as another person when your circumstances are different (for example if you are disabled or pregnant).

The foundation of inclusive and diverse mobility experiences is rooted in a solid understanding of what it means to practice anti-discrimination. For that, it is important to begin by looking at definitions of some of the key words in this area.

#### STEREOTYPES

Stereotypes are set characteristics ascribed to all or most members of certain groups of people. Stereotypes

- are resistant to change even in the face of evidence which conflicts with the stereotype
- are largely negative
- become so established that they are accepted as reality without serious question. (Thompson 1998).

Stereotypes are transmitted both by individuals and by culture. They confirm, validate and entrench societal inequalities, since the stereotype is applied to a whole group or section of society.

#### PREJUDICE

Prejudice is where an individual makes a judgement based on either inadequate or inaccurate information (such as stereotypes) which leads to the development of irrational preferences. Prejudice is based on ignorance or misunderstanding. One of the main features of prejudice is rigidity or inflexibility of ideas. This means that new information may not have an impact on prejudicial views.

#### MARGINALISATION

Marginalisation is a process where people who are not valued within society are excluded from the mainstream of society. Being assigned less value is a consequence of subjective attitudes (e.g. prejudice) and historical practices, and does not reflect the true value of the people who are marginalised. For example, it is difficult for people with disabilities to access many employment opportunities.

### OPPRESSION

The root of the word oppression is the latin word "opprimere", which literally means to press down or to press against. This is very relevant to oppression, which is about "squashing" people and treating people in a way which stops them growing and developing (Philipson 1992). Oppression is often used as an "umbrella" term covering all aspects of discrimination.

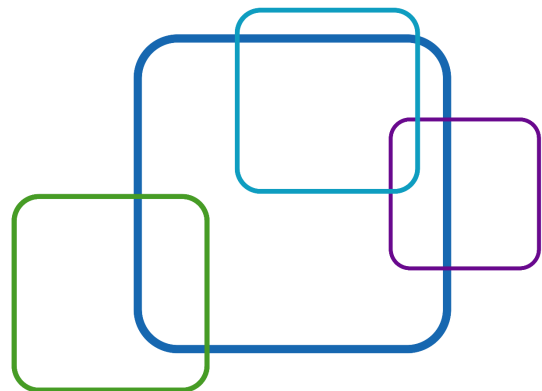
### INTERNALISATION

Oppression is a very powerful force. The impact of the negative experiences of oppression can result in feelings of worthlessness and lower self esteem. People actually begin to believe and adapt to the messages conveyed (sometimes on an unconscious level). This process is referred to as "internalisation" and can result, amongst other things, in despondency and dependency.

### Where discrimination can be identified:

There are many aspects of everyday life and professional practice where it is possible to identify different ways of direct or indirect discriminatory actions:

- Language
- Media
- Stereotyping
- Education
- Employment/unemployment
- Legal systems (e.g. laws, legal precedents, etc.)
- Health care
- Trivialising (e.g. jokes)
- Blaming the victim
- Labelling<sup>1</sup>



## 2. Why can people be discriminated against?

Most people have been discriminated against in some way, at some stage of their life. However, it is widely accepted that some groups of people are more likely to be discriminated against than others, due to historical, cultural, and political changes. For example: black people, women, people with learning disabilities etc. Some examples of forms of discrimination are outlined in the following box.

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<sup>1</sup> Labelling is the process by which a blanket term is applied to a person. This may cause others to have prejudiced and negative views which adversely influences their behaviour towards that person. The effect on the person, both of the label and of other people's actions towards them, results in the person feeling judged and undermines their confidence.

RACISM is discrimination based on differences arising from people's perceived ethnicity.

COLOURISM is discrimination based on skin colour, disadvantaging those with darker skin tones among people of the same ethnic group.

XENOPHOBIA is dislike of or prejudice against people from other countries which may lead to discrimination.

AGEISM is the term used to describe the discrimination faced by older people on the basis of their age.

ADULTISM describes the discrimination faced by children and young people.

DISABLISM is the word used to cover the oppression faced by people with disabilities.

CLASSISM describes oppression based on class differentials, which are socially determined according to economic status, family lineage, job status, level of education, and other divisions. Because oppression is so linked to power and it is those who are more powerful who oppress, this word is usually used to describe oppression faced by working class people.

SEXISM covers discrimination on the basis of gender. The word sexism is usually used to describe the oppression faced by women.

HETEROSEXISM describes the oppression faced by lesbian, gay, bisexual, pansexual, and other non-heterosexual people.

CIS-SEXISM describes the oppression faced by transgender, non-binary, and other non-cisgender people.

It is also important to understand that those who experience multiple discrimination have distinct experiences as a result of their different identities and experiences overlapping or intersecting - this is known as **intersectionality**. The multiple identities and experiences of a person do not exist separately from each other and do not pile on top of each other, but their intersections create a distinct experience. For example a lesbian woman who has physical disabilities will have an experience that is different from simply the sum of her experiences as a lesbian, a woman and someone with a physical disability.

There are **many other forms of discrimination, which do not necessarily have a specific name** or term. For example there are no commonly understood words to describe the oppression faced by homeless people, drug users, etc. Similarly, neurodivergent people, people with learning disabilities, or those with mental health problems often get overlooked within disablism.

When looking at who is discriminated against, it is important to remember that **discrimination is a complex process**. In the case that some type of discrimination happens during a mobility and it requires involving other institutions, the following section presents

some recommendations on how to act and which laws protect from different types of discrimination.

### 3. Discrimination and EU Law

People who experience discrimination in mobilities can be supported by their organisations, mentors, and professionals such as psychologists, but we must not forget that there are also laws against discrimination. EU Anti-Discrimination Law protects everyone in the EU, not only EU citizens. It covers discrimination on grounds of racial or ethnic origin, sex, religion or belief, disability, age, and sexual orientation. For example, it is illegal to discriminate against immigrants from non-EU countries on grounds of their ethnic origin, age, or sex in the workplace. However, this law does not cover discrimination based on other grounds, such as differences in treatment resulting from the fact that someone is not an EU citizen.

Participants can still be protected from discrimination on other grounds under national and EU law. Legal protection under national or EU law may include discrimination on grounds of political opinion, marital status, birth, social origin, property, health, or physical characteristics. The Charter of Fundamental Rights of the European Union also prohibits discrimination on grounds such as social origin, language, political or other opinion, property and birth. However, this applies to Member States of the EU only when they are implementing EU law. Sometimes participants are taking part in mobilities in regions where the laws are different from their country, so the legal context should be considered when preparing for a mobility like this with marginalised people.

#### Which EU laws protect from discrimination?

Grounds of discrimination	EU legislation	Fields in which you are protected under EU law
Racial or ethnic origin	· Racial Equality Directive 2000/43/EC	· Access to employment (recruitment) · Working conditions including pay and dismissal · Occupational pensions · Vocational training · Access to self-employment/other forms of occupation · Social protection (including social security and healthcare) · Education

		<ul style="list-style-type: none"> <li>· Access to and supply of goods and services, including housing</li> </ul>
<b>Religion or belief, disability, age or sexual orientation</b>	<ul style="list-style-type: none"> <li>· Employment Equality Directive 2000/78/EC</li> </ul>	<ul style="list-style-type: none"> <li>· Working conditions, including pay and dismissal</li> <li>· Occupational pensions</li> <li>· Access to employment (recruitment)</li> <li>· Vocational training</li> <li>· Access to self-employment/other forms of occupation</li> </ul>
<b>Sex</b> - including pregnancy and maternity - including discrimination arising from gender reassignment	<ul style="list-style-type: none"> <li>· Gender Equality Directive 2006/54/EC (employment)</li> <li>· Gender Equality Directive 2004/113/EC (goods and services)</li> <li>· Gender Equality Directive 79/7/EEC (social security)</li> </ul>	<ul style="list-style-type: none"> <li>· Access to employment (recruitment)</li> <li>· Working conditions including pay and dismissal</li> <li>· Occupational pensions</li> <li>· Vocational training</li> <li>· Access to self-employment/other forms of occupation</li> <li>· Social security</li> <li>· Access to and supply of goods and services</li> </ul>

Creating more inclusive mobilities starts with understanding the underlying concepts of discrimination in order to identify, prevent, and address them in practice. It is also necessary that those who work on mobility projects educate themselves on EU and national laws, and equip themselves with standard rules and procedures, applying these in the mobilities. The next section will move on from the theory learned above to the more practical parts of mobilities and preventing and addressing discrimination.

## REFLEXION BOX

After reading the section, try to answer these questions:

- Did I already know all these definitions? If not, what is new for me?
- Are my colleagues/organisation familiar with these concepts?
- Which actions am I / is my organisation taking in order to raise awareness or work on these topics?
- What am I/are we still not doing and maybe should do from now on?
- Was I aware of the EU laws that prevent against discrimination? Was my organisation aware?



## B) INTRODUCTION TO MORE INCLUSIVE MOBILITIES

Every organisation that is involved in any type of Erasmus+ mobility, e.g. short-term projects for mobility of learners and staff, short and long-term volunteer activity, training courses for youth workers, youth exchanges etc. – must ensure that they offer or manage mobility opportunities in an inclusive way to participants from all backgrounds (starting from the stage of planning the mobility and selection process). This approach should involve all key actors of a mobility.

### 1. Who are the Main Actors in Mobility Projects?

**Hosting organisation:** responsible for welcoming participants from abroad and providing a study / traineeship program or training activity program, or organisation benefiting from a teaching activity.

**Sending organisation:** responsible for selecting participants and sending them abroad. It also deals with the preparation, monitoring and automatic recognition related to the mobility period.

**Intermediary organisation:** active in the labour market or in the field of education, training and youth work in an EU Member State or in a third country associated with the program. It can be a member of a mobility consortium, but it is not a sending organisation. Its tasks may be to share and facilitate the administrative procedures of the sending institutions, to better match participants profiles to the needs of businesses (in the case of internships) and to jointly prepare participants.

**Participants:** people who, following a selection, have the opportunity to participate in activities within the mobility program, which can take different forms: VET projects, short and long-term volunteer activity, training courses for youth workers, youth exchanges etc.

**Mentor:** person who has the key role to support participants in their learning process and mobility experience. They should support the integration of the participant in the social life abroad and in the local community, supporting the participant in the learning process monitoring the progress of their experience. Mentors should also take care of an additional role, by helping participants to understand the specific geopolitical and cultural context in which they act as international participants. They should be able to guide the participants and help them to be more aware of the reality and of the political and cultural challenges they might face.

**Youth worker or socio-educational trainer:** is a professional who facilitates the learning and personal and social development of young people, so that they become independent

and responsible citizens through active participation in decision-making processes and inclusion in their respective communities. Youth workers (and youth organisations) involve young people in the conception, preparation, implementation, and evaluation of activities and projects that reflect their needs, interests and experiences. They therefore create a non-formal and informal learning path in which young people acquire knowledge, skills, and values necessary for their growth, transition to adulthood, and autonomy.

From now on, the term “mentor” will be used for the person who is taking part in mobility projects referring to a youth worker, trainer, tutor, social worker or some other similar term normally used in different projects.

## **2. Key Moments in Mobilities - how to make them more inclusive**

Inclusion and the monitoring of possible cases of discrimination must be assessed at each stage of the mobility. This starts at the beginning of the mobility experience, through a selection process of the participants that takes into account the principles of equality, but also the ability of the organisations and youth workers to foresee and prevent possible cases of discrimination. The monitoring then continues during the development of the participants' experiences in a mobility project, and at the end of the mobility, it is necessary to provide a follow up and possible support for the participant on their return home, especially when their participation has involved a long stay abroad.

### **Key Moments Before the Mobility:**

#### **a. Planning a Mobility**

When planning inclusive mobility projects, it is important to answer the following questions:

- Who are your potential participants?
- Who are your partners?
- What are the barriers for participation?
- How should you adjust your communication materials? (see [Guide to Inclusive Communication](#))
- How can you involve participants during all stages of the project?
- How will you prepare the team?
- How will you set up goals and prevention activities?
- How will you ensure the accessibility of your venue and accommodation is needed? (see [Guide to Inclusive Communication](#))

## **b. Synergy Among Partner Organisations**

The first approach to consider in managing participants in mobility projects is the synergy among all organisations involved in the project (i.e. the sending and the receiving organisations). They should share responsibilities and have a fundamental role in all the steps of the mobility project to ensure greater inclusion and participation in educational opportunities, training, or exchanges.

Before the mobility, the organisations should stay in constant communication and they should involve the participants in key decisions to ensure maximum benefits and impact for each participant.

## **c. Recruitment Process Including Social & Cultural Background**

At the beginning, the organisations and workers that will lead the activities should understand the cultural background in which the activities are carried out. This is helpful in the recruitment and selection process in relation to the specific participants' needs and their social and cultural backgrounds. Also, the organisation should provide all practical and cultural information to the participants, train them at the beginning of their experience, after their arrival, and try to prevent what could be possible exclusion and discrimination dynamics. A good selection and preparation ensures the safety of the participants during their experience abroad.

## **d. Pre-Departure Preparation: Discrimination Prevention**

The organisations have to prevent discrimination by training their staff and participants before their departure (e.g. by the organisation doing the pre-departure training). The organisations should also be able to mediate and resolve cases of social exclusion and discrimination during the participants' experience abroad.

### **Recommendations for Organisations - Before Receiving Participants:**

#### **1. Defining the needs and tasks of the participants**

Apart from arranging the practical aspects of staying abroad (e.g. work placements for mobility learners & volunteers, youth exchanges, or agenda preparation for training courses) it is very important to identify the cultural, social and personal needs of the participants before the mobility, in order to plan how to meet those needs in the mobility.

#### **2. Preparing the mentors**

Select and train mentors well to empower them to manage both the practical and cultural dimensions of participants. The mentor should be prepared to manage unexpected conflicts

through their mediation and reconciliation abilities. Suggestions on how to select a good mentor can be found in the annex, at the end of this document.

### 3. Hosting organisation - Predicting and preventing critical situations

Try to predict the criticalities of the hosting society in relation to possible cases of discrimination by linking them to the social and cultural specificities of the participants. Based on their skills, the organisation should plan which personnel of the staff can intervene in specific critical situations.

### 4. Meeting with the hosting organisation

All the points listed above are helpful for the selection process. At this stage it is important to organise meetings to interview the participants and test their motivation. It is important to understand the main goals and motivations of the participants who apply for the project.

During the first meeting it is very important to clearly present the organisation and its way of working and to explain the context each participant will be involved in. This communication should provide a real picture of the mission so that the participant knows exactly what to expect in terms of project tasks and the socio-cultural background. Of course, the participants have to show their motivation and interest in the project and they should get involved in the pre-departure stage attending all training sessions.

#### **IMPORTANT! Sending organisation: pre-departure training**

At the same time, the sending organization should provide a good pre-departure training or meeting for participants, giving them all the necessary information and cultural preparation for their experience. In this phase, it is important to evaluate with participants the entire project and the needs of the participants in the hosting context. At this stage, a specialist concerning the cultural effects of staying abroad (e.g., cultural anthropologists, psychologists, social worker etc.) could support the pre-departure training events.

“Before the mobility” is a very important phase when it comes to setting the conditions for preventing any type of discrimination and making sure that all participants and their needs are taken into consideration. For that reason, it is necessary to dedicate time to the preparation phase and be able to rely on experts who are able to assure those conditions. The following outlines the most important things to bear in mind when it comes to implementing mobility projects.

## Key Moments During the Mobility:

Organisations should produce a set of written procedures, or protocols, to be used automatically in case of discrimination. In Section C, you can find instructions on how to prepare them. These procedures must specify who intervenes in relation to discrimination. An example could be having an internal 'point of reference' person who can support the participants (e.g. youth worker, psychologist), that have a clear idea of the laws and regulations of their country. Beyond the most severe cases of discrimination, organisations should use internal policies and a code of conduct in relation to discrimination, to condemn any incidents of discrimination, violence, and abuse by staff in mobilities, and have a network of useful contacts (e.g. lawyers). Organisations must establish beforehand how to intervene in 'milder' cases, which can arise for example within the group of participants itself.

The mobility experience prompts participants to interact and work with other individuals from different cultures. The management of the group of participants must take into account interculturality and both possible cases of cultural misunderstanding or negative behaviours between participants themselves (e.g. episodes linked to stereotypes or prejudice, or lack of knowledge of the other culture), which can lead to negative situations or much more serious events of discrimination, physical and psychological violence (e.g. racism, bullying, etc.). In fact, in addition to explicit discriminatory situations, it could be necessary to mediate and reconcile dynamics in which prejudices and stereotypes towards one or more participants emerge, creating tension within the participating group itself. At the same time, the risk of serious situations of discrimination increases when the mobility involves migrants or particular target groups subject to discriminatory attitudes in a specific country or simply when the activities take place abroad, regardless of their type and duration.

### a. Arrival

In this case, the participants' arrival in a new country can be the most delicate moment of the mobility. After a short period, in which everything seems new and positive, some cultural contradictions can create difficult situations. This could be the hardest moment for the participants' cultural experience abroad. No matter the type of mobility (youth exchange, training, volunteer program, VET mobility of the learners, etc.), the cultural difference can produce misunderstandings and crises. To manage these types of situations, the organisations must support and prepare the participants from before departure and during their stay abroad. In addition, the organisations and the mentors must be ready and prepared to handle all types of situations (more or less severe), which can be generated by cases of discrimination and violence. In this context, the mentoring programme becomes

strategic in preventing and managing the crises. The management and mediation of discrimination can be particularly difficult when some cases of discrimination can be hidden out of fear of retaliation or simply out of shyness. This process of hiding discrimination produces negative effects on the participant, both at the level of their mobility experience, which is not fully lived, and at a personal and psychological level.

It is important to be able to establish a relationship of trust with the participant, so that they feel free to report any cases of discrimination. The participant should feel comfortable to share any type of discriminatory events they could possibly face during their experience.

## **b. Welcoming to the New Place**

Depending on the type of mobility, it may be important to introduce the participants to the work team or group, making them feel at ease in their new work environment and explain how things work (programs, materials, etc.), but also to prepare them for specific critical issues, linked to the participants' cultural backgrounds in relation to the context of arrival.

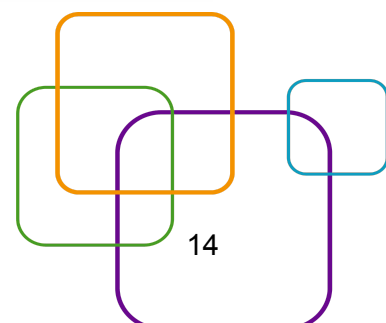
It is important to introduce the participants to the people whom they can contact (in case of emergency, at work, in their daily life), and train them on the procedures to be adopted if the participant suffers discrimination or acts of violence. It is necessary to reassure the participant on the modalities of intervention, and to make them feel safe and secure due to a network of close people. At this stage, it is important to provide information on the local context, including aspects of intercultural learning and appropriate behaviour, and to clarify their rights and duties.

### **Suggestions for an efficient evaluation meeting in order to prevent discrimination:**

- Be approachable
- Create a safe, trusting and empowering environment for the participant
- Listen to the participant's needs and take notes
- Observe the participant to understand what they are unable to express
- Help the participant with any problem they could face during their project
- Use the Self-reflection tool (journals, learning diaries or company software especially dedicated to document progress).

### **Suggestions for the participant in integrating well:**

- Socialise
- Avoid isolation: meet new people, participate in different activities (sports, cultural events, theatre, etc.)
- Be curious about the hosting country
- Be tolerant, open-minded, and flexible



- Avoid being judgemental and evaluate the judgements that do arise
- Talk about your own experience with people who already participated in a mobility project
- Learn the local language
- Keep being passionate about your own hobbies
- Be involved in the new community
- Keep in touch with family and friends from home

These are just some suggestions that can help to support participants during a mobility. The nature of the project, organisations, and country will change how to adapt specific questions and procedures when it comes to prevention and dealing with discrimination. The following section explains how to act once a mobility has come to an end and participants have returned to their home country.

### Key Moments After the Mobility:

The support for participants and prevention of discrimination in mobilities does not end with the end of the mobility experience, but must also be continued in the return home phase. After a dedicated follow-up, partner organisations should share the information collected about cases of discrimination, to assess the resurgence of further unforeseen discrimination cases, and to prevent them in the future.

In the final project evaluation interview, in addition to evaluating the objectives achieved by the participant, a section should be dedicated to any problems the participants had during their experience. In particular, if they have experienced discrimination, even slight in some moments of their period abroad.

This step is very important to evaluate and prevent future possibilities of discrimination against other participants. It is the responsibility of the hosting and sending organisations to inform the participants of the importance of engaging in the final evaluation and follow up, and to create a safe environment for them to share all the aspects of their international experience.

In addition to the monitoring of discrimination cases, especially in the case of experiences abroad, some forms of stress could arise in the participants, related to returning home or the end of their experience. For this reason, it could be important to prepare the participants for an eventual reverse cultural shock, caused by an idealisation and the expectations they have concerning their return. This can arise when one or more of these conditions occur:

- creation of an idealised version of the past
- realisation that life back home is different
- frustration and confusion when close friends and family are anything but curious and intrigued about their experience

The organisations must be ready to prepare the participant to re-enter a new phase of their life, after the mobility experience is over, helping them to become aware and capitalise on the experience towards new educational and professional opportunities.

### REFLEXION BOX

**After reading the section try to answer this questions:**

- What is new for me?
- Which tips do I find especially useful?
- Have there been particular cases of discrimination in the mobility I have been organising? If so, how did we deal with the situation? What more could be done? What could be done differently?
- How is my organisation approaching the preparation, implementation, and evaluation of the mobility in order to prevent discrimination and violence in mobility projects?
- What else could be done?



### 3. Dealing with violence and bullying in mobility projects

In order to make mobilities inclusive and anti-discriminatory, it is important to understand how to prevent and address violence and bullying in mobilities, as there is always a risk for these.

#### Violence prevention in mobility projects

Violence is the result of a combination of biological, social, and psychological factors, especially those that increase exposure to vulnerability, shame, and humiliation. Preventing violence must involve the opposite: making sure people feel safe, cared about, and connected, while ensuring they have a healthy and realistic sense of self-esteem and self-worth.

Many environmental factors can contribute to violence. These include adverse childhood events such as abuse, neglect, trauma, loss, and abandonment. Many of the participants who are involved in training, youth exchanges, contact making seminars, volunteering projects, and other mobilities might come with this kind of “baggage”. Questionnaires and interviews in the preparation process of the participant will most likely not show these traumas or experiences. What might appear during the mobility is violent or abusive behaviour, or particular vulnerability to negative experiences.

Before talking about violence and bullying prevention techniques, it is important to know - what are we actually preventing? What types of violence are there? How to distinguish between teasing, hassling, harassment, conflict, and bullying? And what to do when witnessing violent behaviour in a mobility we are in charge of?

#### The main types of violence:

**Physical violence** – physical assault such as beating, kicking, slapping, hair pulling, strangling, pushing, grabbing, use of weapons, etc.

**Sexual violence** – sexual assault, such as rape, forced or violent sexual intercourse, violent involvement in sexual activities, sexual acts against the will of a victim, etc.

**Emotional/psychological violence** - any verbal, emotional or psychological harassment, such as regular threats, threats of physical or sexual abuse, threats of child abduction, naming and shaming, stalking (following someone, waiting for someone at their home or workplace, regular and unwanted calls, texts or emails), prohibiting someone from seeing their friends and relatives, etc.

**Bullying** - unwanted, aggressive behaviour (mostly among school aged children and young people, but can also be widespread among colleagues in work settings etc.) that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both persons who are bullied and who bully others may have serious, lasting problems.

**Cyberbullying** – abuse that occurs by using digital devices such as mobile phones, computers, and tablets. Cyberbullying can happen via SMS and other messages (Whatsapp, Viber, Snapchat, etc.) as well as online on social networks, games or forums where people can view, contribute with or share content. This type of abuse involves the sending, posting or sharing of negative, harmful or false content about another person. This may include sharing someone's personal or private information, causing shame or humiliation.

**Economic violence** – any action aimed at trying to control a victim or bringing them into submission by using one's financial situation, such as hiding income, depriving the victim of income, attempting to prevent the victim from gaining money, giving the victim money after they have fulfilled certain requirements, etc.

Trainers, leaders, project managers, and facilitators are always willing to create emotionally and physically safe spaces for personal and professional growth of their participants to happen. Regardless of the type of mobility, it is always worth remembering that interpersonal violence can sneak out even in the most (assumably) safe environments. Therefore it is very important for the project facilitators to be aware of violence prevention measures, methods, and protocols to be followed in the case of sexism, discrimination, disclosure, bullying and violent acts.

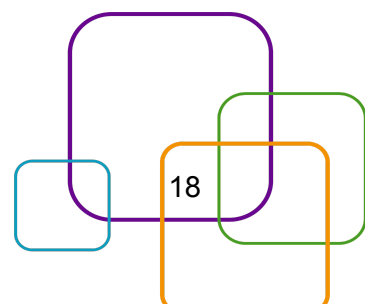
## Bullying prevention in mobility projects

It can be hard for educators, youth workers, facilitators, bystanders and the wider community to consistently identify and deal with bullying when it happens.

Whether bullying is physical, verbal, or social (relational), four widely-accepted factors can be used to identify it:

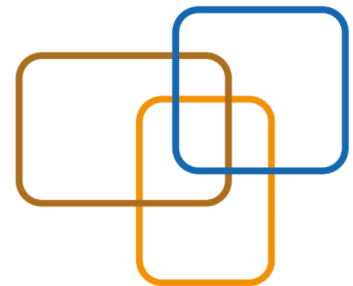
- Bullying is deliberate - harming another person intentionally
- Bullying involves a misuse of power in a relationship
- Bullying is usually not a one-off - it is repeated, or has the potential to be repeated over time
- Bullying involves behaviour that can cause harm - it is not a normal part of growing up, group process or "identity characteristic".
- Bullying can happen anywhere, in person or online (cyberbullying), at any time, and can be verbal, physical or social (relational). It can be obvious or hidden.

Persons who bully use their power – such as physical strength, knowing something embarrassing, or popularity – to control or harm others. Bullying is when one person (or a group of persons) keeps picking on another student again and again to make them feel bad. They say or do things to upset them, make fun of them, stop them from joining in, or keep hitting or punching them.



### Some examples of in-person (and remote) bullying:

- Messages containing sexist or discriminatory remarks
- Embarrassing social media posts
- Threatening comments, messages or emails
- Demeaning, belittling, or talking over someone during meetings, group work or video calls
- Micromanaging every detail of co-worker or other participant
- Spreading gossip or rumours about co-workers or other participants
- Taking credit for someone else's work
- Withholding necessary resources for someone to get their job done or understand the task
- Yelling at a participant in front of others
- Gaslighting and making participant second guess themselves



### Understanding Conflict vs. Bullying

**Conflicts can be Resolved, Bullying has to be Reported!**

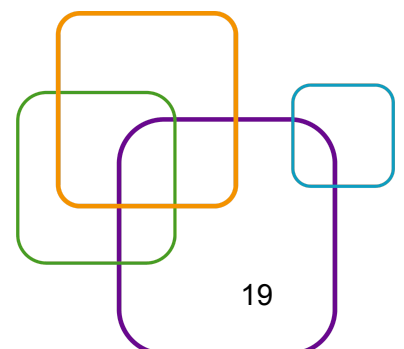
Conflict is different from bullying. Not all disagreements and fights are bullying. Conflict is a normal part of human interaction and arises frequently in day to day life. Part of learning to be independent and grown up is learning how to deal with and respond appropriately to conflict in various environments of everyday life. Recognising the difference between conflict and bullying will help participants and organisers of the mobility know how to respond.

#### Conflict:

- All parties have equal power to solve the problem
- All parties have an equal interest in the outcome
- All parties are of relatively equal size, age or status
- A conflict can be resolved by talking or working things out together or with help from others.

#### Bullying:

- Involves a repeated form of mistreatment where the victim cannot defend themselves
- Includes an imbalance of power – usually one person considers themselves (or perceived by others) as somewhat “better” than the other, has a higher social standing (is more popular), and uses this against the other person
- Usually involves repeated acts of harassment, harm, or humiliation.



## Dealing with violence and bullying

### What to do if bullying happens in a mobility you are in charge of:

1. Talk with the victim (separately!)
2. Talk with the bully (separately!). Remind them of the rules and group agreement. Explain that this behaviour will not be tolerated in this group.
3. If the bullying continues – inform that the bully will not be allowed to participate in the group if they will not change their behaviour. Consider informing the sending organisation.
4. Look for support mechanisms: mentors, services, resources for victims and abusers.
5. Address this topic in the group, especially focusing on the bystander effect (see below).

### Important first steps to take when someone discloses an experience of violence or abuse:

- Believe the person
- Make sure they understand it's not their fault
- Listen without judging the person
- Be supportive, encouraging, open and honest
- Ask if they need help from a support service and discuss their options
- Help them get advice and support
- Offer to go with the person if they meet with a support service
- Keep in touch with the person to see how they are going

#### Five points to make:

**I CARE:** Let the person know you care about them and you need to discuss something very important

**I SEE:** Report/review actual events as you perceive them. Remember you are evaluating the behaviour, not the person. Try to limit your statements to observable, irrefutable facts.

**I FEEL:** Tell the person your own feelings using "I..." statements to reveal your feelings.

**I WANT:** Tell the person what you would like to see happen.

**I WILL:** Specify what you will or will not do. Only set ultimatums or promises if you can and will stick to them.

### Recognising the victim

[The person]: participant, colleague, partner, spouse, classmate, sibling etc.

### A victim of violence or bullying may:

- feel afraid of [the person] much of the time
- avoid certain topics out of fear of angering [the person]
- feel that they cannot do anything right for [the person]

- believe that they deserve to be hurt or mistreated
- wonder if they are the one who is crazy
- feel emotionally numb or helpless
- reveal their feelings through body language
- have unexplained scars or bruises
- have a strong reaction to noises and sudden movements
- display they are being abused when they text or have phone calls

### What to say to support someone who says they were abused?

“Thank you for trusting me.”

“It’s not your fault.”

“I want you to be safe.”

“You don’t deserve this. You deserve to be treated with respect.”

“This is important.”

“What do you need?”

“I am glad you told me.”

“I’m here if you need me or ever want to talk.”

### Recognising the abuser

#### An abuser may:

- humiliate or yell [at person]
- criticise and put [the person] down
- treat [the person] so badly that they are embarrassed for their friends or peers to see
- ignore or put down [the persons] opinions or accomplishments
- blame [the person] for their own abusive behaviour
- see [the person] as property or a sex object, rather than as a valuable human being
- act excessively jealous and possessive
- control where [the person] goes or what they do
- keep [the person] from seeing other group members or friends
- limit [the persons] access to money, the phone, or the car
- constantly check up on [the person]

#### How to Talk to the Abuser?

- Choose the right time and place to have a full discussion.
- Approach the abuser when they are calm.
- Be direct and clear about what you have seen.
- Tell the abuser that their behaviour is their responsibility. Avoid making judgmental comments. Do not validate any attempts to blame others for their abusive behaviour.
- Inform the abuser that their behaviour needs to stop.

- Do not try to force the abuser to change or to seek help. If the situation allows - encourage them later on to seek help and support.
- Tell the abuser that you are concerned for the safety of the person you saw being abused.
- Never argue with an abuser about their abusive actions. Recognise that confrontational, argumentative approaches may make the situation worse and put an abused person at higher risk.
- Call the police if the abused person's immediate safety is in jeopardy.

## Bystander Effect

Everyone has experienced witnessing an unpleasant situation – when someone else's boundaries are violated, someone is physically or emotionally offended, called names or mocked. For example, a situation where a participant is receiving offensive remarks from another participant, or there is an obvious rising tension between your fellow colleagues. It is easy to realise that this is not OK, but at that moment it might be difficult to know what to say. Being witness to these situations may create feelings of helplessness, confusion and uncertainty of how to act. **Getting these feelings in these situations is known as the [bystander effect](#).**

The bystander effect occurs when the presence of other people discourages an individual from intervening during an emergency. The greater the number of people, the less likely it is that any of them will help a person in distress. People are far more likely to act to help others in times of crisis when there are few or no witnesses around. Adults, children, young people – anyone can unwittingly become a witness to violent or critical situations.

The social paralysis which is part of the bystander effect (wanting to help someone but not helping) has a profound impact on behaviour both on city streets filled with strangers and all work, study, or social places.

There are plenty of examples of how individuals refuse to deal with a problem and its possible negative consequences. The reasons why people do not get involved and do not help the distressed person can be very different, but most often they are related to fear: fear of making mistakes; fear of taking responsibility for the situation; fear of losing social status; fear for personal safety; fear of “what others might say/think about me”; fear of being the victim of ridicule, violence, retaliation, or revenge. Or someone might think to themselves that somebody else will address the situation and help instead. Therefore, it is important to be able to critically assess the situation and find a solution without being indifferent.

## → How to Be an Active Bystander

The intervention of bystanders is often the only reason why bullying and other crimes cease. The social and behavioural paralysis described by the bystander effect can be reduced with awareness and, in some cases, explicit training. Participants should always be encouraged to speak up when witnessing an act of bullying or a potential assault.

One technique is to behave as if the person seeing abuse is the first or only person witnessing a problem. Often, when one person takes action, if only to shout, "Hey, what's going on?" others may be emboldened to take action as well. That said, an active bystander is most effective when they assume that they themselves are the sole person taking charge, so giving direction to other bystanders to assist can be critically important.

It is best not to expect others to be the first to act in a crisis – just saying "Stop" can prevent further harm. It is good to speak up using a calm, firm tone. Giving others directions to get them involved in helping too can make a big difference. It is important to try to ensure the safety of the victim, and to not be afraid to seek assistance when needed.

When training to be an active bystander, it helps to cultivate qualities like empathy, such as trying to see the situation from the victim's perspective. It is important to worry less about the consequences of helping and more about the example helping will set for others. As a victim, it can help to pick out one person in the crowd and make eye contact. People's natural tendencies towards altruism may move them to help if given the chance.

### What to do as a bystander

#### Show it's not OK

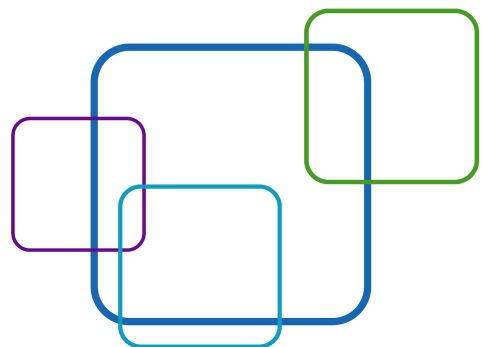
- Use body language to show your disapproval:
  - Roll your eyes
  - Shake your head
- Don't laugh along
- Walk away
- Stand between the person being disrespectful and the person who has been disrespected

#### Support the person who has been disrespected

- Ask if they are OK – in person or in a message
- Acknowledge what happened: "Hey, I'm sorry. That wasn't cool"
- Back up people doing something to help
- Support people who report bullying, violence, and disrespect

#### Speak up

- Question discriminatory or otherwise harmful jokes: "I don't get what's funny?"
- Focus on the behaviour: "That comment was out of line"



- Purposely change the topic: “Seriously? Let’s move on”
- Make a joke: “C’mom, aren’t we better than that?”
- Ask them to stop: “Alright, that’s enough.”

### Concluding comments

- If abuse does ever occur and is not discussed and revealed, it has a high possibility to continue and grow.
- It is not normal for a person to behave violently in any kind of relationship.
- The perpetrator usually denies the fact of violence or describes it as nothing special.
- The perpetrator usually blames the victim, other people, and their surrounding environment.
- Violent or abusive behaviour does not occur because the perpetrator failed to control themselves. It is their own choice to act violently.
- People can sometimes appear very pleasant and attractive, and it can be nearly impossible to tell from the outside that their behaviour is actually violent.
- Keeping silent about an occurrence of violent behaviour that you have witnessed can strengthen the perpetrator’s sense of dominance and encourage them to continue with this type of behaviour.

The fight against discrimination in mobility projects should be an activity carried out at several levels and through several subjects. Organisations must prepare anti-discrimination procedures to be implemented both in the prevention phase (e.g. training staff), and in the face of possible cases of discrimination (though mediation and reconciliation). The next section will address how to create these procedures, or protocols.

### REFLEXION BOX

**After reading the section try to answer this questions:**

- What is new for me?
- Which parts do I find especially useful?
- Which aspects of violence prevention do I find particularly complex or challenging? Why?
- What are the measures taken in my organisation to deal with situations where violence occurs? Are these measures working?  
What could be done differently?
- What are the aspects of my organisation's projects which should be better prepared/trained?
- Which other institutions should we involve/ask for support from when dealing with this issue in our mobility projects?



## C) CREATING PROTOCOLS FOR MORE INCLUSIVE MOBILITIES

A protocol is a formal rule or regulation employees/volunteers/ trainers and other members who are involved in the activities must follow. It is usually a required process. A protocol helps with knowing how to greet, host, and treat each other (and the process we are all involved in) in an inclusive and non-discriminatory way.

As an organisation grows and expands its actions in international contexts and/or it takes on more employees and volunteers, it is important to create protocols and procedures that ensure the organisation is operating efficiently, inclusively, and responsibly. Without protocols and procedures, individuals (workers, volunteers, participants) are left to try and figure out how to operate, which can lead to incorrect results, conflicts, misunderstandings, and even legal problems.

### 1. Where to Start?

As the online business newspaper Small Business states, to create protocols and procedures, start by writing down the desired outcome by being as exact as possible. It may help to try to identify the procedures that are missing in the organisation.

**Some examples of protocols for more inclusive mobilities are:**

- a protocol for the arriving international volunteers to the organisation, so that people responsible for managing the participants know exactly what kind of behaviour, attitude, and tasks are expected
- a protocol on how the trainers should lead the training - what kind of qualities of inclusion and non-discrimination they should manifest.
- a protocol and safety guidelines on violence/ bullying prevention and intervention actions in the organisation's projects and mobilities.

All of the needs mentioned before do not exclude each other - meaning that a protocol can be created which unites them all and even more. After the goals are identified, a list should be created of how they can best be achieved.

### 2. Steps for Creating a Protocol

1. Identifying the need: what is an existing problem that needs solving?
2. Determining the content and goals: Creating an outline of what should be accomplished with the policy and any potential challenges along the way. This will act as a guide when creating the protocol.

**3. Gaining support:** For a protocol to work and be well implemented, the decision-makers in the organisation need to support the initiative. To gain support, it is important to identify who should be informed about creation of the protocol and why. Once the leadership team is identified, the protocol proposal should be explained including the following:

- The problem the organisation is trying to solve with this new protocol
- What the protocol itself might include
- What a successful outcome of the new protocol will look like
- How the protocol will be communicated and rolled out

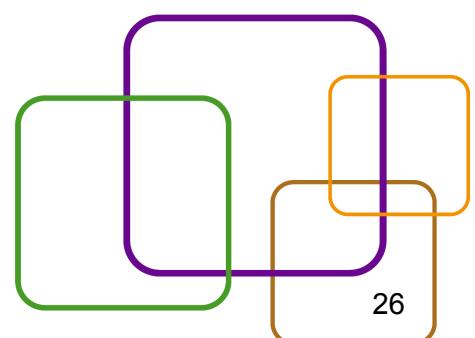
**4. Carefully crafting the protocol.** An organisation's protocol should include:

- A purpose statement
- Details and explanation of the protocol
- An implementation overview
- Effective dates
- A glossary

**Remember:** it is important to use flexible terminology when crafting the protocol. Phrases like "generally," "typically," "usually" and "may" create space to make decisions on a case by case basis. Avoid terms that suggest finality, like "only," "always," "will," or "must".

**5. Communicating the changes to other members of the organisation.** A new protocol will not have any impact if the staff and other members of the organisation (volunteers, participants of events etc.) do not know about it. After the protocol has been updated and finalised, it is time to roll it out. Informing can be done in a couple of different ways: sending an organisation-wide email, holding an open forum, announcing it at the project kick-off meeting, etc.

**6. Monitoring and updating the protocol regularly.** Few things succeed after the first try; that is why it is important to monitor things after the protocol or parts of it are implemented. A top-down approach is not a good idea when creating protocols and procedures, leaving them in place for years without re-examining them. Instead, it is best to open the lines of communication up with staff and members of the organisation and allow them the chance to express their thoughts and feelings. Another helpful thing is having a representative of each employee department or group who is affected by the protocols provide input. After the protocols and procedures have been in effect for 30 days or more (or after the protocol has been implemented in a concrete activity, e.g. youth exchange), the organisation should hold a meeting to solicit feedback regarding how the protocols are working.



## Questions which can support creating or reviewing a protocol:

- What does inclusion mean to you in your organisation? What does it look like in practice? What works well and what would you like to improve?
- What are the values related to diversity that are important in your organisation?
- What are the measures you are taking in order to ensure that you are practising inclusion in mobilities? What works well and what would you like to improve?
- How are you going to improve? What kind of resources do you already have (human resources, contacts, competencies, experience etc)? What kind of resources are you missing?
- What kinds of activities (before/during/after the activity) are you organising in order to ensure an inclusive mobility? What needs to be added to the list?
- What are your professional and organisational "red lines" - line you will not cross, no matter what (e.g. zero tolerance towards sexist jokes + staff training: how to respond on everyday sexism)
- What kind of violence/bullying/harassment prevention and intervention measures exist in your organisation? (e.g. how do you introduce participants with your code of conduct (if you have any)? What behaviours will not be tolerated, will be called out and reported (reporting policy?) etc.) Do you have any support mechanisms for the person being discriminating?

## Elements to be considered and included when creating a protocol of action and interaction

- Understanding the concepts of discrimination and the impact of discrimination on those who are targeted
- Understanding why targets of discrimination may decide not to report or call it out
- Standards of behaviour: what respectful behaviours and healthy relations look like in contrast with harassment and discrimination
- Steps to take when witnessing or suspecting someone may be a target of discrimination or harassment (how to be an upstander)
- Steps to take when witnessing or suspecting someone acting in discriminatory way (strategies to challenge their behaviour, ways to distract or discourage their behaviour, when and how to report this behaviour, etc.)
- Strategies to create a process for supporting accountability in people who have perpetrated harassment or other forms of discrimination
- Steps to take when experiencing discrimination by someone in the organisation

## Some practices to include in a discrimination intervention protocol

### If you experience discrimination, you have the right to:

- Confront the individual. If you feel comfortable doing so, you should let the person know that the remark or conduct is unwelcome and unacceptable. Explain what happened in your own words, how it made you feel, how others feel about it (if applicable), and how you would prefer to be treated. Keep a record of the incident(s), if possible.
- If the unwelcome behaviour continues after you have confronted the individual or a team, or if you feel direct confrontation might put you at greater risk or is not the most suitable response at that time, report the situation to someone connected with the organisation who you trust, and who can in turn report to the appropriate channels.
- Confront the individual and immediately report the situation without waiting for a change, at the most convenient channels as set forth in your organisation's policy.

### If you observe discrimination, or are told about it:

- Speak up and let the offender(s) know how you, as an impartial observer, view the behaviour. Show your care and concern.
- Be specific regarding the comment or behaviour and tell the individual why it made you uncomfortable. Refer to the organisation's policy and/or mission and values in addition to your own perceptions.
- Consult with the target of such behaviours, whether to report the situation in accordance with the reporting procedures set forth in this policy.

### Be conscious of labeling

Many organisations continue to use labels because it is the principle means we use to identify who should receive certain services. When organising projects, we need to be particularly conscious of the labels we use and the impact they have. Within the Erasmus+ programme, the term 'those with fewer opportunities' is used. This can have benefits such as ensuring that we provide services and support that is appropriate to the needs of a person; and can allow a project to claim additional funds to do so.

Labels such as this are not neutral. Some of the labels within the "fewer opportunities" category have a very significant stigma associated with them.

## 3. Case Scenarios

The [Bystander Action Series](#), an initiative by an Australian university, has come up with a series of hypothetical case scenarios. Here is a real life example on discrimination. Read it through and think of the protocol that should be in place in order to prevent these kinds of situations from happening.

## In-depth scenario

You are preparing to run a training program with a group of young people on the topic of self-motivation. You have been given the total number of participants and their age. Once you and the co-trainer arrive, the participants have already formed a circle and are waiting for the process to start. Both of you greet the group and have a quick look at the participants. After some opening remarks, your colleague adds: "Well, what a surprise that a self-motivation topic has been chosen mostly by girls. I see that we do not have any boys here! Ah, no, sorry, I did not notice - we have one boy too!" she continues, looking at a young person with gender neutral hair and style. After this comment one of the participants says loudly "well, actually she is a girl..."

Your colleague immediately apologises and moves on with the first activity. After the session, both you and your colleague go and talk with that young person and apologise once again, acknowledging this mistake and unnecessary comment. You also ask for permission to use this situation as an example in the upcoming session about stereotypes and how these stereotypes and prejudices from other people affect us in a negative way. You share the goal of the session and what activities are planned. You receive consent and in the session, together with the group, you analyse what was wrong and related questions: Why was this comment unnecessary? Why do we make such mistakes? What harm could these comments do to the person's well-being? What is the message sent to the rest of the group by this action (especially if this type of comment comes from an authority, like a trainer or group leader)?

### Possible takeaways:

- Focus on your audience's competences and interests, rather than their individual traits, such as appearance, age, gender, sex. Most of the time bringing up these traits is completely unnecessary. The group has gathered to learn and discuss, so staying professional and goal oriented will help the group receive what they came for.
- Admitting your mistake in public fosters trust between the group leader and group participants, and demonstrates a method for personal improvement. It is human to make mistakes and a group can learn a lot from a trainer who is not afraid to show their vulnerability and ability to apologise.
- Confront your co-trainer / colleague about the issue in a private setting, away from the group. If your colleague has not apologised in front of the group (unknowingly or on purpose), you can apologise in their place, saying something like "We are sorry, this comment was completely unnecessary from our side!" and moving on with the activity. During the break, discuss with your colleague what was wrong and what should be done differently next time.

## Scenarios on sexism and violence

Read the scenario and think about or discuss with your colleagues - what would you do in this case? How would you act or intervene? Be as precise as possible (what exactly would you say or do). Review your actions according to the protocol your organisation is having and see - is there anything to be changed / added in the protocol for managing the situations described below?

**Situation A:** While organising a morning yoga session with your participants of a youth exchange, you overhear someone comment to their friends about a girl stretching nearby, “she looks flexible, imagine that in bed!”. You notice that the girl overhears and looks uncomfortable.

**Situation B:** You are organising an open online event to talk about topic X and youth work. You notice that one of the attendees in a Zoom has changed their name to a sexually explicit comment (e.g. *sexymama678* or *fatcock69*)

**Situation C:** While walking to the restaurant for the final dinner of the youth workers mobility which you have been leading, you overhear one of the participants repeatedly asking another participant out. You hear them say no repeatedly and they look uncomfortable.

**Situation D:** It is the final event - farewell party - of the long term volunteer project you have been part of; participants are drinking and dancing. You notice a guy come up behind one of the participants on the dancefloor and start touching her and grabbing her hips.



Example points which can be included in the protocol on sexism and violence prevention and intervention:

If you witness or experience any of the above examples, use **AIDED** to choose what strategy would be most appropriate. Often there are many strategies you can use, depending on your level of confidence and the appropriateness of the situation.

### AIDED What to do?

- A – Assign** Assign responsibility of the incident to another person. For example, call emergency services, or ask a friend of the perpetrator to intervene.
- I – Indirect** Intervene indirectly by getting help from someone that knows the parties involved in the incident. You can also intervene indirectly by checking in with the victim later and providing them with support and assistance.
- D – Direct** Directly intervene by stepping in, stopping the incident or taking the victim away from the situation; for example, asking someone to stop doing something, or safely stepping in to support the victim.
- E – Evidence** Keep a record of the incident, such as taking a video or screenshots of online sexual harm, or writing down some notes about the incident including the time and place.
- D – Divert** Divert the harm away from the target by distracting the perpetrator's attention. An example is asking the perpetrator to go for a walk, taking them away from the victim, or causing a distraction to divert their attention.

### REFLEXION BOX

After reading the section try to answer this questions:

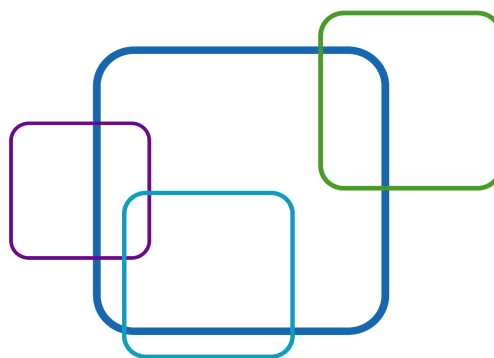
- What is new for me?
- What examples from my own experience/working practice can I find and compare to those situations? How did I react? What actions did I take?
- What is the position of my organisation regarding this topic? What are their responsibilities?
- What further training could I receive in order to be better prepared for these types of case scenarios or similar ones?
- What areas of practice lack and need clear protocols? What activities should be taking place in order to create missing protocols? Who shall be involved?

## CONCLUSION

This guide has covered terminology concerning discrimination and has introduced reasons why people can be discriminated against. It has also explained to readers the EU laws that protect people against discrimination.

The guide has also endeavoured to introduce practical advice on how to carry out more inclusive mobilities, including how to deal with violence and bullying. Finally, this document has provided a set of guidelines on how to create protocols for more inclusive mobilities.

There are many things which could be done in order to prevent situations of discrimination. One of the most powerful tools to do so is language. The partnership of this project has also created **The Guide to Inclusive Communication** (see [this document](#)), which will guide you through the labyrinth of inclusive communication: what it is, why it matters, and how to practise it in daily personal and professional interactions.



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## Annex 1

### How to select a Good Mentor?

The mentor is one of the key actors in the process of preparation and implementation of mobilities. It's the person who interacts directly with participants and for that reason the person who has a big role when it comes to making mobilities more inclusive. In order to identify and select a good mentor, it is useful to follow these simple questions:

#### 1. Develop application requirements for the mentors or youth worker:

- Who can be a mentor?
- What characteristics should they have?
- What are the organisation's criteria?

#### 2. Develop the criteria of selection:

- How will those who apply be selected? Consider recommendations, interviews, etc.

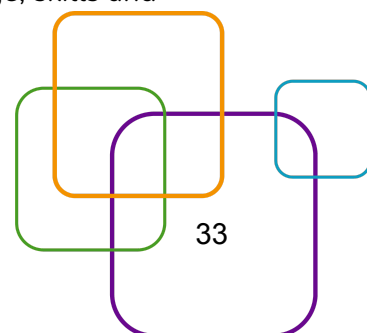
Clarify all expectations and criteria for selection with all stakeholders involved in the recruitment. For example, explain the relevance of the selection criteria for mentoring programme expectations and to point out the amount of time that mentors are expected to invest in the programme, overall.

#### 3. Support the mentor in the development of activities

- Giving frequent and constructive feedback
- Assisting them in goal setting
- Providing feedback both orally and in writing.

### Ideal Profile of a Good Mentor

As Salto-Youth states, a good mentor should act as a mediator that is able not only to prevent, but also to mediate and reconcile possible participant's stressful situations that arise from cases of discriminations, becoming a bridge between sending and receiving organisations or different target groups involved in activities, or between the hosting society and the participants. That person should possess certain knowledge, skills and attitude in order to be able to occupy the role of a good mentor.



### **KNOWLEDGE:**

- good knowledge of the receiving organisation's environment and the local community where the participant is hosted (including cultural aspects)
- knowledge of administrative procedures regarding a foreign person in the country (e.g. visa, health system, etc.) to be ready to support the participants

### **ATTITUDES:**

- able to provide personal support for the participants and monitor their learning process
- the point of reference for the participants, encouraging the participant's local integration
- a good listener
- reliable
- able to apply conflict resolution strategies
- has an open mind and is ready to deal with diversity
- reliable and flexible to adjust according to participants' needs
- motivated and interested in learning how to support participants

### **SKILLS:**

- coaching or counselling skills
- language skills (common language with the participants)
- skills in giving and receiving feedback
- skills in encouraging and facilitating non-formal learning
- ability to see boundaries and address problems or challenges in a constructive way

These are just some of the recommendations to keep in mind. As an organisation, take your time when it comes to the selection process and make sure that the person who will become a mentor is adjusting in the profile of your organisation and especially to the type of projects and participants you normally deal with.