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ACTING TOGETHER PROJECT

01 September 2023 – 31 August 2024



European Solidarity Corps applicants

Sending/Supporting organizations

Erasmus+ Student Traineeships



CONTEXT

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ABOUT THIS PROJECT

Acting for Inclusion is a **trainee programme** and **volunteering programme** based in Newbridge, Ireland for actors, arts project managers, performers, filmmakers and cultural creators.

The Acting For Inclusion programme brings together 16 international volunteers and students to create and manage programmes for young people in the arts.

Participants are volunteers. Some are supported by the European Solidarity Corps programme and others are supported by the Erasmus+ Student Traineeship programme. They come from countries in the European Union (EU), and from countries neighbouring the EU in Africa, Asia and Europe.

Participants will explore identity through their own and each other's culture, each other's language, and the performing arts.

Volunteers in the Acting for Inclusion programme will share their learning with young people in schools in our region over the course of a year. Many of the young people will be part of the company's youth collective (they are called Kildare Youth Theatre). But others will be in local secondary schools in the community. The projects offered to schools will be theatre-making, film-making, and cultural identity workshops.

This ESC/Student Traineeship programme also offers the participants weekly training in:

- Project Administration – supporting the financial, logistical and promotional aspects of arts work
- Digital and Virtual creation – using digital tools to market and promote projects; supporting virtual learning programmes; creating new performances for live streaming; creating a digital archive; social media and website update and management.
- Creative Facilitation – how to work with groups to make creative activities (like films, performances, installations, etc)
- Devising – creating performance material from the lives, experiences, opinions and histories of the group
- Multi-cultural understanding – a weekly session on sharing elements of the cultures of the participants and promoting European Union values
- Safeguarding of Vulnerable People – how to work safely and ethically with young people and with vulnerable people
- Performance – acting and performing techniques.
- Film making – facilitating film workshops with young people, and creating your own films with Irish and international young people
- Graphic Design – for all the marketing needs of a busy arts organisation
- English – free weekly classes in speaking and writing
- Funding – including how to use the Erasmus+ programme for applying for grants.

Participants will specialise in the area closest to their studies (if they are student trainees) and closest to their experience and training (if they are ESC volunteers). There will also be training events and courses that occur throughout the year for our volunteers and students which are provided by other partners. We will financially support our students to receive training in First Aid, Working Safely with Children, Using Adobe Software, Using Accounting Technician software, and Youth Arts Policy.

Unfortunately, there is no remuneration for this traineeship if you apply as a student trainee. Your university covers the cost. However, we will reimburse any student who spends money in relation to their work while in Ireland (travel etc).

We will help participants get their visas to come to Ireland. We will help source accommodation in a room of their own in a family home.

WHO IS IT FOR?

Acting Together promotes the Erasmus+ and European Solidarity Corps goal of inclusion and diversity by selecting and training volunteers from countries and cultures whose backgrounds are different to ours in Ireland. The project is for young creators and young students from the EU and from neighbouring countries. We would especially like to have young students and actors and graphic designers from Eastern Europe (Poland, the Balkans, former Soviet countries, Slavic countries etc.) but also from outside the EU (in particular, from Muslim countries, from North African countries, from Turkey, from the Baltic states, from Russia and Euro-Asia. We also aim to have young people who are openly LGBTQI+ as volunteers. Their presence here models and makes visible diversity for your young people with whom they work closely.

Young people who have trained as actors and film makers in several countries face barriers often validating their choice of career, and in some countries, employment is marginal at best for actors. Our project, Acting Together, aims to increase their access to the job market by training them in youth drama facilitation, a skill that enhances their actor-training.

This year-long programme is also for arts producers, arts administrators, and people studying Theatre Studies, Applied Theatre, and Drama Studies. The project will show them how to set up a youth theatre and youth drama project or film project when they return home, as well as how to use drama and film as a tool for social change in their own countries. Thus, they would be better equipped to promote inclusion, overcome economic barriers, and other barriers linked to education and training in their home countries.

The volunteers will return to their countries, hopefully inspired by the liberal values we espouse in our theatre work, and enriched by the knowledge of managing arts projects, or using theatre and film to effect social change, to make projects of their own that promote these values and aspire to change society for the better in their communities.

DURATION

Acting for Inclusion is a 12-month volunteer programme. Participants will arrive in Ireland in September 2022. The project ends in the final week of August 2023.

Participants are classified as 'volunteers' while they are here (for the purposes of obtaining a visa, for example).

Volunteers work for 30 hours per week. They have 2 days off every week. At the end of each month there are an additional 2 days' holiday given (which can be accumulated and taken as a larger block later in the year).

Weekly work time is flexible and will depend on the specific needs and learning objectives of each volunteer.

Erasmus+ Student Trainee ships may come for less time than a year if they wish, but it should ideally be six months at least. However, in some cases it will be possible for the university to send students for only three months. We will make decisions on a case-by-case basis. However, we will favour or prioritise those who can come for a full year.

WHAT IS CROOKED HOUSE?

While participating on this project, volunteers will **engage with teenagers aged 11 to 19**. Crooked House works with young people who come to our centre for drama workshops and to make theatre projects. We also work with young people in the community, where we go to give workshops (e.g. to schools and youth clubs). We do not work with children.

In our centre we offer free drama workshops, we devise plays, and we rehearse work for performance. The young people come to separate workshops, each one tailored to their age and interests (see www.kildareyouththeatre.com/workshops for details). Workshops are in the evening time and at weekends when young people are in school. In Ireland school terms run from September to June. In the summer, workshops can be in the daytime as well as at weekends. There are between 16 and 26 young people in each workshop. Therefore, a lot of the volunteering activity happens in evenings and at weekends.

Crooked House also visits **youth clubs, schools and youth projects** where we deliver either once-off free drama workshops, or more usually, free 10-week drama projects. In all these cases the drama work focuses on helping the young people develop resilience, acquire performance skills, and re-learn the skills needed for active citizenship. We have published material online about how we think drama does this (and it can be accessed here: <https://www.kildareyouththeatre.com/readingroom>). You can also read about it, and the type of drama activities that we do, on the Drama for Youth Work website at www.dramaforyouthwork.com

WHAT WILL VOLUNTEERS /STUDENTS LEARN?

There will be a strong **multi-cultural focus** to the traineeship. 12 of the participants are volunteers who are supported by the European Solidarity Corps programme 4 are supported by the Erasmus+ Student Traineeship programme.

Participants will explore identity through their own and each other's culture, each other's language, and the performing arts. This will occur in a weekly training session on intercultural collaboration.

They will learn about the **European Youth Goals** and work out how to promote EU common values in drama workshops and in films.

They will learn about the **theory and practice of youth drama facilitation**. There is a part-time training programme delivered every week to all volunteers. It teaches:

- methods and techniques of drama facilitation;
- working creatively with young people;
- strategies for devising and creating work;
- effective planning of workshops;
- safety and ethical issues;
- theatre for social change;
- using theatre to raise awareness of social justice issues;
- developing a drama programme for young people.

They will take part in theatre-making, developing their skills in performing in English. Some of the work will be in their own volunteer group and other projects will be with their Irish peers. Volunteers will have the opportunity to work with Irish theatre-makers in order to:

- rehearse and stage scenes from classical work in English (including Shakespeare);
- rehearse and stage scenes from contemporary Irish playwrights;
- create a post-dramatic and documentary-theatre performance about themselves and their concerns, to be staged for an Irish audience and live streamed;
- create a 30-minute performance for schools, that will be staged in several schools in the region;
- there may be opportunities for volunteers to take part in plays being rehearsed and staged by Kildare Youth Theatre.

Volunteers will learn how to **direct plays and performances with young people**. For the first 5 months they will show experienced professional directors, attending rehearsals and perhaps acting as Assistant Director, Support Director or Stage Manager. There will be opportunities to do this for:

- a production of Shakespearean play which will be rehearsed from October 2023 with young people, and then staged in May 2024;
- a new play especially written for young people and supported by Britain's National Theatre in a project called Connections. This play will be rehearsed weekly from October and staged in March 2024;
- in every weekly workshop young people will devise and perform short scenes by which they learn to act and collaborate. Volunteers will find out here how to use feedback and how to direct those short scenes.

Participants will be learning about **theatre project administration and project support**. This will be by managing the project administration. Duties will include:

- Accounting and finance for all projects (book-keeping, receipting and invoicing)
- Learning about budgets and managing them
- Putting together applications for funding
- Understand the law as it applies to charitable organisation (NGOs)
- Creating Erasmus+ applications and budget proposals
- Creating attendance registers and scheduling workshops and performances
- Project Planning, scheduling, and email communications with our partners.

Students will also learn about **digital marketing**, assisting with the setting up and supporting an **online international learning** programme for young people, and assisting with the creation of a **digital archive** of Crooked House's work.

The project will include creating content for our social media, as well as reporting formally on events and projects. They will also have a weekly session on understanding European and other funding mechanisms, such as Erasmus+ and European Solidarity Corps.

From January to June, the work of shadowing (as outlined above) will continue, but from now, volunteers will also co-direct their own small-scale projects with young people. They will work in pairs on co-directing a one-hour contemporary script from one of the following sources:

- the National Theatre (UK) Connections portfolio of plays for young people (<https://www.nationaltheatre.org.uk/learning/connections>)
- Youth Theatre Ireland's Playshare collection of contemporary scripts for young people (<https://www.youththeatre.ie/resources/playshare-2020>)
- Crooked House's collection of new work for young people
- Any play from their own culture that might be attractive to do with young people in Ireland
- A classical one-act play that they admire, and think would be suitable. The choices will be made in consultation with the Artistic Director of Crooked House. All plays will be staged for the public, in very small audience numbers in the intimate setting of our own workshop room. They will be staged during June Fest, a community festival in Newbridge (<https://www.junefest.ie/>).

Volunteers and students will also learn about **film making**. Some of them will specialize in shooting films and editing them. These will be promotional films for our work, and creative fictional dramas. The film maker will learn to share their skills and to facilitate young people in this art form. Therefore, they too will take part in the facilitation training programme.

One volunteer will specialize in **graphic design**. Theirs will mainly be a desk-job, working on forms, images, reports and other material that needs to be created and published. They will also work on website maintenance and creation.

PROJECT ACTIVITIES

Knowledge, skills and competences to be acquired by the volunteer at the end of the programme

During the year the volunteers and students will take part in the work of at least two of the following categories of activities:

ACTIVITY ONE: MAKING A PERFORMANCE WITH YOUNG PEOPLE

Knowledge, skills and competencies to be acquired:

1. assist directors in youth theatre productions;
2. learn about using drama with young people;
3. practice administration and organisation skills such as keeping attendance records, composing information letters for parents, updating the social media and website;
4. develop marketing skills by assisting in promoting the performances;
5. practice stage management abilities;
6. become aware of and gain knowledge in health and safety issues associated with rehearsal, workshop and performance.

ACTIVITY TWO: FACILITATING CREATIVE WORKSHOPS WITH YOUNG PEOPLE

Knowledge, skills and competencies to be acquired:

1. understand the theory and practice of facilitating drama;
2. learn appropriate drama games and activities for use with young people;
3. deepen knowledge about group dynamics and group development;
4. understand how to structure and manage a workshop;
5. find and support key learning moments in workshops for participants;
6. understand and practice how to give enriched feedback to participants in a workshop;
7. encourage participants with mixed abilities to work together;
8. plan and deliver their own short workshop programme;
9. be supervised and receive feedback and support from experienced professional facilitators;
10. facilitate the young people in their developmental work (i.e. help them arrange their own projects and events). Here volunteers will develop their organisational and logistical skills (such as planning, record keeping and accounting). They will also develop an understanding of peer-learning. They will learn about theories of youth work that focus on creating learning environments for young people that facilitate independent learning;
11. share their own skills with the young people – for example, if a volunteer practices yoga he/she could do a yoga workshop for the young people.

ACTIVITY THREE: PROJECT MANAGEMENT AND LOGISTICS ADMINISTRATION

Knowledge, skills and competencies to be acquired:

1. updating the website (being able to use wix.com and Word Press);
2. writing and uploading blogs about their experience in Newbridge and in Ireland;
3. accounting and finance for all projects (book-keeping, receipting and invoicing)
4. learning about budgets and managing them
5. understand the law as it applies to charitable organisation (NGOs)
6. Putting together applications for funding. Creating Erasmus+ applications and budget proposals; understanding Erasmus+ and helping to design and apply for a project;
7. assisting with the setting up and supporting an online international learning programme for young people
8. Creating attendance registers and scheduling workshops and performances
9. Project Planning, scheduling, and email communications with our partners.
10. Digital marketing – updating the social media sites for Kildare Youth Theatre and for Crooked House; making short films and uploading them to YouTube and to social media – these films promote the plays and the workshops;
11. helping to write reports in English about the projects we do, especially about the Erasmus+ projects;
12. digital archiving the material we have gathered over the years about Crooked House (this means 'digitizing' the old posters, files, documents and records of the company and keeping them safe)

13. organise access to the building for groups when necessary. This task gives volunteers responsibility and helps them become aware of security, access, timetabling and administrative tasks associated with running a youth theatre. Part of this work is to clean the space once a week and to keep it tidy;
14. network and liaise with other agencies and youth projects in the community along with Crooked House staff and volunteers. This will broaden the cultural knowledge
15. of volunteers and also give them an insight into Irish models of youth work and of youth theatre.

ACTIVITY FOUR: TRAINING

Knowledge, skills and competencies to be acquired:

1. Attend theatre training and youthwork development courses provided by Crooked House. They will develop their knowledge here and learn how to apply theory to practice. All volunteers must also attend weekly Drama Facilitation Training in Crooked House (we train in child protection issues, safety issues, and in Drama Facilitation);
2. attend trainings from Léargas, the Irish national agency for Erasmus+ and ESC;
3. opportunities will be provided to apply for and attend training courses run by County Kildare Leader Partnership (in Youth Studies), Maynooth University, and others.
4. Youth Theatre Ireland and others. They will all be free to volunteers who are selected for these courses.

ACTIVITY FIVE: PERFORMING

Knowledge, skills and competencies to be acquired:

Perform with other volunteers in two short plays during the year (one in the first half of the year and the other in the second half). Perform along-side their Irish peers in devised and other performances for the public. This develops a range of skills and aptitudes including confidence, presence, problem-solving and collaboration abilities.

ACTIVITY SIX: GRAPHIC DESIGN

We reserve some position on this programme for people who will focus on graphic design. Their activities will be:

1. Graphic design for logos, posters and communication material
2. design layout and graphics for reports and documents
3. design and produce image-material for the websites and social media.

ACTIVITY SEVEN: FILMMAKING

We reserve positions on this programme for people who will shoot and edit films. Their activities will include:

1. Shoot and edit promotional material about our activities for the website
2. Shoot and edit documentary records of projects we do
3. Make creative short films with other volunteers and young people
4. Teach some film making and editing techniques to young people.

ACCOMMODATION, ALLOWANCES, INSURANCE AND OTHER LOGISTICS

Both ESC and Student Traineeship participants will receive the same support. However, the budget to support ESC volunteers is applied for by Crooked House. It comes directly to us, and we manage it accordingly. We give allowances to the volunteers and look after their rent and bills.

The budget for Student Traineeship comes to the university who supports the student. Crooked House does not have access to this, so all of the financial support for student trainees is provided by the university who sends them.

Because Ireland has a housing crisis, and renting a house is very expensive, we ask **host families in Newbridge** to accommodate our volunteers. Each volunteer has his/her own room, with use of the kitchen and the rest of the house shared with the family. **Volunteers cook their own meals and look after themselves.** Student trainees will also use the same accommodation plan, and we will source the accommodation for them. However, they will pay for it from their own budget. The payment for monthly rent is €350 per month.

All family homes are in Newbridge, within walking or cycling distance to Crooked House. For those who need to have a bicycle we provide one.

There are many supermarkets where food can be bought reasonably. But you will need to compare prices of food between Ireland and your country as we are one of the most expensive countries in Europe.

Host families receive **€350 per month** in rent (this includes bills like heating etc). ESC participants will receive **€450 per month** for all your living expenses (this includes your 'pocket money' allowance). **Student Traineeships receive the amount decided by your university. We advise that universities should budget to give students at least €400 per month.** Public transport is expensive compared to other EU countries. However, there are large student reductions if you have a valid, photographic student ID card from a third level university.

Volunteers and students from the EU should apply for and obtain a **European Health Insurance Card** (<https://ec.europa.eu/social/main.jsp?catId=559>) which allows you to be treated free in our public health system. All volunteers and students, from the EU and without, are **insured against accidents at work** under Crooked House's insurance policy (but this does not insure you against non-employment-related bad health or accidents that happen outside of work). Here is a direct link to the EHIC information for visitors to Ireland: (<https://www2.hse.ie/services/ehic/visitors-to-ireland-how-to-get-medical-treatment-with-your-european-health-insurance-card.html>)

As a European Solidarity Corps or Erasmus+ participant your insurance will also be covered by the CIGNA Health Insurance scheme for which we (or your university) will register you on once you have registered. For ESC volunteers registration is via the Placement and Administration Support System (PASS) and for student trainees the registration is via the Student Trainee Portal.

All volunteers and students will receive up to four **English language classes** each week with a trained teacher. These will be in small groups of other participants and will be tailored to each one's level and need. There are also other, freely available language classes in the town library. Volunteers and students are also registered on the **OLS language training** programme.

We must have every volunteer and student 'vetted' or 'screened' by the Irish police force. This is the **criminal background** check. The Irish police are called An Garda Síochána (or the Gardaí). Basically, they ask you to fill in all the addresses you have ever lived in and then they check with local police in your country if you were ever convicted of a crime. It doesn't matter if you have crimes to do with cars, theft, drugs or whatever – you need to declare those. We will still accept you if you have convictions for minor crimes, but we cannot accept you if your crime involves a minor (a young person under 18).

If you are accepted as a volunteer or student with Crooked House, we will send you a pack containing forms for your Garda Vetting. These must be completed before you arrive.

There will be high level of **personal and professional development** on this programme. Every week there will be a two-hour mentoring session with the group exploring and supporting their learning. All participants will receive personalised mentoring every 4 weeks from the staff team. They will spend 2 hours with him to:

- Review learning goals
- Evaluate the work being done and ensuring that it still helps them achieve their goals
- Structure the programme to reflect changing goals or new learning
- Plan for the future development of skills, training or learning when they return home.

They will also meet every second week, as a group for two hours, on a **group mentoring session** with a professional Mentor. She will explore group dynamics; the challenges and opportunities of collaboration; managing expectations and motivation; dealing with homesickness; and other common issues experienced in the past by volunteers and students.

Volunteers and students in the Acting Together programme will share their learning, their culture, and their traditions with young people in schools in our region over the course of a year. Every Saturday night there will be an opportunity to present a cultural presentation for the public (a film, music, or play) from one of the student's countries. Every week there is a two-hour Skills Share session where one volunteer or student shares a relevant skill with the others.

SELECTION

These are **the criteria** we used to select our volunteers:

This is a project for young actors, 2 filmmakers, 1 graphic designer, and an arts administrator.

- We ask for people who have training in performing in theatre / film making / graphic design / arts administration.
- Volunteers should be aged 21 to 30.
- Volunteers should have initiative – i.e. they are able to start their own work
- Volunteers should be prepared for cold, dark and wet winters
- Volunteers should be able to work in flexible, changing, and organically structured environments.
- Volunteers should be able to work alone and in groups.
- Volunteers from outside the EU must obtain a visa to work here, and they must guarantee that they will here to the conditions of that visa.
- Volunteers must be vetted by the Irish police force, An Garda Síochána, before they can volunteer with us.
- Volunteers should be social, be able to get along very well with others, and be active in group settings.

We **positively encourage** young actors who have one or more of the following criteria to apply:

- You are LGBTQI+
- You are from a migrant background, or your family has migrated
- You may be experiencing difficulties in your home society related to your beliefs, cultural identity, gender, religious background (including being atheist), or ethnicity
- Your human rights are being denied or repressed
- You are an actor from a neighbouring country to the EU
- You feel that you have fewer opportunities in life compared to those your age in your country or in other countries.

VISA APPLICATIONS

All volunteers coming into Ireland from outside the EU need to apply in advance for a volunteering, long term visa. This can take up to 3 months to process, and it requires the volunteer to have several important documents prepared and ready to send.

All applications are sent to Dublin. Full information is available here:

<https://www.irishimmigration.ie/coming-to-work-in-ireland/what-are-my-options-for-working-in-ireland/coming-to-work-for-more-than-90-days/volunteer/#guidance>

Before coming to Ireland to volunteer you must apply for preclearance or a visa if you are visa required to the Department of Justice.

In this section you will read all about what to do in order to get a Pre-Clearance visa.

<https://www.irishimmigration.ie/coming-to-work-in-ireland/what-are-my-options-for-working-in-ireland/coming-to-work-for-more-than-90-days/volunteer/>

Crooked House will assist by:

- Reimbursing you for the money spent when you apply for the pre-clearance (application fee, translation of documents fee, etc). However, all such expenses must have a receipt with the amount spent clearly shown, and a note explaining in English what this receipt is for.
- Provide all the documents that the sponsor should provide (Letter of Invitation and Sponsorship, Accommodation Plan, 6 months' bank statements, etc.)
- Register you on our group insurance scheme and provide evidence of this
- Assist with support calls on zoom and help with English, preparing documents etc.

Please note that you must send quite a few documents including your passport, and previous passports. So, while the visa or preclearance is being processed you will not be able to use your passport.

You should aim to have a decision about your visa made in August and your passport returned to you by then, so that you can travel to Ireland in early September.

APPLICATION PROCESS

Most volunteers will have applied through our website – www.kildareyouththeatre.com or www.crooked-house.ie – and filled out the application form there.

If you have not already done so, then these are the steps that you go through in order to be considered for this project:

WHAT IS THE APPLICATION PROCESS?

There are several steps.

FOR ESC VOLUNTEERS:

Most volunteers will have applied through our website and filled out the application form there. If you have not already done so, then these are the steps that you go through in order to be considered for this project:

1. Register with the European Solidarity Corps here:

https://europa.eu/youth/solidarity/young-people/about_en

2. After you have registered, search for opportunities from Crooked House Theatre Company (whose Organisation ID is E10012295). We have a Quality Label. Our latest volunteering opportunity will be this one called ESC10 Acting Together. Apply for this.

3. Return to www.crookedhouse.ie and complete the application form:

<https://docs.google.com/forms/d/1g67SMGvFnIRISQuhApLWRZ09Q7ryjeAqrFd9UzXIS2c/edit>

4. Wait to hear if you have been selected to move to Round 2. Round 2 will require you to send us more details about yourself and your work.

5. You will receive an email informing you about the next step in the process. If you are successful in this, then you will move to Round 3.

6. Round 3 will be a live interview on a digital platform.

7. After this you will be informed if you have secured a place or not on this project.

FOR ERASMUS+ STUDENT TRAINEESHIP

Some ESC applicants may be eligible to do an Erasmus+ Student Traineeship or Intern project here instead of an ESC. Detailed information about Erasmus+ Student Traineeship (under Mobility of Higher Education Students and Staff) can be found here in the new Erasmus+ Programme Guide (2021):

https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-b/key-action-1/mobility-higher-education-students-staff_en

Further details about eligibility and costs are here:

https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-b/key-action-1/mobility-higher-education-students-staff_en

CONTACT US



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[https://www.youtube.com/
channel/
UC3bMAccraZXxV5FfT2O5fKw](https://www.youtube.com/channel/UC3bMAccraZXxV5FfT2O5fKw)



[kildare_youth_theatre](https://www.instagram.com/kildare_youth_theatre)



www.kildareyouththeatre.com

TYPICAL WEEKLY TIMETABLE

Draft ESC9 and Student Traineeship Acting for Inclusion Weekly Schedule 2022 – 2023

MONDAY	TUESDAY	WEDNESDAY	TUESDAY	FRIDAY	SATURDAY	SUNDAY
9.00am – 10.00am Yoga (optional)	9.00am – 10.00am Yoga (optional)	9.00am – 10.00am Yoga (optional)	9.00am – 10.00am Yoga (optional)	9.00am 10.00am Yoga (optional) 9.00am 10.20am Outreach or School Workshop 5	Saturday and Sunday are volunteers' days off. However, some of you might be interested in attending, assisting or taking part in these activities. Attending and assisting are therefore optional.	
10.00am – 11.00am English language class with Ann-Marie. Group 1 (Beginner)	10.00am – 11.00am English language class with Ann-Marie. Group 2 (Intermediate)	10.00am – 11.00am English language class with Ann-Marie. Group 3 (Intermediate)	10.00am – 11.30am Group Mentoring and Support, with Anne-Marie (everyone) Every second week. 10.00am – 11.30am Skills Share (everyone) Every second week.	10.00am – 11.30am English language class with Ann-Marie. Group (Beginner)	10.00am – 2.00pm Dréimire Project: Young Actors' School. Begins 17 th September 10.00 – 11.00am: Voice work. 11.00am – 11.15am: Break. 11.15am – 12.30pm: Movement and group creativity work. 12.30pm – 12.45pm: Break. 12.45pm – 2.00pm: Audition and Monologue work.	1.00pm – 4.00pm Hamlet rehearsal (directed by Peter)
11.00am – 1.00pm Devising (whole group) with Oğuzhan Şahin	11.00am – 1.00pm Outreach or School Workshop(s) 2	11.00am – 1.00pm Outreach or School Workshop(s) 3	11.00am – 1.00pm Outreach or School Workshop(s) 4	11.30am – 2.30pm Drama Facilitation Training with Anna Galligan	3.00pm – 6.00pm Philadelphia, Here I Come! rehearsals	
1.00pm – 2.00pm Lunch	1.00pm – 2.00pm Lunch	2.00pm – 3.00pm Individual Mentoring and Supervision Meeting	2.00pm – 4.00pm Directing for Theatre training with Peter Hussey Begins on 17 th November 2022	2.30pm – 3.30pm Lunch	6.00pm onwards The Studio is available for movie nights or cultural activity / presentations / events that include a mixture of volunteers and members. It is a time to show movies, have pizza, include older members of the youth theatre. Occasionally host Open Mic nights that involve the young people.	
2.00pm – 3.00pm Cleaning (Group 1) 3 groups – one each week 2.00pm – 4.00pm School or Outreach Workshop 1	2.00pm – 4.00pm Project Planning: - NT Connections Festival - Erasmus+ Mobility Projects. Any projects that arise.	3.00pm – 4.00pm Workshop Planning 3.00pm – 4.00pm Cleaning (Group 1, 2 or 3)	4.00pm – 5.00pm Workshop Planning	3.30pm – 5.30pm Company Meeting. All staff, leaders and volunteers meeting (to share new projects; discuss emerging issues and solve any problems; announce new plans; track events and keep up to date with the timeline of projects; etc)		

MONDAY	TUESDAY	WEDNESDAY	TUESDAY	FRIDAY	SATURDAY	SUNDAY
3.00pm – 4.00pm Workshop Planning 2.00pm – 4.00pm School or Outreach Workshop 1	4.00pm – 5.00pm Supervision with Oğuzhan (and Peter) One person each week.	4.00pm – 5.00pm Weekly Administration (Claim Forms, attendance sheets, receipts, blogs, small reports n workshops, and all project documents attended to)	5.00pm – 6.00pm Workshop Planning (Meeting Room) 5.00pm – 7.00pm Film-making workshop and project with young people (Studio) Begins 27th October	6.00pm – 7.00pm Individual Mentoring and Supervision Meeting (Meeting Room)		
4.00pm – 6.00pm Planning and Working on Film Projects, including promotional films 2.00pm – 4.00pm School or Outreach Workshop 1	5.30pm – 6.30pm Workshop Planning	5.00pm – 6.00pm Break / Tea.	6.00pm – 7.00pm Break / Tea. 5.00pm – 7.00pm Film-making workshop and project with young people (Studio) Begins 27th October	7.00pm – 9.00pm The Indigo Collective A new devising project (for theatre and film) for LGBTQI+ people and their friends. Directed by Peter Hussey and guest artists. Begins 21 st October		2.00pm – 5.00pm A Doll's House rehearsal (in a local school with Mary Linehan) from Sept to Jan.
6.00pm – 7.00pm Tea / Break	6.30pm – 9.00pm A Doll's House rehearsal (in a local school with Mary Linehan) from Sept to Jan.	6.00pm – 8.00pm Hamlet Rehearsal (Peter)	7.00pm – 9.00pm Caliban Workshop			4.00pm – 7.00pm NT Connections rehearsal (directed by Oğuzhan) Sept to March
7.00pm – 9.00pm Oberon Workshop	7.00pm – 9.00pm Touchstone Workshop		7.00pm – 9.00pm Touchstone Workshop	6.30pm – 9.00pm A Doll's House rehearsal (in a local school with Mary Linehan) from Sept to Jan.		4.30pm – 6.30pm Anemoia Project A new ensemble using movement and physical theatre. Peter Hussey & guests. Begins 9 th October. Before then we will be using this times lot to rehearse Here and There.
9.00pm – 9.30pm Evaluation of Oberon Workshop for facilitators	9.00pm – 9.30pm Evaluation of Touchstone with facilitators					

Everyone will have free time in this weekly timetable as you will not all be planning and delivering all of the workshops. So, you can use the time for administration, or rehearsal or working on other Crooked House projects, and for Online Language Service. School and youth work workshops will change and more will be added. So, this timetable will change as the weeks go on.

MENTORING

BACKGROUND

Crooked House receives support from the EU's Solidarity Corps to host young people aged 18 to 30 from Europe and neighbouring countries for a year helping us run our projects. As part of the supports offered to volunteers (e.g. English language classes, training in drama facilitation, and a room in a host family home), we provide each person with mentoring.

VOLUNTEERING

This project is a volunteering project. That means that the young person has agreed to work voluntarily on the task and jobs that the organisation is involved in and that are set out in the Volunteering Agreement. In return for this they receive housing, food and daily needs, a small allowance, registration on an English language course via the OLS system, access to mentoring supports as described above, and free time to discover the community and country. The volunteer agrees to work between 30 and 38 hours per week with 2 free days per week, and two additional holidays per month. They will be registered on the YouthPass system and receive a Youth Pass Certificate upon completion of the volunteering project.

THIS EUROPEAN SOLIDARITY CORPS PROJECT IS NOT DESIGNED AS:

- **a training programme.** It is not meant to focus on training and developing the skills, attitudes and abilities of the volunteer. It is meant to focus on providing volunteering opportunities for the young person to contribute to our community working with our team and doing the work that we do in the community.
- a third-level or any other kind of **educational course.** It is a work programme where the work is voluntary and done to help the community as laid out by the host organisation.
- A performance opportunity, or **performance company** or ensemble. It is a voluntary work programme where the work is theatre-making and drama facilitation.
- A **bridge to a career** in acting or theatre-making. It is focused on providing services to young people in our community as a solidarity project.
- A **therapeutic process.** It is a programme of work where the daily tasks and activities are the core work of the organisation.

Most of the elements above are, in fact, by-products of the volunteer programme. They may occur, and the volunteer may experience them, but the organisation is **not obliged** to provide any of them (and in the case of the therapeutic process we should NOT seek to provide this as we are not trained in this area). Some volunteers do not experience all of the elements above.

Crooked House, however, goes over and above the remit of the European Solidarity Corps requirements. We offer **additional elements** which we are not obliged to do, at extra cost to the company. We offer:

- In-person English language training for all volunteers should they require it
- In-person and online Drama Facilitation training by highly skilled professionals. This is meant to enhance and support the skills the volunteer already brings to their work as drama facilitators. In other words, a volunteer arrives here to offer drama facilitation to young people since this is the work of the company and the ESC project that they signed up for. The training enhances and supports this work being offered by the volunteer.
- Involvement in acting and creative projects run by Crooked House for its members
- Involvement in specialised creative projects designed for the volunteer group.
- Access to resources (film, space, online) for the volunteer to make their own creative projects.
- Access and support to attend other training activities in the sector in Ireland and in Europe.

NONE of those are expected from the organisation. We offer them to enhance the volunteer's experience here.

DEFINITION OF MENTORING

Mentoring is the support offered to volunteers to help them integrate to the project and to the community, and to help them prepare for leaving the project.

THE MENTORING PROCESS

Mentoring occurs through a number of channels:

1. The Supervisor and other staff meet with the volunteer to assess their goals (that is, what the volunteer wishes to achieve by volunteering here for a year). The team help the volunteer clarify what they want in terms of goals.
2. Staff members can take time out to listen to the volunteers, go for a walk with them, introduce them to cultural differences, hear what they have understood about the community and the organisation.
3. A mentoring group is established with someone who helps the group understand culture shock; the nature of group dynamics; how to work well in a team; and how to manage timetables, punctuality, and other real-world issues associated with the volunteering work.
4. A member of the community can be available to the volunteer if requested who gets to know the volunteer, and who meets with/checks in with them regularly at first, and then as needs be. This mentor's role is to check that the volunteer is adapting well, settling in, and feeling involved. The mentor listens to any cultural concerns or issues the volunteer might have, and either suggests solutions, or brings the issue to Crooked House to see if we can help.

WHAT MENTORING IS NOT

Mentoring is not counselling or offering medial or psychological support services to the individual. However, a mentor can identify that the volunteer might benefit from professional counselling and suggest to the volunteer that they seek an appointment. To do this, usually the volunteer gets an appointment with a General Practice (GP) doctor who refers them for counselling. Then the volunteer checks if CIGNA can cover the costs of the counselling. CIGNA is the health insurance every volunteer has.

Mentoring is not professional mentoring. Professional mentoring is offering ideas, support, advice and guidance to volunteers in their career activity (in our case: acting, theatre, film work, etc). The volunteering project does not offer this kind of mentorship. If a volunteer needs this kind of mentorship or career advice, they should arrange it privately with suitable persons in their home country. It does not fall under the remit of this volunteering project. However, it can sometimes be a by-product of the volunteer's relationship with the Crooked House, and with the supervisor or staff, who may offer advice and support of they wish.

MENTORING ACTIVITIES

Mostly the mentoring activity helps the volunteer when winter comes with encouragement, and supporting levels of motivation, and suggesting activities outside of Crooked House that he or she can become involved in. Some mentors, staff, and host families occasionally include the volunteer in family events or outings – when appropriate and where they feel comfortable doing so.

MEETINGS

Meetings would be approximately once every fortnight for approximately an hour in September, October, November and December. Thereafter, once a month. It can be more than this if the mentor feels the volunteer needs it. As the year goes on there is usually less need for the mentor, but it is still good to have monthly meetings from March to August.

COMMON VOLUNTEER ISSUES THAT MENTORING CAN SUPPORT

The normal 'problem' issues that arise for volunteers can include the following:

- Hard to deal with the grey weather in the winter when you come from a hot climate
- Finding little to do in Newbridge outside of KYT
- Feeling homesick after Christmas – or shortly before
- Not connecting so well to another volunteer
- Occasionally not happy with the host accommodation (rare)
- Difficulty with staff or projects in Crooked House

For further information, clarification or to volunteer, please contact: info@crookedhouse.ie

VOLUNTEER CHARTER OF RIGHTS

PREAMBLE

We, the supporters of this Charter, believe that access to volunteering and active citizenship opportunities are rights not privileges. We are deeply convinced that every person has the right to volunteer anywhere in the world. In order to foster a culture of participation, personal and responsible development, as well as active citizenship in Europe and the world, volunteers need to be given the access to as well as the encouragement to engage in volunteering activities. However, first and foremost volunteers need to be empowered with the rights that match their needs and fit their duties. Volunteering needs an empowering and enabling environment. We are convinced that the full and effective implementation of the rights and responsibilities in this Charter will improve the conditions for volunteers and volunteering. A rights-based approach towards volunteering and the norms, principles, standards and goals of volunteering, acknowledges the specific context and different forms of volunteering as the point of departure. It establishes volunteers as active rights holders and creates corresponding duties for responsibility-holders. Furthermore a rights based approach aims to empower and enable the rights holder to claim their rights. The foundation for a rights based approach to volunteering in Europe has been laid, as reflected in key United Nations, Council of Europe and European Union documents and instruments on the matter. Similarly, the EYV2011 Alliance, around 40 European Networks active in volunteering, has stated that "Even though there is a vast array of notions, definitions and traditions concerning volunteering (...) volunteering is a key expression of active citizenship and deserves – as a complement to political participation – better recognition, promotion and facilitation,"² Over 100 million people in Europe are volunteers³, 3 out of every 10 Europeans claim to be active in a voluntary capacity and nearly 80% of European citizens feel that voluntary activities are an important part of democratic life in Europe.⁴ Hence an investment in Volunteering is an investment in society's social cohesion. Therefore the value of volunteering needs full recognition as creating a sense of European identity and active citizenship, contribution to public good, human and social capital. Further it is a source of economic growth, a pathway to integration and employment, a positive outcome in itself and a mechanism for improving cohesion. Volunteering also reduces economic, social and environmental inequalities. The Charter promotes the role of participatory organisations, which means that volunteers must have access to the decision making processes of the organisation and are therefore actively part of the organisation's life, as the main providers for volunteering. Simultaneously the charter recognises the diversity of volunteering activities, different types of volunteering providers and volunteering that happens without volunteering providers. The charter reflects the needs of all volunteers, therefore the rights of active citizens that volunteer outside the framework of volunteering providers are also addressed. The European Charter of the Rights and Responsibilities of Volunteers creates a common understanding of the definition of volunteers, volunteering activities and volunteering providers from the local to the European level and provides a common set of basic rights for volunteers and volunteering providers. Further the Charter serves as an appeal for designing and updating policies related to volunteering on all levels, refraining from addressing concrete implementation mechanisms or identifying right bearers, but focusing on defining and stating the rights and responsibilities of volunteers.

SECTION I DEFINITION

1. Definition of a volunteer

A volunteer is a person who carries out activities benefiting society, by free will. These activities are undertaken for a nonprofit cause, benefiting the personal development of the volunteer, who commits their time and energy for the general good without financial reward.

2. Definition of volunteering providers

Volunteering providers are non-profit organisations and groups that are independent and self-governing as well as other non-profit entities, such as public authorities. They are active in the public arena and their activity must be aimed, at least in part, at contributing to the public good.

3. Definition of volunteering activity

Volunteering activities are undertaken by volunteers. The activity is undertaken for a non-profit cause and does not replace paid staff. The activity can be done within the framework of a volunteering provider or through a volunteer's own initiative.

SECTION II

1. RIGHTS OF VOLUNTEER

Core rights

Article 1

Everyone who is doing a volunteering activity is entitled to have the status of “volunteer” if they so-wish and they should be entitled to these basic rights.

Article 2

The volunteers are entitled to full protection of their human rights⁶, when carrying out the volunteering activity.

Article 3

Every person is entitled to equal access to volunteering opportunities⁷ and protection against all kinds of discrimination such as on the grounds of age, gender, sexual identity, race, colour, language, disability, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status and shall not be discriminated against on basis of their background or beliefs.

Article 4

No one shall be restricted by law from participating in a volunteering activity of their choice, as long as the volunteering activity is carried out in respect of Human Rights and contributes to the public good.

Article 5

All volunteers shall be informed about their rights and responsibilities.

Article 6

Every volunteer has the right to social protection during the volunteering activity in form of health care and liability insurance.

Article 7

Every volunteer has the right to reconcile their volunteering activity with their private and working life, and thus can achieve a certain amount of flexibility during the volunteering activity. Every volunteer is furthermore entitled to refuse tasks that would go against their beliefs and/or convictions.

Article 8

Every volunteer has the right to volunteer outside of their country of residence or birth. Therefore, if needed, a visa, free of charge must be obtainable through an open, accessible and transparent procedure which favours volunteer mobility.

Right to support from volunteering providers.

Article 9

Every volunteer is entitled to the reimbursement of expenses incurred in relation to the voluntary activity, respecting the different levels of reimbursement that result from the diversity of voluntary activities. These reimbursements shall be excluded from any form of taxation.

Article 10

Every volunteer is entitled to be treated according to the existing norms, principles, standards and goals of volunteering policies.

Article 11

Every volunteer is entitled to a coherent task description that allows them to implement the volunteering activity with a clear understanding of its aims and objectives. The task description should be, to the furthest extent possible, developed and agreed on together between the volunteering provider and the volunteer and, if needed, should be updated during the volunteering activity. Furthermore, it should be defined that volunteers and paid staff have complementary roles and the volunteering providers must ensure that good cooperation exists between these two personnel categories.

Article 12

Every volunteer is entitled to support and feedback throughout the volunteering activity. This includes preparation of the activity, personal guidance and assistance during the implementation of the activity, proper evaluation and debriefing following the activity and full support in the realisation of the required follow-up activities.

Article 13

Every volunteer has the right to participate in the decision-making process regarding the volunteering activity at the most appropriate level. In addition, each volunteer should have access to the organisations democratic decision making processes. Each volunteer should have some ownership of the project through co-decision in the process implementation and the right to participate in the democratic processes related to the project.

Rights to personal development

Article 14

Every volunteer is entitled to the necessary educational/training support in order to implement the volunteering activity to her/his full capacity and best knowledge.

Article 15

Every volunteer has the right to have the contribution, skills and competences gained through volunteering activities recognised by formal educational and professional structures and institutions. Volunteers should have the right to develop new skills and competences and the space to discover, experiment and develop their own learning path.

Article 16

Every volunteer is entitled, if required by the volunteering activity, to flexibility of working time and educational activities in order to undertake volunteering activities. Should the implementation of volunteering activities require certain flexibility on the part of contractual or educational obligations, the volunteer shall seek agreement from the contractor or educational provider.

2. RESPONSIBILITIES OF THE VOLUNTEER

Article 17

Every volunteer respects the rules of law and non-discrimination throughout their voluntary activity.

Article 18

Every volunteer has the responsibility to respect the integrity, mission, objectives and values of the volunteering provider.

Article 19

Every volunteer respects the commitments that are made with the volunteering provider regarding the amount of time and effort that have been commonly agreed to be put in the volunteering activity and the quality that has to be delivered.

Article 20

Every volunteer has the responsibility to participate in trainings offered that are relevant for the volunteer and are related to skills needed in order to carry out the agreed tasks. The training shall be free of charge to the volunteer.

Article 21

Every volunteer respects the confidentiality of (organisational) information, in particular regarding legal affairs and concerning personal data of members, staff and beneficiaries of voluntary activities.

Article 22

Every volunteer understands that volunteering aims towards benefits for the common good or society.

Article 23

Every volunteer cooperates with other volunteers within the organisation, where relevant and contributes to the organisation's sustainability through communication with others and a hand-over at the end of their engagement.

SECTION III

1. RIGHTS OF VOLUNTEERING PROVIDERS

Article 24

Non-profit Organisations and groups, that are independent, govern themselves as well as other non-profit entities or public authorities that provide volunteering opportunities, are entitled to the status of a volunteering provider.

Article 25

Volunteering providers are entitled to a stable and sustainable support framework and enabling environment, including adequate funding structures that provide accessible, sustainable and flexible financing.

Article 26

Volunteering providers are entitled to participate in political decision-making processes at all levels in the area of volunteering, representing the interest and needs of volunteers. Considering the expertise of volunteering providers, as the actors that are the closest to the volunteer, they must be consulted on matters regarding policy or law on the volunteering sector at all levels.

Article 27

Volunteering providers should not be taxed on their income.

Article 28

Volunteering providers shall select volunteers according to their mission and vision, and the specific skills and profile of volunteers if certain volunteering activities require them.

2. RESPONSIBILITIES OF VOLUNTEERING PROVIDERS

Core responsibilities

Article 29

Volunteering providers commit to develop a volunteering policy that respects the rights of the volunteer.

Article 30

Volunteering providers shall be acquainted with the valid legal framework for volunteering and verify legal aspects concerning the implementation of the volunteering activity.

Article 31

Volunteering providers shall ensure the minimisation of risks and provide clear guidance for the volunteer. In this context the provider commits itself to creating the safest possible environment for the volunteer and to providing full information linked to the possible risks related to the volunteering activity.

Article 32

Volunteering providers shall offer equal and transparent access to information concerning volunteering opportunities, as well as to the rights and responsibilities of volunteers.

Article 33

Volunteering providers shall put into effect inclusive and equal recruitment processes for volunteering activities. They shall identify barriers and develop measure to overcome them, in order to engage diverse groups.

Article 34

Volunteering providers shall ensure an infrastructure for insurance provision that covers social protection in form of health care and liability insurance for the volunteer during the volunteering activity.

Article 35

Volunteering providers shall promote volunteering and its benefits for the society and for the individual.

Responsibilities to support volunteers

Article 36

Volunteering providers shall reimburse expenses occurring in relation to the volunteering activity for the volunteer.

Article 37

Volunteering providers shall give a clear task description for the activity that the volunteer should carry out. The content of the task description should be, to furthest extent possible, developed and agreed on together by the volunteering provider and the volunteer and, if needed, should be updated during the volunteering activity.

Article 38

Volunteering providers commit themselves to developing and implementing quality standards that ensure preparation and briefing, offer personal guidance, assistance and monitoring throughout the entire process, clear evaluation mechanisms and full support in the realisation of the required follow up activities; ideally the volunteer provider should aim to have a quality assurance system.

Article 39

Volunteering providers shall offer the necessary tools and access to existing and foreseen resources to volunteers in order to allow them to implement the agreed activities.

Article 40

Volunteering providers shall ensure efficient handover and reporting structures for volunteers in order to guarantee sustainability of volunteering activities.

Article 41

Volunteering providers shall ensure the right to participate in the decision-making process for volunteers in regards to the volunteering activity at the most appropriate level. Volunteering providers should ensure volunteers feel ownership of the project through co-decision in the process implementation and the right to participate in the democratic processes related to the project. The volunteering provider should ensure access for volunteers in order to participate in the organisation's life and decision-making processes. Furthermore, providers shall ensure that volunteers have the autonomy to develop their own initiatives as long as they contribute to the organisation's cause.

Article 42

Volunteering providers shall ensure that the necessary support for specific target groups of potential volunteers, such as people with disabilities or mental health problems, minors or older people are provided for those who want to volunteer.

Responsibilities to support the personal development of the volunteer

Article 43

Volunteering providers shall ensure necessary educational support for volunteers throughout the process. Moreover, the volunteering providers shall ensure that the volunteer is given the possibility to develop skills and competences and provided with the tools to consciously reflect on the learning processes.

Article 44

Volunteering providers shall ensure that tools for recognition of the competences and skills acquired during the volunteering activity are put in place, in cooperation with educational and professional structures and institutions.

Article 45

Volunteering providers shall ensure the privacy of the volunteer in personal and working life, and shall also protect their data.

SECTION IV FOLLOW UP

This Charter serves as an appeal to European, National and Local Authorities and all other relevant stakeholders for designing and updating policies related to volunteering. In order to respect, protect and full fill the rights of volunteers, a legal framework is needed for volunteering, which includes the rights and responsibilities of volunteers, volunteer providers and defines the roles of authorities at all levels. In order to implement this Charter and the legal framework all over Europe, public authorities must put in place appropriate laws, policies, programmes and measures in cooperation with all relevant stakeholders. The constant involvement and consultation of core actors in the planning, implementation, monitoring and evaluation of volunteering policies must be ensured, in order to create a sense of ownership and to promote active citizenship. The establishment of such stakeholder forums at the national and European level requires proper and sustainable funding.

A NOTE ON 'CULTURE SHOCK'

Based on the work of Kalvervo Oberg, 1954

People who stay abroad for a shorter or longer period of time undergo the same phases in their contact with that different or local culture; we call that the culture shock. Everything is different; the language, the climate, the schedule, the habits, the money, you do not understand how things work, you do not know the way in that new world, literally and figuratively. And you can't fall back on family and friends. You've lost your hold.

A culture 'shock' is a process: you go through certain phases.

1. First you are delighted or relieved; after all preparations, the time has come. Things are exciting and new, there is much to discover and much to arrange, people are willing to help you, you are curious about how it all works and others are curious about you ... everything is still open, you are excited about everything new.
2. Then the shock follows; you have been staying in this different society for some time now and you realize that people are different and do things differently than you are used to; that their words and actions have different meanings than what you think. You feel misunderstood, not seen for who you are. Many things are assumed or taken for granted by the people here, but you need clarity. You realize that you are an outsider. You try to understand it all, but only partially succeed. You are wary. It is very tiring. You get angry and get frustrated, and then you go back to what you know; you seek support from people from your own country, want to eat like they do at home, etc. This is the phase of frustration and anger. Some people never get over this phase, and they only become angrier and more frustrated. They suffer so much physically and psychologically that they must go back home (if possible!) or withdraw completely from their surrounding society.
3. But life goes on and you begin to understand; you get used to the other culture, you find your own way. You build a new social network, you can function well. You realise that you do not need everything explained. You realise how this culture works, and you begin to see the 'hidden' things, the meanings, the implications, and the relationships. You begin to be interested in this again. This is a phase of revival and perseverance.
4. Then comes the phase of more balance: your feelings are no longer determined by the other culture. You can empathize more, and you have more appreciation for the other and can handle it well.
5. When you go back, you have to get used to home again; things may have changed in the meantime and you will probably have changed too.

PROCEDURE FOR DEALING WITH CONFLICT

Conflict can arise frequently when volunteers engage with long-established norms and traditions in an organisation. Sometimes the organisation does not realise that their traditions and norms are causing conflict or upset to the volunteer. In Crooked House we acknowledge that this can be the case. We acknowledge, too, that the behaviour of Crooked House personnel can sometimes upset volunteers. It is not ever the intention of our staff and personnel to upset anyone. However, it can still happen.

Crooked House aims to resolve all conflicts and difficulties that it is made aware of in such a way that all parties are satisfied.

However, in order to give us the best chance to change and to address the conflict we need to know about it. We recognise that sometimes volunteers are not able to raise the issue with the person or people with whom they are having difficulty in the organisation. The following procedures are therefore in place to assist volunteers in resolving issues of conflict.

PROCEDURE

1. In the first instance, try to raise the issue with the person with whom you are having the conflict. Request in writing to have a meeting with them and state that it is 'to resolve certain issues' you are having. Crooked House will provide a third person to attend the meeting to take minutes and to act as mediator if necessary. Their role is to make sure that you are heard.
2. If you feel that you are not able to do this, then the second step is to raise the issue **with your mentor**. This is the reason the mentor is there. The mentor will then bring it to the attention of the organisation and perhaps act as mediator in a meeting with you and the person identified.
3. If this is not possible because you are having difficulty with your mentor, then the third option is to bring the issue to your sending organisation. They will then contact Crooked House and try to resolve the issue.
4. If this is not possible because you are having difficulty with your sending organisation, then the fourth option is to bring the issue to **another member of the Crooked House team** with whom you have worked or can speak. They will then bring about a meeting to resolve the issue.
5. If this is not possible because there is no-one on the team with whom you feel comfortable raising the issue, then the fifth option is to raise the issue **with a board member of Crooked House Theatre** (contact details on the website) and ask them to approach us on your behalf.
6. If this is not possible, then bring the issue to **your host family** and ask them to intervene.
7. If this is not possible, then you can bring the issue to **the national agency**.

THE STEPS THAT WILL BE TAKEN TO RESOLVE ISSUES

1. A meeting will be arranged with you, and with a person of your choice to support you, and with a mediator, and with the organisation or the person with who you are having conflict. The person of your choice can attend on Zoom if they are not here. The entire meeting can be on Zoom if you do not wish to attend in person.
2. You will be asked to say, as best you can, what it is you experience.
3. The organisation will be given a space to respond.
4. If you are not satisfied with the response, your support person and you will then ask about how the issue can be resolved to everyone's satisfaction.
5. Crooked House guarantees to propose a plan or course of action to resolve the issue to everyone's satisfaction.
6. Minutes of the meeting will be taken and sent to all attendees. Each one should respond and sign the minutes if they believe them to be accurate.
7. A review date should be established for a follow up meeting to ascertain if the conflict has been resolved or not.

STUDENT TRAINEESHIP FORM



Learning Agreement Student Mobility for Traineeships

Higher Education:
Learning Agreement form
Student's name
Academic Year 20.../20...

Trainee	Last name(s)	First name(s)	Date of birth	Nationality ¹	Sex [M/F]	Study cycle ²	Field of education ³
Sending Institution	Name	Faculty/Department	Erasmus code ⁴ (if applicable)	Address	Country	Contact person name ⁵ ; email; phone	
Receiving Organisation/Enterprise	Name	Department	Address; website	Country	Size	Contact person ⁶ name; position; e-mail; phone	Mentor ⁷ name; position; e-mail; phone
					<input type="checkbox"/> < 250 employees <input type="checkbox"/> > 250 employees		

Before the mobility

<p align="center"><i>Table A - Traineeship Programme at the Receiving Organisation/Enterprise</i></p> <p align="center">Planned period of the mobility: from [month/year] to [month/year]</p>	
Traineeship title: ...	Number of working hours per week: ...
Detailed programme of the traineeship:	
Knowledge, skills and competences to be acquired by the end of the traineeship (expected Learning Outcomes):	
Monitoring plan:	
Evaluation plan:	

The level of **language competence**⁸ in _____ [indicate here the main language of work] that the trainee already has or agrees to acquire by the start of the mobility period is: A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐ Native speaker ☐

Table B - Sending Institution

Please use only one of the following three boxes:⁹

1. The traineeship is **embedded in the curriculum** and upon satisfactory completion of the traineeship, the institution undertakes to:

Award ECTS credits (or equivalent) ¹⁰	Give a grade based on: Traineeship certificate <input type="checkbox"/> Final report <input type="checkbox"/> Interview <input type="checkbox"/>
Record the traineeship in the trainee's Transcript of Records and Diploma Supplement (or equivalent).	
Record the traineeship in the trainee's Europass Mobility Document: Yes <input type="checkbox"/> No <input type="checkbox"/>	

2. The traineeship is **voluntary** and, upon satisfactory completion of the traineeship, the institution undertakes to:

Award ECTS credits (or equivalent): Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, please indicate the number of credits:
Give a grade: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, please indicate if this will be based on: Traineeship certificate <input type="checkbox"/> Final report <input type="checkbox"/> Interview <input type="checkbox"/>
Record the traineeship in the trainee's Transcript of Records: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Record the traineeship in the trainee's Diploma Supplement (or equivalent).	
Record the traineeship in the trainee's Europass Mobility Document: Yes <input type="checkbox"/> No <input type="checkbox"/>	

3. The traineeship is carried out by a **recent graduate** and, upon satisfactory completion of the traineeship, the institution undertakes to:

Award ECTS credits (or equivalent): Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, please indicate the number of credits:
Record the traineeship in the trainee's Europass Mobility Document (<i>highly recommended</i>): Yes <input type="checkbox"/> No <input type="checkbox"/>	

Accident insurance for the trainee

The Sending Institution will provide an accident insurance to the trainee (if not provided by the Receiving Organisation/Enterprise): Yes <input type="checkbox"/> No <input type="checkbox"/>	The accident insurance covers: - accidents during travels made for work purposes: Yes <input type="checkbox"/> No <input type="checkbox"/> - accidents on the way to work and back from work: Yes <input type="checkbox"/> No <input type="checkbox"/>
The Sending Institution will provide a liability insurance to the trainee (if not provided by the Receiving Organisation/Enterprise): Yes <input type="checkbox"/> No <input type="checkbox"/>	

Table C - Receiving Organisation/Enterprise

The Receiving Organisation/Enterprise will provide financial support to the trainee for the traineeship: Yes No If yes, amount (EUR/month):

The Receiving Organisation/Enterprise will provide a contribution in kind to the trainee for the traineeship: Yes No
If yes, please specify:

The Receiving Organisation/Enterprise will provide an accident insurance to the trainee
(if not provided by the Sending Institution): Yes No

The accident insurance covers:

- accidents during travels made for work purposes: Yes No
- accidents on the way to work and back from work: Yes No

The Receiving Organisation/Enterprise will provide a liability insurance to the trainee (if not provided by the Sending Institution):
Yes No

The Receiving Organisation/Enterprise will provide appropriate support and equipment to the trainee.

Upon completion of the traineeship, the Organisation/Enterprise undertakes to issue a Traineeship Certificate within 5 weeks after the end of the traineeship.

By signing this document, the trainee, the Sending Institution and the Receiving Organisation/Enterprise confirm that they approve the Learning Agreement and that they will comply with all the arrangements agreed by all parties. The trainee and Receiving Organisation/Enterprise will communicate to the Sending Institution any problem or changes regarding the traineeship period. The Sending Institution and the trainee should also commit to what is set out in the Erasmus+ grant agreement. The institution undertakes to respect all the principles of the Erasmus Charter for Higher Education relating to traineeships (or the principles agreed in the partnership agreement for institutions located in Partner Countries).

Commitment	Name	Email	Position	Date	Signature
Trainee			<i>Trainee</i>		
Responsible person ¹¹ at the Sending Institution					
Supervisor ¹² at the Receiving Organisation					

During the Mobility

Table A2 - Exceptional Changes to the Traineeship Programme at the Receiving Organisation/Enterprise

(to be approved by e-mail or signature by the student, the responsible person in the Sending Institution and the responsible person in the Receiving Organisation/Enterprise)

Planned period of the mobility: from [month/year] till [month/year]

Traineeship title: ...	Number of working hours per week: ...
Detailed programme of the traineeship period:	
Knowledge, skills and competences to be acquired by the end of the traineeship (expected Learning Outcomes):	
Monitoring plan:	
Evaluation plan:	

After the Mobility

<i>Table D - Traineeship Certificate by the Receiving Organisation/Enterprise</i>
Name of the trainee:
Name of the Receiving Organisation/Enterprise:
Sector of the Receiving Organisation/Enterprise:
Address of the Receiving Organisation/Enterprise [street, city, country, phone, e-mail address], website:
Start date and end date of traineeship: from [day/month/year] to [day/month/year]
Traineeship title:
Detailed programme of the traineeship period including tasks carried out by the trainee:
Knowledge, skills (intellectual and practical) and competences acquired (achieved Learning Outcomes):
Evaluation of the trainee:
Date:
Name and signature of the Supervisor at the Receiving Organisation/Enterprise:

1.Nationality: Country to which the person belongs administratively and that issues the ID card and/or passport.

2.Study cycle: Short cycle (EQF level 5) / Bachelor or equivalent first cycle (EQF level 6) / Master or equivalent second cycle (EQF level 7) / Doctorate or equivalent third cycle (EQF level 8).

3.Field of education: The ISCED-F 2013 search tool available at http://ec.europa.eu/education/international-standard-classification-of-education-isced_en should be used to find the ISCED 2013 detailed field of education and training that is closest to the subject of the degree to be awarded to the trainee by the sending institution.

4.Erasmus code: a unique identifier that every higher education institution that has been awarded with the Erasmus Charter for Higher Education (ECHE) receives. It is only applicable to higher education institutions located in Programme Countries.

5.Contact person at the sending institution: a person who provides a link for administrative information and who, depending on the structure of the higher education institution, may be the departmental coordinator or will work at the international relations office or equivalent body within the institution.

6.Contact person at the Receiving Organisation: a person who can provide administrative information within the framework of Erasmus+ traineeships.

7.Mentor: the role of the mentor is to provide support, encouragement and information to the trainee on the life and experience relative to the enterprise (culture of the enterprise, informal codes and conducts, etc.). Normally, the mentor should be a different person than the supervisor.

8.Level of language competence: a description of the European Language Levels (CEFR) is available at: <https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

THERE ARE THREE DIFFERENT PROVISIONS FOR TRAINEESHIPS:

1. Traineeships embedded in the curriculum (counting towards the degree);

2. Voluntary traineeships (not obligatory for the degree);

3. Traineeships for recent graduates. 10 ECTS credits or equivalent: in countries where the ECTS system it is not in place, in particular for institutions located in Partner Countries not participating in the Bologna process, ECTS needs to be replaced in all tables by the name of the equivalent system that is used and a web link to an explanation to the system should be added.

11 Responsible person at the sending institution: this person is responsible for signing the Learning Agreement, amending it if needed and recognising the credits and associated learning outcomes on behalf of the responsible academic body as set out in the Learning Agreement. The name and email of the Responsible person must be filled in only in case it differs from that of the Contact person mentioned at the top of the document.

12 Supervisor at the Receiving Organisation: this person is responsible for signing the Learning Agreement, amending it if needed, supervising the trainee during the traineeship and signing the Traineeship Certificate. The name and email of the Supervisor must be filled in only in case it differs from that of the Contact person mentioned at the top of the document.