



**Take Me Up**  
My Meaningful Gap Year

## COURSE CATALOG

2021- 2022

Take Me Up  
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**Take Me UP! So much more than just another gap year program, it is a year of opportunity for personal development and international discovery.**

**Above all else, the Take Me Up adventure was designed to allow young people the space they need to find meaning in their future, figure out what they really want in life, and make well-thought-out choices. Take Me Up is a chance for them to discover the world and reveal their hidden talents.**

**« Make the world a better place by allowing everyone to find their place in an environment in accordance with their talents, values and life plan»**

TAKE ME UP is an innovative gap year program that addresses the growing demand of companies today for employees who possess strong social and behavioral skills as well as an ability to work successfully in an increasingly international environment.

The program was designed for young people between the ages of 18 and 24 who, either directly after high school or at another point in their education, feel the need to take a break from formal education to travel internationally and make sure their lives are headed in the direction that suits them best.

**The program is particularly well suited to:**

- Recent high school graduates who aren't sure what they want to do next,
- Students who are thinking about changing majors or who want to travel and study internationally,
- Recent college graduates who want to stand out from other job candidates and improve their résumé,
- Students who have given up on traditional programs and are looking for a fresh start.

**This program is entirely instructed in English**

**Mission Statement:**

This program was designed on the premise that personal and professional development go hand in hand. Our mission is to allow young people an opportunity to discover their talents and their motivations so that they can make the best educational and career choices. Taking a break from formal education will also provide them with a chance to learn more about themselves, grow as individuals, and **change the way they see others and the world**. This program was developed by a private nonprofit educational group in France and incorporates Groupe IGS's core values: Humanism, Entrepreneurship, and Professionalism.

## INSTRUCTORS

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- Dominique BERT:** Dominique has over 30 years' experience in higher education. Before becoming the director of a business school in France, she lived in the US for over 10 years. Both experiences have allowed her to contribute actively to the internationalization and continuous improvement of educational programs. Her objective is to provide students with the best possible chances for professional success in a global market, whatever their nationality or area of expertise.  
Degree: Agricultural Engineering; Institut Supérieur d'Agriculture Rhône-Alpes
- Stéphane BONNEVILLE** Stéphane is a consultant/instructor in the fields of Public Speaking, Media Training, and Team Building. For the past 15 years, he has worked with both universities and companies, while at the same time producing a great many short films.  
Degree: Business.
- Francis DA SILVA** Trained at the prestigious Paul Bocuse Institute, Francis is a well-known events chef. He loves to plan and prepare cocktail parties, dinners, or cooking workshops while at the same time writing recipes for food magazines or making videos for various brands. He takes his passion for cooking where it is least expected, and then shows it off in a brand-new way! Cooking is a way for him to bring people together, to share, have fun, discover new things, learn more about each other, taste new tastes, and simply enjoy great food.  
Francis wants his guests to enjoy an element of surprise and experience culinary emotions – cooking is his secret weapon to make sure they do.
- Aurelien ESPOSITO** After 15 years in sales with Xerox and Air France, Aurélien became part of the Air France crisis unit where he was trained in complex negotiation techniques. He was able to put those techniques into practice directly following the crash of Air France flight 447 from Rio to Paris in 2009.  
With 5 years' experience as an international sales director; 4 companies; 1 compulsory liquidation; 1,500 books read on the subject of personal development, and even more on negotiation; at least 500 failures per month; and thousands of hours spent in negotiation, Aurélien is more than ready to teach you the superpowers of negotiation!
- Christophe GELLON** Originally from the outskirts of Lyon, Christophe grew up surrounded by hip-hop. He later studied other fields including modern dance, circus arts, and theater. In addition to being a performer, dancer, and choreographer, he is also eager to communicate his passion to the next generation.
- Kathryn NICHOLAS GUILLOT** Born and raised in the United States, Kathryn has spent most of her career working in the field of international education in France. After earning her degrees in both Finance and French, Kathryn chose to move permanently to France almost 30 years ago.  
Since then, Kathryn has worked for various business schools throughout France as faculty member, administrator, and school director. She has extensive experience in language acquisition and higher education and has significant expertise in handling diverse learning groups in international settings.

**Adeline LIEVREMONT** Adeline is passionate about both 19th century French literature and modern foreign literature. She has taught French as a Foreign language for many years combining classwork with practical learning opportunities.

Degree: Master's degree in Languages and Civilization from Jean Moulin University (Lyon III) in Lyon; and a MS in Languages and French as a Foreign Language.

**Anna MULRINE GROBE**, Anna is Brussels correspondent and the former defense and national security correspondent for *The Christian Science Monitor*. She has covered the military beat since 2006, traveling frequently to Iraq and Afghanistan to report on America's wars there. Prior to arriving at the Monitor, Anna was senior editor at *U.S. News & World Report*, a newsweekly magazine with 2.2 million readers, where she wrote more than a dozen cover stories on topics that ranged from the rebuilding of New Orleans in the wake of Hurricane Katrina to the drone wars and the integration of Muslim immigrants in Europe. Anna was a Fulbright fellow to Berlin in 2004-2005, and graduated from Georgetown University's School of Foreign Service. Her work has appeared in *Rolling Stone*, *Men's Journal*, and *National Geographic Traveler*, among other publications, and she regularly appears on news outlets including BBC, CNN, MSNBC, and NPR to discuss her work. She has been named one of "DC's funniest celebrities" after National Press Club's annual "Reporters Without Borders" stand-up comedy fundraiser.

**Céline NOGUEIRA** Director, author, trainer and translator for nearly 20 years, Céline Nogueira has created around forty theatrical and choreographic creations in France and New York and supports performers in dance, theater and cinema training.  
Graduated in English literature - Shakespeare specialty (Toulouse Jean-Jaurès University, Theater (Toulouse Conservatory of Theater, Stella Adler Studio of Acting in New York) and Hatha Yoga and Vinyasa (Yoga Alliance).

**Charlotte RENOUVIN** Charlotte has always been passionate about Art and started ballet while still very young. In her opinion, ballet helped her become the person she is today.  
As a coach, she helps people (both students and employees) decide what they want from their career, better understand who they are, and what they need to achieve their objectives.  
Convinced of the benefits of Art, Charlotte firmly believes that it combines creativity, intuition, and imagination which are essential elements to improving self-awareness and taking charge of one's future.  
As the Development Manager for Groupe IGS's Assessment Center, she develops new programs to improve employability and better manage professional change and transition.  
Degrees: Master 2 Human Resources, Management and Strategy, IGS RH; Master 2 International Business Law from the University of Paris Sud; Master's degree in International and European Law from the University of Bologna; as well as various coaching certifications.

## THE TAKE ME UP TEAM

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## INDIVIDUAL COACHING

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### BEFORE THE PROGRAM:

Each participant, upon registering, must complete the Assessfirst questionnaires online on their user interface in French or in English:

1st questionnaire: SHAPE on personality

2nd questionnaire: DRIVE to know your deep motivations

3rd questionnaire: BRAIN on reasoning skills

A first interview with a coach will allow him to consider the best options offered by the Take Me Up program.

### DURING THE WHOLE DURATION OF THE PROGRAM:

Weekly meeting with the coach:

To measure progress

Evoke the difficulties and answer the questions

Prepare and choose the second highlight of the program.

Support continues even during periods spent abroad to help each participant in the **AFTER** stage:

Choice of studies/major

Application assistance to a French school or university

Application assistance for the pursuing the studies in our partner universities

## PART I- SELF DISCOVERY

### WORKSHOPS, SEMINARS, AND GROUP PROJECTS

#### DEVELOPING SOFT SKILLS TO UNCOVER YOUR HIDDEN TALENTS AND GAIN SELF-CONFIDENCE

**The basics of behavioral skills:** Learn the importance of soft skills in personal and professional contexts.

**The art of negotiation:** Overcome your fears and learn how to negotiate to obtain what you want!

**Public Speaking:** Introduce yourself with confidence and impact.

**Team Spirit and Conflict Management:** Experience how cooking and spending time in the kitchen can bring people together.

**Enhancing non-verbal communication through dance:** Discover how dance can develop personal and inter-personal skills while helping participants to learn to accept differences, deal with change, strengthen resilience, improve self-confidence, and develop healthy inter-personal relationships.

**Project Management:** Understand the different aspects of project management – scope, contributions of different stakeholders, communication among participants, handling risk, negotiation techniques, and decision making.

**Event Management:** Learn how to plan, manage, and execute a successful event, from creativity to budgeting to planning.

**Basic Theater Skills:** Explore how telling a story can help manage stress and improve creativity.

**English or French lessons:** Improve communication abilities in a foreign language.

## Uncovering Hidden Talents and Motivation

INSTRUCTOR: Charlotte RENOUVIN

LENGTH: ½ Day

CREDIT:0

### Workshop Description

Before the start of the workshop, each participant will take the on-line Assessfirst questionnaires in French or in English.

1<sup>st</sup> questionnaire: SHAPE Personality Test

2<sup>nd</sup> questionnaire: DRIVE – Intrinsic Motivation Assessment

3<sup>rd</sup> questionnaire: BRAIN – Cognitive Skills Test

The workshop provides an opportunity for group feedback during which participants will learn to interpret their own results in a positive light while at the same time exploring the group dynamic in terms of several themes including creativity, work preferences, and relating to others.

An individual feedback session will be organized at a later date.

### Workshop Objectives

For students:

- Identify one's own potential and motivation to improve self-awareness and self-confidence,
- Understand how to relate to the group.

For the Take Me Up Team:

- Understand the talents and motivations of each student,
- Determine the focus for future workshops,
- Analyze the group dynamic to create balanced groups for future team projects.

### Targeted Skills

- Gain a better understanding of one's personality and motivations,
- Learn to interpret one's personality in a positive manner while understanding that there is no such thing as a "good" or "bad" personality,
- Understand how a group operates.

# Fake News: Thinking Critically in the Disinformation-Rich Digital Age

INSTRUCTOR: Anna MULRINE

LENGTH: 1 Day

CREDIT:2

## Workshop description

In an era of fake news and disinformation, the students will have the opportunity to improve their media awareness through a workshop with a working journalist. Together, the class will explore examples of disinformation, why fake news happens, and the motivations of those who create it. Through dissection of fake news articles and social media posts, participants will also learn techniques such as reverse image searches and build skills for uncovering and fact-checking disinformation.

The workshop will also provide a behind-the-scenes window into the work that professional journalists do, how major news organizations operate, and how questions of objectivity and fairness can arise even within reputable media outlets.

## Workshop objectives

Participants will enhance their awareness of the international news media landscape, and, through case studies, investigative reporters' tool kits, and discussion, gain new strategies and techniques for identifying disinformation and deep fakes.

## Targeted skills

- Improve critical thinking
- Create media awareness
- Understand how to identify credible news outlets
- Improve understanding of how news organizations operate
- Explore how and why to interact with journalists in their careers (should they one day choose to do so)

## Assessment

Participation and "reporter's tool kit" exercises

## Enhancing Personal Development through Dance

INSTRUCTOR: Christophe GELLON

LENGTH: 3 Days

CREDITS:3

### Workshop Description

This workshop is made up of 3 consecutive days:

1. The day's focus is on getting to know each other through various exercises presented in a game format - from how participants use their space, to listening to others, to the idea of reach. This first day is about creating a connection between the members of the group – becoming comfortable with, and trusting, the group and oneself. The day affords an opportunity to observe each participant's way of experiencing an initiation or discovery.
2. The second day will be spent on the idea of learning and discovering shared movement. Participants will be given a choreographic theme that is accessible to all. The day will refer to the exercises from the day before to allow everyone an opportunity for creative expression. Participants will work in small groups and produce a finished choreography before the end of the day.
3. The IDEA concept (Improvisation/Development/Evaluation/Affirmation) will serve as a basis for a friendly and playful improvisation activity. The exercise will allow all participants to better understand their own personalities while at the same time developing, assessing, and affirming who they are. All of this is done using dance choreography and interpretation allowing each member of the group space for self-discovery and rediscovery

### Workshop Objectives

Whether or not they are dancers at the outset, through the different days of exercises and activities, all participants will gain confidence in themselves and others.

### Targeted Skills

Develop soft skills specifically in communication, creativity, stress management, and interpersonal relations.

### Assessment

Each day will end with an informal discussion session and assessment called "The Feelings Weather Forecast" to confirm that the day's activities and exploration have been assimilated.

A final feedback session will be organized as well as a moment of relaxation at the end of the workshop to finish with a positive feeling of accomplishment.

## Developing Soft Skills in the Kitchen

INSTRUCTOR: Francis DA SILVA

LENGTH: ½ Day

CREDIT :1

### Workshop Description

The workshop starts off by drawing lots to create 3 teams, each represented by a different color. Each group will have to make a savory treat using ingredients from a mystery basket. But be careful, riddles must be solved, and observations are needed to obtain certain clues!

Of course, each group will have all the help they need to make their dish.

### Workshop Objectives

Understand the complexity and complementarity of working as part of a group while recognizing and appreciating the personality of each participant.

### Targeted Skills

Improve the soft skills of each participant: adaptability, creativity, curiosity, confidence, team spirit, time management, stress management, leadership, and communication, and all that, in the kitchen!

### Assessment:

Participation

# Theater: Improving Verbal and Non-verbal Communication

INSTRUCTOR: Céline NOGUEIRA

LENGTH: 3 Days

CREDITS :3

## Workshop Description

Through traditional theater and improvisation techniques, workshop participants will work in a sequential manner:

Posture and voice – learn how to use your voice,

Body and space – learn how to use your space and analyze the connection with other participants by looking and listening,

Body and speech – This is the improvisation phase of the workshop and includes observation of how the body is used, accompanied by constructive feedback from the audience,

Empowerment and use of techniques to control emotions.

## Workshop Objectives

Acquire new communication techniques and learn to provide and receive feedback in a positive and constructive manner. Through storytelling sessions, participants may also discover a new aspect of their personality and reveal certain talents they didn't know they had.

## Targeted Skills

Develop soft skills like communication, creativity, stress management, and interpersonal relations.

## Assessment

A video sequence filmed at the beginning of the workshop with a specific written text compared with a second video sequence with the same text filmed at the end of the workshop will allow participants to fully appreciate the physical and vocal changes, in particular, and the overall improvement, in general.

## Boost your Creativity through Filmmaking

INSTRUCTOR: Stéphane BONNEVILLE

LENGTH: 4 Days

CREDITS :4

### Workshop Description

Writing, filming, and editing a promotional film in 4 days.

In this module, facilitated by audiovisual professionals, participants will have an opportunity to work in small groups and together meet the challenge of successfully creating a 2 – 3-minute promotional film in fewer than 4 days.

Participants will work independently in a workshop format, with professionals lending their support when needed with technical and theoretical help. The participants take it from there and attempt to develop their own problem-solving strategies. The facilitators make sure the groups are respecting the guidelines (deadlines, feasibility, etc.) and provide additional assistance during filming and organizing the awards ceremony.

Day #1 - Writing the scenario

Day #2 – Filming

Days #3 and # 4 – Editing

The participants are also responsible for organizing an awards ceremony (like the Oscars) with hosts, skits, and awards (best film, best actors, best “making of”, etc.).

Each day must end with the production of a completed element (ex: written scenario, rush, edited film, etc.).

### Workshop Objectives

- Successfully meet a challenge as a part of a group,
- Work together, find solutions, make decisions quickly,
- Create a group dynamic through a new and fun project,
- Learn video techniques,
- Become familiar with and learn to use professional editing software,
- Create and host an event, like an awards ceremony.

### Targeted Skills

Develop creativity, communication, team spirit, stress management, time management.

### Assessment

Possible awards for:

- Best film
- Best actor
- Best actress
- Best editing

## Public Speaking Competition

INSTRUCTOR: Stéphane BONNEVILLE

LENGTH: 2 Days

CREDITS :3

### Workshop Description

This public speaking competition is in fact a series of debates between 2 students or 2 teams of 2 students. The debates are organized in a friendly and fun context and are limited in time. A debate subject is drawn randomly by the students or teams of students. Each team will be assigned arbitrarily a position of defending the arguments FOR or those AGAINST. The participants' real convictions are of no importance as the objective of the debate is to sell their arguments and be as persuasive as possible. Both teams then have 10 minutes of preparation time before facing off for 3 minutes. Each team has a timer, like in chess competitions, and must respect its time limit.

### Workshop Objectives

- Gain self-assurance and enthusiasm when faced with an audience,
- Develop your power of persuasion,
- Anticipate and respond to objections,
- Win the support of the audience.

### Targeted Skills:

Develop communication, group cohesion, stress management, time management skills.

### Assessment

At the end of each debate, the audience will determine which team won.

The winning teams will continue to face off until the final debate with the 2 best teams represented.

The winner of the final round will win the competition.

## The Art of Negotiation

INSTRUCTOR: Aurélien ESPOSITO

LENGTH: 2 Days

CREDITS :3

### Workshop Description

The workshop is composed of two parts:

Part 1 - Conference:

Our CEO will lead an interactive conference, or “one man show” as he likes to refer to it, using references to both films and television series.

The objective is to convince and reassure the audience on the benefits of perfecting negotiation abilities in personal development

Part II- “Serious” Immersion Game:

Students will be plunged into a complex immersive situation.

The CEO’s private airplane, the “Europ Extract”, has been shot down and the Board of Directors is being threatened. You are a member of the Negotiation Academy Crisis Unit and it is up to you to understand, organize, and resolve this situation through negotiation.

### Workshop Objectives

Bring students out of the traditional educational context and allow them to become active participants in the learning process.

Master the OPEX® method: Observation, Preparation, Exchange, and Experience

### Targeted Skills

- Interpret behavior of others,
- Build strategies quickly,
- Appreciate conflict,
- Create value through conflict,
- Understand how to master an exchange,
- Know how to self-assess after a negotiation.

### Assessment

Students will be assessed by the coaches based on the above skills in the following manner:

- Outstanding
- Satisfactory
- Needs Improvement



## Project Based Service-Learning

INSTRUCTOR : Florence LEBOIS GALY and The Association Petits Princes

LENGTH : Group Project

CREDITS :8

### Workshop Description

The “Association Petits Princes” was created in 1987 to help make the dreams of terminally ill children and teenagers come true.

These children have thousands of dreams but making them come true costs money. As a result, the association organizes all sorts of different events to help raise money.

All ideas are welcome when it comes to fundraising and each Take Me Up group will decide how it wants to raise money for the association. The resulting project will be made up of several phases: feasibility, communication, budgeting, fund raising, scheduling, and time management.

Each group will have a Take Me Up staff advisor to provide support during the entire duration of the project.

### Workshop Objectives

Learn to manage a project from beginning to end,

Learn to control one’s emotions and those of others, learn to trust,

Learn to manage a schedule and respect deadlines.

### Targeted Skills

Project management allows participants to develop many soft skills which are useful in higher education and later in a professional career, including:

Creativity, motivation, stress management, communication, adaptability, leadership, and team spirit.

### Assessment:

Each project as well as each participant will be evaluated

## English as a Foreign Language

INSTRUCTOR: Kathryn GUILLOT

LENGTH: 40 hours

CREDITS :4

### Course Description

This English workshop has been designed to strengthen spoken communication skills. Often, participants already have a relatively good level of English, yet because they do not have opportunities to use it, their speech is hesitant and awkward. The objective is to accustom them to speaking, slowly at first, then more and more quickly, without making mistakes. Special attention will also be paid to pronunciation, accent, and stress. At the end of the workshop, participants will be able to introduce themselves, ask questions, hold a conversation, present material, speak in public spontaneously, and talk on the phone – basically, they will feel comfortable and confident in English whatever the context.

The sessions are taught exclusively in English and will take place in small groups using interactive and immersive techniques. The idea of interculturality and its impact on verbal and non-verbal communication will also be explored.

### Course Objectives

- Become more comfortable in English,
- Express oneself confidently in spoken English,
- Achieve a certain degree of fluency and be able to give an opinion, ask questions, and interact successfully in various contexts and situations.

### Targeted Skills

- Improve overall level in spoken English,
- Successfully participate in spontaneous conversations,
- Effectively present information to an audience (prepared speech),
- Improve pronunciation, accent, stress,
- Talk about past experiences and future ambitions,
- Improve oral comprehension of various accents and pronunciations,
- Increase base vocabulary.

### Assessment

- Continuous assessment based on group work, role plays, simulations, and debates,
- Participation.



## French as a Foreign Language

INSTRUCTOR: Adeline LIEVREMONT

LENGTH: 80 hours

CREDITS :6

### Course Description

During the various class sessions, participants will work on improving their communication abilities in French through topics including introductions, daily life, schedules and routines, and cultural differences. Different workshops (videos, news reports, etc.), cultural outings, and simulation role plays are just some of the techniques that will be used.

### Course Objectives

Learn various aspects of the French language and cultural differences. Participants will also learn how to measure their progress themselves.

### Targeted Skills

Gain confidence in one's abilities through a foreign language and discover the French language. Participants will be able to express themselves in French in different situations of daily life: introducing oneself, ask the time, make purchases, talk about one's background and ambitions. Participants will be able to express themselves in the present and past tense.

### Assessment

Participants will be evaluated after each workshop.

Participants will take a French as a Foreign Language test at the end of the course.

## **PART II- NEW PERSPECTIVES**

**AN INTERNATIONAL ADVENTURE, BEING OUT OF YOUR COMFORT ZONE, LEARNING MORE ABOUT YOURSELF AND OTHERS IN EUROPE OR THE UNITED STATES**

- ✓ **AMERICAN TRACK**
- ✓ **EUROPEAN TRACK**

**OR A FIRST WORK EXPERIENCE TO START BUILDING A CAREER PLAN**

- ✓ **VOLUNTEER WORK**
- ✓ **COMPANY INTERNSHIP**



## AMERICAN TRACK

Take university courses in one of our partner university:

**Rider University, New Jersey, USA:**

Courses in English

Spring or summer

[www.rider.edu](http://www.rider.edu)

**Georgia College & State University, Georgia, USA**

Courses in English

Spring

[www.gcsu.edu](http://www.gcsu.edu)

**San Francisco State University, California, USA**

Courses in English

Spring

[www.sfsu.edu](http://www.sfsu.edu)

**California State University San Marcos, USA**

Courses in English

Spring or summer

[www.csusm.edu](http://www.csusm.edu)

**Edmonds Community College, Washington, USA**

Courses in English

Spring or summer

[www.edmonds.edu](http://www.edmonds.edu)

**University of the Ozark, Arkansas, USA**

Courses in English

Spring

[www.ozarks.edu](http://www.ozarks.edu)

**Hastings College, Nebraska, USA**

Courses in English

Spring

[www.hastings.edu](http://www.hastings.edu)



**Universidad Anahuac, Mexico**

Courses in Spanish

Spring

<https://www.anahuac.mx/en>

**Tec de Monterrey, Campus Estado de Mexico, Mexico**

Courses in Spanish, some courses are available in English

Spring

<https://studyinmexico.tec.mx/>



## EUROPEAN TRACK

### **Cologne International Business School, Cologne, Mainz et Potsdam, Germany**

Courses in German and English

Spring

<https://www.cbs.de/en/>

### **Universidad Alcala, Spain**

Language and culture courses

university courses available in English

Spring

<https://alcalingua.com/es>

### **Universidad Catolica San Antonio de Murca, Spain**

Courses in Spanish

Spring

<https://studyinmexico.tec.mx/>

### **University College Cork, Ireland**

Language and culture courses

Spring

<https://www.ucc.ie/en/study/courses/>

### **Centro Studi Italiani, Urbania, Milano, Genoa, Italy**

Language and culture courses

Summer

[www.centrostuditaliani.org](http://www.centrostuditaliani.org)

### **Universita Cottoicca Des Sacro Cuore, Milano, Italy**

Courses in English

Spring- summer

<https://www.unicatt.it/>

### **Jamk University, Jyväskylä, Finland**

Courses in English

Summer

<https://www.jamk.fi/en/Education/jamk-summer-school/>

### **Saint Petersburg State University of Economics, Russia**

English and Russian language courses

University courses in English

Spring

<https://en.unecon.ru/>



## VOLUNTEER WORK

COUNTRY: France or Abroad

LENGTH: 6 months

CREDIT: N/A

### Description:

The volunteer work makes it possible to engage in a mission within an association or a community.

It can be done in the following areas:

Solidarity, environment, sport, culture, education, health, emergency intervention, memory and citizenship, humanitarian aid.

### Objectives:

Understand the meaning of commitment and make yourself useful

Improve your knowledge in the field that interests us

### Targeted Skills:

Empathy and listening and openness to others

Knowledge and self-confidence

Team work

### Assessment:

Writing a report at the end of the mission



## Company Internship

COUNTRY: France or abroad

LENGTH: 2 to 6 months

CREDITS :N/A

### Description:

After the 1st part of the program based on self-discovery and improved behavioral skills, an internship is a first experience (or not) in a professional context that will allow the participant to discover what a company is and the various departments that contribute to its success.

Intern must be fluent in French.

### Objectives:

Fine-tune the participant's career objectives,

Improve knowledge of a field of interest.

### Targeted Skills:

Empathy, listening, and social awareness,

Self-awareness and self-confidence

Teamwork

### Assessment:

A written report at the end of the internship.