This handbook is based on the contributions, methods and good practices that emerged during the training course for youth workers held from 16th to 21st April 2018 in Italy within the framework of the project EVAC - Empower Volunteering across the Continents, Erasmus+, KA2 – Capacity Building in the field of youth.

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This handbook was produced as part of the project EVAC - *Empower Volunteering Across the Continents*, co-funded by the Erasmus+ Programme - KA2 Capacity Building in the field of youth and implemented between November 2017 and April 2019.

In the framework of the overall aims of the action "to promote the quality and the recognition of youth work, volunteering and not formal learning in Partner Countries", EVAC project aims at improving the quality of transnational volunteering experiences, raise the competences of youth workers and local staff and to reinforce the international dimension of partner organizations.

The project strengthens the cooperation among 5 partner organizations from Italy, Romania, Perú, Madagascar and India, active in the field of formal and not formal education for young people, especially those with fewer opportunities.

The main project activities are:

- three field visits of EU youth workers to organizations in Partner Countries;
- a training course for 12 youth workers held in Italy on April 2018 and focused on the discussion and the exchange of best practices about the management of international volunteers and the implementation of not formal learning experiences;
- 10 EVS short and long term mobility projects [1] across involved organizations.

Lessons learnt and outcomes resulted by all these activities have been organized and described in this handbook which contains useful tools and strategies to improve the quality of of international mobility and to deal international volunteers in intercultural projects.

The handbook contains 7 Chapters that describe the main phase of an International volunteering project and suggest specific methods and tools for each phase.

This publication is mainly addressed to organizations that can find here useful methods to train local staff and youth workers and to implement daily activities with young people.

The handbook is available online on the website of partner organizations and it has been translated in the following languages; Italian, English, French, Spanish and Rumenian.

For further information on EVAC project:

*Web site: https://iboitalia.org/evac-empower-volunteering-across-continents/*

*Facebook page: EVAC.ErasmusPlus*

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[1] Even though since 2018 the European Voluntary Service (EVS) is no longer a mobility activity under Erasmus+ Programme, this handbook still refers to EVS. Some of the best practices described have been experienced within this type of action and EVAC mobilities refer to EVS guidelines. Tools, methods and best practices described could anyway be applied for dealing with young people involved in voluntary activities under European Solidarity Corps, the new EU Initiative that partially gather and exploit the long EVS experience.
PARTNER ORGANIZATIONS

Coordinator: IBO Italia – Associazione Italiana Soci Costruttori, Italy

IBO Italia is a civil society organisation that has been operating in Italy since 1957 in the field of development cooperation and international volunteering. IBO collaborates with local communities all over the world by supporting education and training projects. The organization has a strong experience in promoting IVS experiences for young people through international workcamps (since 1957), National Civil Service, Civil Peace Corps, European Voluntary Service and European Solidarity Corps.

Web site: www.iboitalia.org
Facebook: IBOItalia
E-mail: info@iboitalia.org

Asociatia Lumea lui Pinocchio, Romania

The association is active in the town of Panciu with projects and activities focused on minors and young people. Since 2006 it has been running the daily education centre “Pinocchio” which promotes after-school support, literacy activities, non-formal education and sport for children of the local community, especially ones with fewer opportunities. Furthermore, LLP is a regional centre for the dissemination of local, national and international volunteering. Since 2003 it has been implementing international mobility projects for young people such as European Voluntary Service, European Solidarity Corps, youth exchanges and workcamps, as well as hosting volunteers through national Civil Service programmes.

Web site: www.lumealuiipinocchio.org
E-mail: info@lumealuiipinocchio.org
Facebook: As. Lumea lui Pinocchio

Manampy zaza Madiniky, Madagascar

Manampy zaza Madiniky is an association active on the Island of Nosy Be in Madagascar with programs and activities aimed at supporting minors and families of the local community who live in difficult socio-economic situations.

Food support for infants and children, scholarships, organisation of literacy courses, recreational workshops for children and adults are some of the main actions which MzM implements with its local staff and with an increasing collaboration of international volunteers through workcamps and other STV programs.

Web site: www.manampyzazamadiniky.jimdo.com
Facebook: Manampy zaza Madiniky
Asociación Pueblo Grande, Perú

Association Pueblo Grande was founded in 2007 by a group of educators, sociologists and communication experts who have decided to bring together their individual skills and competences for the human development of the community. Its main social project is “Barrio Cultural Quijote para la Vida” that promotes culture and favours the growth of future community leaders and democratic citizenship in the human settlement of Santa Rosa, northern suburbs of Lima.

E-mail: quijoteperu@gmail.com
Facebook: Proyecto “Quijote para la Vida”

Sevashram Center, India

Since 1970 Sevashram Centre has been operating in Kavital, a village in the North of the Karnataka state. The centre welcomes girls and adolescents from rural areas where precarious social and economic conditions prevent families from caring for their daughters and meeting their basic needs, especially education. The centre hosts children providing them board and lodging, daily care and supporting their education in local public schools. It also organises vocational training and courses for early school leavers.
CHAPTER 1

INTRODUCTION
CHAPTER 1 INTRODUCTION

This handbook has been designed as a useful tool to systematize and organize the experienced best practices of partner organizations in the implementation of SHV & M&LTV projects. International mobility for young people is continuously growing in terms of opportunities according and funding programmes.

Strategies and working methods here described are the results of a long experience of IBO Italia and partner organizations in dealing with the following IVS and volunteering programmes:

- International workcamps
- Youth exchanges
- National Civil Service in Italy and abroad- SCN (according to the Italian Law n. 64/2001) and Universal Civil Service - SCU (according to the Italian DGLS n. 40/2017)
- Civil Peace Corps (CCP) (according to the Italian Law n.47/2013)
- European Voluntary Service (EVS) and European Solidarity Corps (ESC)

1.1 MAIN ACTORS OF AN IVS PROJECT

a. The volunteer

The term "volunteer" identifies the participant in an IVS project.
The majority of the programmes are mainly targeted to young people (up to the age of 30), but there are opportunities, such as work camps, which do not set age limits for participation.
M&LTV projects usually involve a small number of participants at the same time (on average 1 to 3), while STV proposals are mostly group experience, often with participants from different countries.

b. Partner organizations

Regardless of the program, each IVS project should be based on the collaboration between a sending organisation (SO) and a hosting organisation (HO).
In wider projects there may also be a coordinator, that is an organization that coordinates the whole project and the implementation of different actions.
The high quality of an IVS project is ensured by a strong collaboration between partner organizations, although with different tasks and responsibilities according to the different stages of implementation.

Firstly, partner organizations should deepen their mutual knowledge through the exchange of information on their vision, mission and statutory activities.

At a later stage it is good practice to arrange, where possible, a field visit to get to know the partner organisation and the project in which future volunteers can be involved (see, as examples, field visits in EVAC project: https://iboitalia.org/evac-empower-volunteering-across-continents/meeting/).
The third step concerns the drafting of a volunteering project, with information on:

- General local context
- Aims and activities in which volunteers will be involved, with an approximate daily timetable;
- The role of volunteers within the project;
- Local staff and local tutor;
- Board, lodging and local transport;
- Local safety measures, insurance, general rules of conduct according to local context.

Models and timing for drafting project and further agreements may vary according to the specific program. In general, LTV projects require more detailed agreements drawn up in accordance with specific guidelines.
CHAPTER 2

WHO LEAVES?
In volunteering projects, selection is a process through which you can increase the probability of making the optimal choice of participants, favoring the good matching of the volunteer and the chosen project so as to avoid future problems both for the volunteer and for the hosting context. The purpose is to define how suitable is a potential volunteer to perform a specific task in a given context, through his/her skills, competences and experience. The selection process can go through various stages and can be adapted to different requirements or recruitment needs.

Generally for STV projects – ex. workcamps or youth exchanges – long and complex selection processes are not used, what is more important is to give potential volunteers detailed information so to help them in choosing the most suitable experience based on their expectations, motivations and abilities.

In M&LTV projects, instead, it is good practice to use more complex selection processes that allow, both the organization and the candidate, to acquire useful elements to assess whether the chosen project is actually the most suitable for their expectations and skills.

A complete selection process includes the following phases:

- Definition of the volunteer’s profile
- Promote and look for volunteer candidates
- Definition of the selection tools
- Selection test
- Processing of acquired information
- Selection of candidates and communication of the evaluation results.

### 2.1 Definition of the Volunteer’s Profile

The analysis and definition of the volunteer’s profile is a step that comes before the actual selection. The purpose is to draw a sufficiently clear picture of the context in which the volunteer will be working, his/her tasks and requirements.

The definition of the volunteer’s profile is composed of two central elements: “competences” and “dimensions”.

#### Competences:

- Qualifications
- Language skills
- Previous volunteering experiences

#### Dimensions:

- Communication and relational skills
- Problem solving and decision-making capacity
- Adaptability and stress management
- Negotiating capacity
- Team work ability
Information on the volunteer’s competences can be generally found from the cv, the motivation letter or during the selection interview (see paragraph 2.3). Dimensions, on the other hand, are more easily observed through group activities and tests.

**How to observe dimensions during a selection?**

**Communication and relational skills:** the volunteer is clear while speaking, he/she uses a language appropriate to the context and the interlocutor, looks into the eyes, let the others speak or interrupts them, tone and rhythm of his/her voice facilitate understanding and capture attention, he/she uses smile and facial mimicry to involve other people.

**Adaptability and stress management:** the volunteer maintains lucidity, he/she keeps the logical thread of the speech, he/she has a dynamic or rigid posture, shows self-control, knows how to manage emotions, he/she keeps calm or gets nervous in dealing with sudden changes or closes in the presence of a critical issue.

**Problem solving and decision-making capacity:** in a problematic situation the volunteer sees the goal to be achieved and the details of the situation, he/she is method-oriented, able to analyze a situation establishing priorities and suggesting effective solutions, he/she is able to make a choice among the available options, he/she respects the indicated times.

**Negotiating capacity:** in a difficult situation, the volunteer argues his/her positions but is open to different opinions, he/she respects and considers other candidates, he/she identifies possible compromises and mitigates different positions, he/she is open to change his/her ideas.

**Team work ability:** the volunteer actively participates/doesn't isolate himself/herself in a group, he/she is open to work together, respects roles and encourages everyone’s participation creating trust in the group.

There may be specific requirements that are closely related to the context and the activities to be performed, such as:

- **extreme whether conditions** (lots of snow and very cold / dry and lack of water) → **high adaptability**

- **activities with disadvantaged people** → **high relational and negotiating skills**.

For this reason, a clear definition both of the hosting context (see Chapter 1) and of the volunteer’s profile is crucial, during promotion and selection.
2.2 PROMOTE AND LOOK FOR VOLUNTEER CANDIDATES

Regardless of its duration and type, every volunteering project must necessarily include a promotion phase aimed at finding potential participants.

For this purpose it is useful to define and prepare an info-pack that contains all the essential information on the involved organizations and on the project (context, activity, logistics) useful to guide potential candidates in information in their choice. Information will also be available on how to apply: in projects that involve selection processes, potential candidates are generally required to send a CV and/or motivational letter.

The promotion phase can be managed with many tools and communication channels:

- Internet: websites, social media, newsletters, web portals about volunteering;
- Local media: newspapers and TV;
- Public Events: meetings at the office of the involved organizations, schools, universities, information centers for young people, public events.

2.3 DEFINITION OF THE SELECTION TOOLS

Depending on the type of project and its duration, the selection tools may be different. Commonly, the main tool is the interview, which can be used both for STV and for M&LTV projects. The interview aims at meeting a candidate, evaluate his/her skills and explore the reasons for his/her participation, the real motivation towards that role, verifying if this desire is consciously connected to a clear and realistic vision of the hosting context. The interview is also a good way to provide the candidate with accurate information on the association, on the hosting context and on what it can offer.

In case of LTV projects it is desirable to integrate the interview with other observation tools, useful for evaluating the above listed dimensions. These tools can be advocacy and leadership cases and problem-solving tests. Submitting a specific test (a problematic case to be resolved in a certain time rather than a decision to be taken at a personal level or in group) to a group of candidates can be a useful tool to evaluate various aspects.

2.4 CARRYING OUT THE SELECTION

In order to make the evaluation of the candidates as objective as possible, there are some strategies that can be used during the selection.

- **Welcoming.** One must be friendly but detached in welcoming the candidates. It is not necessary for candidates to feel immediately at ease, especially if you have to assess dimensions related to stress management. Since this feature is closely linked to the ability to feel comfortable in new situations, it is advisable to make full use of the first moments of the relationship: if the person cannot manage a stressful situation for a few minutes, how will he/she behave in situations where stress is different? A formal attitude in the selection process does not contrast the welcoming style typical of voluntary organizations. We can easily prove it once the selection is complete!
• **Influence of recruiters.** Those who meet the candidates must limit the expression of their personal ideas and experiences as much as possible to prevent them from influencing the answers of the candidates.

• **Space for the volunteer.** The candidate must be the protagonist of the interview, 80% of the dialogue space must be left to him/her. The recruiter must use open, short and simple questions (for ex. what would you do if ...? What is your opinion about ...?). The purpose is to obtain a considerable amount of information spontaneously.

• **Take note.** It is advisable for the recruiters to take note of all the information and observations they obtain by meeting the candidates, taking care to note the observable behaviors as much as possible (information not contained in a CV and therefore no longer recoverable if not noted).

• **Order of the received information.** Be careful because the first and last information collected are those that most influence the recruiter because they are more easily remembered.

### 2.5 PROCESSING OF ACQUIRED INFORMATION

A correct evaluation of the candidate depends on the ability to use all the observed indicators to draw up a profile free from personal representations or emotional conditioning.
The recruiters must link their considerations to the characteristics of the role to be filled: the evaluation is therefore always referred to the position and to the project, not to the person.
It is advisable to draw up an evaluation sheet of each candidate or a detailed description of what comes out during the interview, with particular attention to strengths and weaknesses.

### 2.6 SELECTION OF CANDIDATES AND SUBSEQUENT COMMUNICATION

The comparison between evaluations of different candidates allows recruiters to make the final choice. After that, it is advisable to communicate the results of the selection to the candidates within a reasonable time.
This communication will offer the evaluated person a useful feedback that will allow him/her, to target his/her research more effectively, in case of a negative result.

If possible and appropriate, the association can also make an alternative proposal to the candidate: in this way the selection can become an opportunity for guidance, especially in the case of young people, to help them choose the type of experience that best suits their profile and start a path in volunteering that is a progressive opportunity for growth.
CHAPTER 3

EVAC

PREPARE TO WELCOME
CHAPTER 3 PREPARE TO WELCOME

Meet the volunteer, provide information, deepen his/her motivations and expectations, prepare to welcome are all essential steps for a quality volunteering experience, because "whoever starts well is half of the work!"

3.1 NOT ONLY BACKPACK AND LUGGAGE...

3.1.1 Pre-departure training

Informing and training volunteers who have been selected according to the previously explained methods is an essential step, that is the sending organization’s responsibility. In M&LTV projects, the training can be centralized or coordinated by specialized bodies. Anyway, it is good practice for the sending organization to meet the volunteer at least once before departure so as to share information and details about the project. Although much information has already been provided by info-sheet and info-pack during the promotion and selection phase (see Chapter 2), the meeting with the volunteer is useful and important to go through many aspects.

The most essential are listed below:

- Get to know the sending organization, its mission and activities, illustrating the meaning and value of volunteering and of the proposed experiences (see Attachment 2, Ethical code for volunteers);
- Provide more information about the host organization, local context, objectives and activities of the volunteering and / or mobility proposal;
- Define the role of the volunteer within the project considering his/her expectations and motivations, also by sharing a draft of daily timetable, which will subsequently be reviewed and detailed on the spot;
- Provide the volunteer with contacts of the local staff;
- Inform about board and lodging conditions, local transport on arrival and national/international journey;
- Provide the volunteer with a vademecum including information and advices about safety, insurance and sanitary hygiene.

The success of this pre-departure phase also depends on communication and collaboration between sending and hosting organizations, as described in Chapter 1.

3.1.2 DOCUMENTS

The organizations will work together to provide the volunteers with information about the necessary documents for the departure such as passport, visa and supporting documents (if necessary), vaccination card, air ticket, insurance policy.

3.1.3 Volunteering Agreement

In most volunteering projects, the relationship between volunteer, sending and hosting organizations is formalized in a volunteering agreement / contract that can be drawn up according to precise rules of the funding program (eg Communitary Service) or written up on models designed by organizations.
The agreement formalizes many of the above described aspects and generally contains basic information such as:

- Personal data of the volunteer and of the involved organisations;
- Dates of the volunteering projects;
- Conditions about board and lodging, local transport and insurance;
- Role and contacts of the tutor;
- Specific info about the project and activities.

### 3.1.4 Prepare for welcoming

Before the volunteer’s arrival, the host organization must define the essential conditions to guarantee a warm and effective hospitality of the volunteers.

Here are some general guidelines:

- Prepare the accommodation of the volunteers by making sure it is ready for use when they arrive;
- Organize the journey of volunteers from the arrival station or airport to the hosting organization;
- Communicate with volunteers, exchanging contacts, timetable and precise meeting indications so as to be able to manage possible unforeseen events or time changes;
- Inform the staff of the host organization and beneficiaries of the activities about the arrival of the volunteer, the duration and the reasons for his/her stay.

### 3.1.5 The tutor

As already highlighted above, in every volunteering experience it’s crucial the presence of at least one person who takes on the role of reference for the volunteer and who can guide and support him/her in the implementation of his/her project.

In **STV projects** - ex. workcamps or youth exchanges - often the group of volunteers is often accompanied by a **camp leader or group leader which**, in this case, is selected and prepared by the sending organization and whose role is to:

- accompany the group from departure (in some cases, e.g. for youth exchanges, also international travel is carried out together)
- plan the activities to be carried out, even leisure time ones, with the sending and hosting organizations;
- coordinate the group in carrying out daily activities during the volunteering experience (assigning specific roles and activities and guaranteeing the participation of all);
- support volunteers in case of personal difficulty or crisis, being responsible for their safety.

Anyway, the host organization must identify at least one contact person who will be the main interlocutor for the camp leader / group leader for logistic and organizational aspects of the experience.
In M&LTV project the organization must identify a tutor[2] for the volunteer. This person will have
the responsibility to support the volunteer during all his/her experience, guaranteeing the quality of
the project, especially regarding interpersonal relationships and integration with the local context.
The tutor may be a different person from the activity contact person who, instead, will support the
volunteer in his/her daily activities and which could vary according to the type of activity and the
sector in which the volunteer is involved.
The tutor is crucial for a quality volunteering experience and his/her role is connected with various
stages of the project cycle, with specific activities and functions that will be referred to in the
following chapters.

3.2 LET’S START!

3.2.1 Welcome of volunteers

The volunteer’s arrival at the host organization is a particularly delicate step, especially if the project
takes place abroad, in a far away country with a different culture.
Therefore, the host organisation must spend time and allocate human resources for this first step,
trying to guarantee a warm welcome, with contact persons and creating the conditions that make the
volunteer feel welcomed.
Some basic suggestions are, for example, pick the volunteer up from airport or station; show him/her
the house and guide him/her towards this new reality that will be his/her “home” for two weeks or a
year.

3.2.2 Adaptation

After the volunteer’s arrival, the tutor should devote time to introduce the organisation in terms of
spaces, schedules and local staff, should also help the volunteer get a general knowledge of the local
context of the project (eg town, culture) with general information on personal safety, rules of
conduct, emergency numbers, first aid medical points, shops for basic purchases.
In the first few days, it is important to help the volunteer in activities such as currency exchange,
mobile (eg how to buy a sim card; connection to a wifi network) or local transport (eg which public
means to use and how much it costs).
Furthermore, the tutor will gradually introduce the volunteer in the planned activities, initially
inviting him/her to observe and then gradually to create relationship with the beneficiaries.

In the first days it is advisable to organize formal or non-formal moments, in group or individually
(see Chapter 7) in which the tutor can become aware of the motivations and expectations of each
volunteer.
This can help the tutor to update the activities, to better understand the reasons for possible difficult
moments or conflicts and to re-elaborate an evaluation meeting at the end of the experience.

In M&LTV projects, a key element to favour the integration of the volunteers is to help them acquire
basic knowledge of the local language to make them more self sufficient.
Spending time and energy in learning the local language is crucial to make volunteers more
independent in everyday activities, in their free time and in creating relationships with beneficiaries
and local community.

[2] This figure can be defined with different terms depending on the reference program: we talk about Mentor in the context of
EVS / CES projects or OLP - Local Project Operator, within the Civil Service.
3.2.3 Beginning of the volunteering experience

How volunteer can be involved in specific activities will vary according to the type of project.

Generally for all types of projects it is useful:

- to show volunteers a general overview of the organization’s activities;
- to organize a meeting with the local staff to introduce each one with respect to his/her role within the organization;
- prepare a weekly timetable (with a long-term perspective in case of LT projects, providing a plan of commitments and activities also based on the organization’s planning).

For LTV projects a good practice is to let the volunteers experience the multiple activities of the association, alongside the line manager of each sector, so that they can have a clearer idea of each activity. At the end of this phase, if possible, decide together with the volunteer in which activities he/she would like to be involved, enhancing his/her skills, personal attitudes and motivations.

Gradually, the volunteer will increase his/her autonomy in spaces and with people.

During the project it is useful to plan regular meetings with volunteers and tutor to monitor and evaluate the activities, their involvement and share problems and doubts. This process may have different terms and methods, depending on whether the projects are short or long term, individual or group activities.

The next chapter deals specifically with this phase, which becomes increasingly important to ensure a good quality of the volunteering experiences.
CHAPTER 4
MONITORING, EVALUATION AND DISSEMINATION
CHAPTER 4 MONITORING, EVALUATION AND DISSEMINATION

A key factor for a successful IVS experience is that participants may keep an high motivation throughout the project. To facilitate this process well-defined rules may help: the rule itself does not lower motivations, but channels them positively.

The first days in the project are a key step since the volunteers create their first impression of the project and the HO.

Some strategies to facilitate volunteers’ adaptation may be:

- Establish defined and clear rules since the beginning of the experience;
- Define the different roles of volunteers and local staff;
- Share the expected results and aims of the IVS project

Since the beginning, having clear objectives may help to lead energies, encourage motivation and stimulate the development of problem solving strategies.

A volunteer gives value to a specific task or activity when he/she well understand that it is part of the goal to be achieved. Giving frequent feedback to volunteers on their activity have a positive influence on their motivation. Thus, monitoring and evaluation process are essential for IVS quality.

4.1 DEFINING MONITORING AND EVALUATION

Monitoring aims at collecting information and data during project implementation to facilitate and improve the quality of activities.

Evaluation focuses on expected results and desired objectives of the IVS project, in order to evaluate the overall experience and share results and information with stakeholders and partner organizations.

Monitoring and evaluation should be implemented during all the IVS project cycle involving actively all the actors: partner organizations, volunteers, local community.

4.2 KEY ELEMENTS OF MONITORING PROCESS

The monitoring process shall include at least three key elements:

- a regular project review: collect information on what is being carried out and to study any necessary adaptations of the planned activities;
- update the work programme: the implementation of a project always implies changes from what was originally planned. It is thus essential to adapt the activities to the difficulties and/or needs arising during the project.
- a reporting system: to gather and provide up-to-date information on the progress of the project, any difficulties envisaged, changes made with respect to the initial project.
### 4.3 WHEN IMPLEMENTING MONITORING AND EVALUATION?

#### PRE-DEPARTURE

<table>
<thead>
<tr>
<th>Action type</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When</strong></td>
<td>Some weeks before volunteer’s departure by self-evaluation or in a specific session during the pre-departure training.</td>
</tr>
<tr>
<td><strong>Actors involved</strong></td>
<td>Sending organization, volunteer in M&amp;LTV projects.</td>
</tr>
<tr>
<td><strong>Contenuti e Metodologie</strong></td>
<td>Volunteer is invited to reflect on the following dimensions:</td>
</tr>
<tr>
<td></td>
<td>- Expectations on local culture, foreign language, activity programme, accomodation, local community, safe and security;</td>
</tr>
<tr>
<td></td>
<td>- Personal skills and competences to be spent in the voluntary service;</td>
</tr>
<tr>
<td></td>
<td>- Self-evaluation on the learning process during IVS. A reference system could be the 8 key competences of the Youthpass Certificate (see Chapter 6).</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To support volunteer in becoming aware of its personal pre-departure profile in terms of skills and competences. This self analysis will be compared with the results of the evaluation at the end of IVS experience.</td>
</tr>
</tbody>
</table>

#### DURING PROJECT IMPLEMENTATION

**Short Term Volunteer project**
(e.g. workcamp or youth Exchange)

<table>
<thead>
<tr>
<th>Action type</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When</strong></td>
<td>Daily or at least twice/three times a week</td>
</tr>
<tr>
<td><strong>Actors involved</strong></td>
<td>Hosting organization, workcamp leaders/youth leaders, groups of volunteers</td>
</tr>
<tr>
<td><strong>Topic and methodologies</strong></td>
<td>The weekly programme should foresee specific and regular monitoring sessions also through group activities based on not formal activities (e.g. role-playing, group games).</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>Volunteers are supported in placing the daily activity in relation to the objective to be achieved and local coordinators can gather information and impressions to measure the atmosphere and the motivation within the group, identifying any critical issues useful to take corrective measures.</td>
</tr>
</tbody>
</table>
### Medium & Long Term Volunteer project

<table>
<thead>
<tr>
<th>Action type</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When</strong></td>
<td>Monthly</td>
</tr>
<tr>
<td><strong>Actors involved</strong></td>
<td>Hosting organization; local tutor and single volunteer.</td>
</tr>
<tr>
<td><strong>Topic and methodologies</strong></td>
<td>Interview</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To monitor the ongoing IVS project by analysing different dimensions (see box below). To identify strengths and weaknesses and plan further measures to improve the experience of the volunteer from a relational and social point of view.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action type</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When</strong></td>
<td>At least every three months</td>
</tr>
<tr>
<td><strong>Actors involved</strong></td>
<td>Sending organization, single volunteer</td>
</tr>
<tr>
<td><strong>Topic and methodologies</strong></td>
<td>Interviews (e.g. by skype-call)</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To monitor the ongoing IVS project by analysing different dimensions (see box below) from SO point of view. Gather information and impressions on hosting organization, activity programme, level of local integration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action type</th>
<th>Mid term evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When</strong></td>
<td>More or less at half experience</td>
</tr>
<tr>
<td><strong>Actors involved</strong></td>
<td>Sending and hosting organizations, single volunteer</td>
</tr>
<tr>
<td><strong>Topic and methodologies</strong></td>
<td>Report or questionnaire</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To evaluate the overall IVS experience, comparing planned and achieved results, motivations and expectations.</td>
</tr>
</tbody>
</table>
### AT THE END

#### Short Term Volunteer

<table>
<thead>
<tr>
<th><strong>Action type</strong></th>
<th>Final evaluation on field</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When</strong></td>
<td>Last days before volunteer's departure</td>
</tr>
<tr>
<td><strong>Actors involved</strong></td>
<td>Hosting organization, workcamp leaders/youth leaders, groups of volunteers</td>
</tr>
<tr>
<td><strong>Topic and methodologies</strong></td>
<td>Group activities and role playing (see Chapter, § 7.2); to evaluate the experience through personal feelings by sharing emotions and impressions with the whole group; Questionnaire for target groups and hosting organization: a tool to evaluate the local impact of the IVS experience on target groups, local community and hosting organization. (see Chapter 7, § 7.5).</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To share impressions and feelings about the IVS experience. To gather useful practical information and suggestions about activity programme, practical organization and general atmosphere. To collect elements and information useful for re-designing future experiences.</td>
</tr>
</tbody>
</table>

### Medium & Long Term Volunteer project

<table>
<thead>
<tr>
<th><strong>Action type</strong></th>
<th>Final evaluation on field</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When</strong></td>
<td>Last weeks before volunteer's departure</td>
</tr>
<tr>
<td><strong>Actors involved</strong></td>
<td>Hosting organization, local coordinator, single volunteer.</td>
</tr>
</tbody>
</table>
| **Topic and methodologies** | Interview: overall evaluation of the experience by summarising the previous M&E steps. To support the volunteer in the self-evaluation of his/her learning process and in the recognition of acquired skills and competences. Production of a final certificate, e.g. Youthpass.  
Questionnaire for target groups and hosting organization: a tool to evaluate the local impact of the IVS experience on target groups, local community and hosting organization. (see Chapter 7, § 7.5). |
| **Aim** | To evaluate, together with the HO, the IVS experience from different dimensions: work programme, cultural and social relations, not formal learning process. To collect elements and information useful for re-designing future experiences. |
For both STV and M&LTV projects

<table>
<thead>
<tr>
<th>Action type</th>
<th>Final evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>Some weeks after volunteer return</td>
</tr>
<tr>
<td>Actors involved</td>
<td>Sending organization, single volunteer</td>
</tr>
</tbody>
</table>
| Topic and methodologies | • Final questionnaire: on different dimension such as impact of the IVS experience on volunteer’s growth; practical and logistic organization; quality of the proposed activities; suggestions to improve future projects and for the training of next volunteers.  
• Final meeting with the SO: single interviews or group meeting/events. |
| Aim                 | To support volunteer in his/her personal reflection on IVS experience. The SO may collect information and elements useful for IVS project evaluation and future proposals. |

Some practical experiences of final evaluation organized by SO:

- At the end of the workcamp season, IBO Italia yearly organizes a meeting for all the young people who have participated in a workcamp in the previous months. The meeting wants to be a collective moment of sharing, through stories, photos and symbols.

- As for LTV projects (especially within the Civic Service), at the end of their experience all the volunteers are invited to a two days meeting at IBO Italia headquarter. The meeting generally focuses on individual interviews of volunteers with SO’s youth workers as a specific final evaluation of each IVS experience. Then, all the volunteers have the opportunity to take part to a final dissemination event, open to a wide public, where to tell about their experience through stories, photos and symbols. This public narrative aims at enhancing their experiences and to share positive stories of young people committed to solidarity.

Dimensions for M&E process

- **Personal dimension**: refers to volunteer’s expectations and motivations, perception of his/her role in the project, feelings about his/her level of integration in the HO;  
- **Social dimension**: level of adaptation to the local context;  
- **Relational dimension**: if and how the volunteer interact with other participants, local staff, his/her coordinator and local community; general atmosphere within the whole group;  
- **Instrumental dimension**: information on activity programme and timetable; achieved results and objectives; reasons for changes or delay in the implementation of one or more planned activities.
4.4 DISSEMINATION AND EXPLOITATION OF RESULTS

In recent years, communicating and enhancing the social impact of projects is becoming increasingly central to public debate, thus SO and HO should invest time and resources on the communication and dissemination of IVS project. It is always important to stress the adding value of these experience both for participants and for local communities. Sometimes, investing in communication may be a successful fundraising strategy, since local stakeholders can decide to support the projects in different ways.

During the implementation phase, organizations are invited to share information and news about activities and results. Dissemination of the achieved results means spreading, communicating to others what we were able to do, how we solved or reduced a problem.

**What to disseminate?**

The results of a project may be of a different nature and consist in tangible results as well as skills, competences and personal experiences (intangible) results that both project coordinators and participants to the activities may have acquired. Expected results can be:

- output
- methods
- experiences
- best practices

Disseminate project results help organizations to:

- become more aware of the process and of the actors involved
- to increase the impact of their activities;
- to involve stakeholders and target groups;
- to share best practices;
- to develop new projects and networking.

**How to disseminate?**

There are many different ways to disseminate and exploit results: websites to social media, audiovisual media and products such as radio or local press or local TV, which can more easily dedicate news to these experiences.

Volunteers can also be personally involved in the dissemination process through public events, intercultural evenings, awareness campaigns, photo exhibitions, workshop at school. Meeting their local community is really important to inform and share good examples of education, inclusion and changement. Story- telling help volunteers to feel themselves an active part of a project. This involvement can be promoted both during the project by the HO and upon return from the SO.

Returned volunteers should also be involved (if possible) in the pre-departure training of young people. This practice has the twofold result of valuing the past experiences and prepare new volunteers, who have the opportunity to learn from peers and from direct testimonies.

- In the framework of EVAC project, the two EVS volunteers at IBO Italia headquarters participated in several public events giving them the opportunity to share their personal experience. In the same way, EVS volunteers in Perú took part to local events organized by the International Volunteer Network.
CHAPTER 5 CONFLICT MANAGEMENT

S&LTV projects always involve people from different cultures and backgrounds coming to work together towards a common goal. In such an intercultural context, conflicts can arise due to different values, objectives, sensations and perceptions. However, differences not always bring to conflicts and there are strategies and measures that can be adopted to prevent their occurrence.

Starting from theory, this chapter aims at focusing attention on the main causes of conflict in volunteering projects and to provide useful suggestions for preventing and managing crisis situations.

5.1 UNDERSTANDING CONFLICTS

‘When you try to understand and deal constructively with conflicts, a useful strategy is to separate the issue from the relation and the problem from the people involved. By separating the WHO(s) from the WHAT(s) you will get a better understanding of the conflict and it will be easier to avoid personal attacks, direct confrontation or other destructive behaviour’.

The conventional approach is to view conflict as something of negative and destructive, nevertheless conflicts can also have a positive effect if the parties involved are ready to learn the lessons and not to pretend that all is well. If dealt properly, conflicts can bring to improved situations and relationships.

Some useful tools and strategies may help you to better understand and analyze the conflicts, facilitating the resolution.

5.1.1 Conflicts indicators

There are different levels and degrees in conflicts: being aware of this can help to deal with a conflict before it becomes a crisis. Below, a scale of 5 different ranges of conflict intensity is proposed.

- **DISCOMFORT**: feeling that something is not right;
- **INCIDENT**: small episodes that upset, but are seldom dealt with;
- **MISUNDERSTANDING**: false assumptions or misinterpretations;
- **TENSION**: negative attitudes, fixed opinions and not open to change position;
- **CRISIS**: extreme behaviour and strong emotions, heated arguments, violence.

5.1.2 Dimensions of conflicts

The recognition of the core issue of the problem helps to focus more on the cause of the conflict and facilitate its resolution strategy.

- **INSTRUMENTAL CONFLICTS**: it is about tangible issues, means, methods, procedures and structures;
- **CONFLICT OF INTERESTS**: it is about allocation of time, resources, money, labour, space (resources perceived as limited);
- **CONFLICT OF VALUES**: it is about political, religious, moral values;
- **PERSONAL CONFLICTS**: it is about identity, loyalty, confidence etc.
The different dimensions are mixed together and the comprehension of the conflict can be different according to the cultural background.

In a conflict some elements could not be visible. Trying to look at the hidden part of the iceberg helps to read the different levels and the different positions on the field.

5.1.3 Conflicts in volunteering projects

In IVS, the issue of conflict is closely linked to two main concepts:

- communication
- intercultural learning

**Communication** links people to people and favours the exchange of information and mutual knowledge. A message can contain practical information but also express feelings and emotions. Communication is strongly influenced by the cultural background: the words you use, the way you greet people are the results of the culture of origin.

→ In volunteering projects the ability to communicate (expressing yourself, interpreting the other, being aware of differences) is strongly linked to the capacity of managing conflict to favour the intercultural learning.

**Intercultural learning** refers to the practical experience of learning more about yourself and other people, your own and other culture in a global atmosphere of respect and mutual understanding.

→ In volunteering projects, to encourage intercultural learning is not enough to create spaces to share and understand cultural peculiarities but it is fundamental to adopt a general approach that values cultural diversity and promotes peace and mutual understanding. To facilitate this learning process, a facilitator – e.g. the workcamp coordinator or the local tutor – can play a key role in order to share this approach in the project and among the participants.

In volunteering projects, the cultural dimension has a deep importance and it can be origins of conflicts based on prejudices, stereotypes and a scarce knowledge of other cultures. In these situations, the core issue is not represented by the cultural differences but in the way the involved parties deal with differences.
Getting back to the four dimensions of conflicts, some examples of conflicts in volunteering projects are proposed.

## INSTRUMENTAL CONFLICT
- The proposed activities are different from the project description;
- Logistic, general organization and/or board and lodging are different from what was previously communicated;
- Some volunteers don’t respect cleaning shifts.

## CONFLICT OF INTERESTS
- Lack of transparency on how money and financing are spent for project’s activities;
- How finances are allocated;
- How space are organized within the project.

## CONFLICT OF VALUES
- Different perceptions/disagreement with project’s leader;
- Discussion among volunteers from different countries/regions;
- Alcohol use;
- Participation to religious celebration.

## PERSONAL CONFLICTS
- A participant feels left out because of language difficulties;
- One or more participants are not integrated in the group;
- A participant is not fully involved in the activities;
- Missed expectations on project’s activities.

### 5.2 LOOKING FOR A RESOLUTION

#### 5.2.1 Conflict prevention

Some conflicts could be prevented by creating a positive atmosphere within a project or an organisation, in which people feel free to express feelings, emotions and points of view. Frustration and misunderstanding can thus be avoided or managed before they become a serious crisis.

→ In IVS projects, especially those with international groups of participants, it becomes essential to dedicate time and energy in facilitating team building and getting to know each other (cf. Chapter 7§ 1). The preparation phase of the project is equally important: full coordination between participating organisations, a good selection process, pre-departure training could help participants to become more aware of their expectations and facilitate correct information.
5.2.2 Conflict management and resolution

There are no specific rules or single solutions to conflict management, but some strategies and advices can be taken into account and put into practice with a view to reducing tensions and preventing escalation, seeking an agreement between the parties.

### SOME GENERAL STRATEGIES

- take a break from the feeling of frustration and disagreement and reflect on the issues of the conflict;
- focus on the problems that have emerged, trying to separate distinguishing the relation from the specific issue of the conflict;
- put in evidence on what issues the involved parties agree;
- give enough time and space to each person to tell his/her point of view;
- propose brainstorming solutions in order to find out new and different solutions;
- make clear and realistic agreements;
- make sure that both parties are satisfied.

Each conflict is specific and approaches to solution may vary according to strategies and final desired objective, as illustrated in the box below. The two dimensions – the specific issue and the relation - should always be taken into account in resolving a conflict. To agree on a solution it does not always mean having also restored good relations, based on trust and mutual understanding.

<table>
<thead>
<tr>
<th>DIMENSIONS OF CONFLICT</th>
<th>APPROACH TO SOLUTION</th>
<th>DESIRED OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUMENTAL</td>
<td>problem solving</td>
<td>solution</td>
</tr>
<tr>
<td>INTERESTS</td>
<td>negotiation</td>
<td>agreement</td>
</tr>
<tr>
<td>VALUES</td>
<td>open communication</td>
<td>A deeper mutual understanding</td>
</tr>
<tr>
<td>PERSONA</td>
<td>open communication</td>
<td></td>
</tr>
</tbody>
</table>
Different attitudes of responding to conflict are also related to "what is at stake".

**BALKE AND MOUTON MODEL OF CONFLICT RESOLUTION**

**MONKEY**: a "surrendering" response when the relationship is more important than the specific issue, by apologising or giving in. (I lose – you win)

**TURTLE**: an "avoiding" response by pretending not to know about the problem or joking about it. The issue and relationships are not considered to be really important. (I lose – you lose)

**SHARK**: an aggressive response resulting in attacks, threats and stand off. The issue is considered more important than the relationships. (I win – you lose).

**FOX**: a compromise response: both parties gain part of what they want. Both issue and relationships are considered important. (Both win and lose some).

**OWL**: a problem solving response: parties try to find a solution positive for both since relationship and issue are considered to be important. (I win – you win).

In IVS projects, many conflict situations may be avoided through a good preparation phase when partner organizations define the project and invest enough time and resources on selection and training of participants.

Based on EVAC partner experience, here are some suggestions that can be adopted to prevent or address a conflict situation.

**Conflict between volunteers**

**Prevention:**

- ensure gender and language balance between participants;
- guarantee the presence of a workcamp leader/local coordinator in each IVS experience;
- plan free time and spaces for participants to get to know each other (personally and culturally);
- participants should be involved in drafting common rules at the beginning of IVS project;
- work plan should foresee specific activities that may help participants to be aware on the importance of a common language (e.g. English).

**Conflict between volunteers and local coordinators**

**Prevention:**

- plan some activities involving both local coordinator and volunteers to share expectations and motivations to the experience (see Chapter 7 & 1);
- on the first days, discuss together all the conditions about working methods, timetable, general rules;
• mutual understanding and team building through specific activities (see Chapter 7 § 1);
• take care of monitoring & evaluation (see Chapter 5);
• share responsibilities and roles among volunteers;
• involve volunteers in the decision-making;
• establish clear rules on alcohol consumption.

Conflicts between organizations and organizations and volunteers

Possible causes of conflict can be identified in four areas:

• **Financial issues**: (e.g. allocation of funds to activities; volunteers replacing local workers; tasks and roles of volunteers not clearly identified).
  → *Prevention strategies*: ensuring transparency in funds allocation; signed partnership agreements between partner organizations; clear definition of the IVS projects in terms of activities, aims and logistic;

• **Technical problems** (e.g. lack of communication and of a common language; scarce information about the condition of the work, accomodation, lack of leadership).
  → *Prevention strategies*: appropriate pre-departure training of volunteers; detailed information and agreements among organizations; a plan for crisis management; contact person clearly identified.

• **Ideological problems**: (e.g. lack of understanding and shared values on volunteering)
  → *Prevention strategies*: sufficient selection and preparation of volunteers, especially referring to expectations and motivations.

• **Cultural problems** (e.g. scarce contacts between volunteers and community; alcohol consumption, drug abuse, es. non ci sono contatti tra volontari e comunità, uso di alcool, abuso di droghe, no respect for the local culture).
  → *Prevention strategies*: preparation on cultural issues by the SO; favour the exchange and collaboration between international volunteers and local youth for a peer to peer education; deal with problems and conflicts since the beginning.

5.3 THE FACILITATOR

If the parties involved in the conflict are not able to start a reconciliation process on their own, a third party playing a role of mediation and facilitation might be essential. In IVS projects, this role can be played by the workcamp leader (for STV) or by the mentor/local tutor in M&LTV.

To act as mediator or facilitator, a person should:

• be accepted and trusted by both the conflicting parties;
• be impartial and not have interest in the solution of the conflict;
• never judge;
• guide the process, making sure that the final solution is agreed as much as possible.
CHAPTER 6
THE LEARNING PROCESS IN VOLUNTEERING
CHAPTER 6 THE LEARNING PROCESS IN VOLUNTEERING

The last step of an IVS project cycle focuses on the recognition and validation of learning outcomes of the participants. This chapter will present some tools and methods experienced by partner organizations which will help young people to translate the learning process in skills and competences. Youth workers and partner organizations should support volunteers in the process of becoming aware of their learning outcomes at the end of an IVS experience.

6.1 VOLUNTEERING AND LEARNING

Skills and competences acquired abroad by the volunteer are a real asset. The volunteer comes back full of new ideas and knowledge, which are precious opportunities for his/her growth and can also help him/her in the labor market. In a moving world, volunteering is also changing and the responsibility of sending organizations is increasingly important. Volunteering should be considered as a full educational experience, so it is fundamental to reflect on the learning process and help young people to translate experience into skills and competences useful for their employability.

SOs play a key role during the pre-departure training and as reference in the implementation phase and at the volunteer’s return. At the end of the IVS experience, this role continues through training sessions, networking, dissemination and the involvement of returned volunteers in activities in the local community.

We already discussed about how important is for volunteers to share their experience within their professional and family networks in order to stimulate reflections and discussions on our way of living, thinking, consuming and dealing within society.

Competences and interpersonal skills relate to a more personal level, linked to the psychology of individuals. Volunteering is an experience of personal development and participants have the chance to train skills - such as autonomy, communication, problem-solving, intercultural flexibility, open-mindness, empathy - that it would be difficult to acquire in other training and education contexts.

In an IVS project, a volunteer leaves his/her “comfort zone” and cultural references to build new ones, meets and includes new rules, values and way of living. It means to well adapt oneself to a new country and culture in a short period of time.

Cultural differences and new ways of living are the most challenging aspects to be taken into account. People can react differently, some are able to adapt more easily than others. The new environment becomes an inexhaustible source of learning and opportunity. These experiences, even if only for short time, will forever mark the participant and his/hers openness to the world, to others and to himself. Feeling as a “foreigner” in a new country facilitates the questioning of his/her own categories of thought and makes the experience of volunteering a chance of social and educational learning.
6.2 MANY PROFILES OF VOLUNTEERS

Although the profile of the volunteer is becoming even more diversified, young adults are those who mostly live this experience.

Depending on personal background, IVS experience can play a different roles in volunteers’ life: during or at the end of the formal education, in a period of professional decision, or in the early years of their working activity.

Therefore, volunteering can meet different expectations and sometimes the motivations are much deeper than we think: taking distance from the family, leaving a demotivating job, demonstrating that you are able to go, dealing with difficult situations without help, overcoming a complicated moment...

If the main aim of IVS is to give, it is also to learn that one embarks on a new adventure.

6.3 COMING BACK

SOs provide resources for formal (documentation, conferences, etc.) and informal (through mutual help, learning identification.) training. In IVS there are many sources of learning: the environment (context), the people who are part of it, the specific activities. Young people learn on their own but also through and with others (peers, colleagues, local staff, trainers).

If the arrival in a new context can present difficulties related to adaptation, the return also presents challenges.

The volunteer is often less prepared to face the return in his/her culture of origin and this phase can caused stressful reactions and personal conflict within the family, social and professional environments.

After a few days of joy, the volunteer may feel disoriented, frustrated and misunderstood. This condition is called "reverse cultural shock". It is important to care enough the return and help the volunteer to overcome difficulties and re-adapt to his/her old environment.

On the long term, the success of international mobility is also measured by the quality of return.

6.4 SKILLS AND COMPETENCES: SOME MODELS OF RECOGNITION AND VALIDATION

Recognition and certification of skills and competences have therefore become central in international volunteering and for several years organizations and bodies have been involved in the experimentation of new models and tools.

In this chapter, we would focus the attention on two of them, which EVAC partner organizations had the opportunity to experience with young volunteers.

6.4.1 The EaSY model

This model focuses on the “soft skills” trough a set of strategies and practical tools which aim at defining, evaluate and validate skills acquired in M&LTV projects abroad.
The model has been implemented and tested by FOCSIV[3], an Italian NGO federation, in the framework of the project EaSY Soft Skills[4], under the Erasmus + Programme - KA2 Strategic Partnership.

As member of FOCSIV federation, IBO Italia has involved almost 40 returned volunteers in testing the model and its tools.

EaSY model is composed of three main tools
• A pre-departure training tool to support young volunteers in becoming aware of their skills and competences during the pre-departure training;
• An handbook as return Guide for youth workers to lead returned volunteers;
• A Easy online self-assessment test which help volunteers in measuring their acquired soft skills

Youth workers can also use these tools to enhance the professionalism of their role and improve the abilities to guide young people in their experiences (during pre-departure training, monitoring, final evaluation and vocational support).

In the same way, the international volunteering sector shows that it can offer highly formative experiences, which allow the acquisition of skills useful for the professional life of young people.

The Easy model focuses on 7 soft skills identified as one of the most significant among those that a volunteer can acquire during an experience abroad.

The model brings together the main European soft skills studies, providing a possible synthesis of the different approaches used in European countries to measure these skills and how to relate them to the lives of volunteers.


[3] FOCSIV – Federazione degli organismi Cristiani di Servizio Internazionale Volontario is one of the big Italian NGO federation with 86 organizations, all together active in 80 countries all over the world in the field of volunteering, solidarity and International cooperation. (www.focsiv.it).

The model EaSY identifies, for each skills, a set of three **micro-skills**, as described in the table below. Being aware of their cross competencies gives volunteers more opportunities to identify their professional goals and improve their chances of achieving them.

<table>
<thead>
<tr>
<th><strong>SOFT SKILL</strong></th>
<th><strong>MICRO SKILLS</strong></th>
</tr>
</thead>
</table>
| 1. Clear communication          | • Written communication  
                                 | • Synthesis  
                                 | • Clear communication                  |
| 2. Context Reading and adaptation| • Communication adaptation  
                                 | • Adaptability  
                                 | • Reading the context                  |
| 3. Followership- supporto to the boss | • Support the leader  
                                       | • Critical thinking  
                                       | • Autonomy                              |
| 4. Manage frustration           | • Mental flexibility  
                                 | • Frustration tolerance  
                                 | • Emotional control                     |
| 5. Create and maintain good relationship | • Empathy  
                                         | • Listening  
                                         | • Create relationship                   |
| 6. Coordinate people             | • Mediation  
                                 | • Sense of initiative  
                                 | • Small group coordination              |
| 7. Organize and manage resources | • Information processing  
                                   | • Organizing available data  
                                   | • Analysis skills                       |

*Drafted by FOCSI, Collana Strumenti, Easy model: the glossary, 2017 [www.easy-softskills.eu](http://www.easy-softskills.eu)*
6.4.2 Youthpass

The participation to a youth mobility project under Erasmus+ Programme is a chance to develop new skills and competences within a context of non formal education. All the participants to a transnational or international mobility are entitled to receive a Youthpass certificate, describing their learning process during the project activities. It was the first tool adopted at European level to recognize precisely the benefit that young people derive from active participation in international mobility programmes.

Youthpass can support young volunteers to make the best use of the experiences they gain and at the same time contribute to the understanding of the recognition of non-formal and informal learning to improve social inclusion and employability. Each participant in mobility actions, individual or group, has the opportunity to get their own Youthpass. Youthpass is based on the Key Competences for Lifelong Learning which were adopted by Parliament and the European Council in a recommendation of 18 December 2006 [5].

Each Youthpass certificate is divided into two parts:

a) the description of the activity and the mobility action undertaken;
b) the description of the learning outcomes, based on the principles of education and non-formal learning and formulated in a way that can be easily understood in different educational and professional sectors.

The Key Competences identified by the European Union

Youthpass Certificate relies on 8 Key Competences:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competences and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

‘Competence’ is defined as a combination of knowledge, skills and behaviors appropriate to a particular situation.

Key Competences support our personal growth, social inclusion, active citizenship and employment. The numbers do not indicate a hierarchy: each of the competences has the same importance as the others. They are interconnected and one field will support competence in another. There are several dimensions that apply from the beginning to the end: critical thinking, creativity, initiative, problem solving and the management of feelings in a constructive way play a role in all eight Key Competences. They are all fundamental in the learning process. The process is not closed and the learning never ends: the Key Competences should be further trained, maintained and updated as part of the lifelong learning and under any circumstances, at every opportunity.

CHAPTER 7
TOOLS
EVAC
<table>
<thead>
<tr>
<th>Title of the activity</th>
<th>Aim</th>
<th>Individual project</th>
<th>Teen group project</th>
<th>Over 18 group project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews</td>
<td>To know each other</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>String a Story</td>
<td>To know each other</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Fabulous Flags</td>
<td>To know each other</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Everybody in line!</td>
<td>To know each other</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Identity change!</td>
<td>To know each other</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>With the ball!</td>
<td>To know each other</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>With little airplanes!</td>
<td>To know each other</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>The four corners!</td>
<td>Team building</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Speed dating</td>
<td>Team building</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Ball name!</td>
<td>To know each other</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>The garden</td>
<td>Expectation and contribution</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Person, backpack and suitcase</td>
<td>Expectation and contribution</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Refreshment of the program</td>
<td>Final evaluation</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Coming back to the garden</td>
<td>Final evaluation</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>The spider net</td>
<td>Final evaluation</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Feedback rules</td>
<td>Debriefing</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>The hand</td>
<td>Final evaluation</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>The tree</td>
<td>Final evaluation</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Writing on backs</td>
<td>Final evaluation</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>The ball</td>
<td>Final evaluation</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>The timeline</td>
<td>Final evaluation</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>Final evaluation</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>
### 7.1.ICE-BREAKING AND TEAM BUILDING ACTIVITIES

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tool type</strong></td>
<td>Ice breaking</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Getting to know each other and group creation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To remember the names and get to know each other</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>Flipchart; paper; pens</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>30/45 minutes</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Put in pairs the participants for 15 minutes to let them interview each other about one another’s background, professional experience or passion and then the interviewer introduce the interviewee.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>String a story!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tool type</strong></td>
<td>Ice breaking</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Getting to know each other and group creation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To get to know each other</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>A big roll of yarn or string cutted in various lengths from 30 to 70 cms.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>/ minutes. Time can varies according to the number of participants.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>All the cutted strings are bunched into one big clump. Participants are asked to pull a piece of string from the clump and slowly wind it around their index finger. While they do so, they must introduce themselves and then talk, either about themselves until the string is completely wound up. The fun part is that some people get a long string and must keep talking.</td>
</tr>
</tbody>
</table>
### Fabulous Flags

**Title**  
Fabulous Flags

**Tool type**  
Ice breaking

**Tool topic**  
Getting to know each other and group creation

**Aim**  
To get to know each other

**Material needed**  
Several sheets of paper, pens, and colored pencils/crayons/markers.

**Duration**  
30 minutes. 15-20 minutes to draw and then reconvene.

**Description**  
Each person draws a flag that contains some symbols or objects that symbolizes who they are or what they enjoy. Ask for volunteers to share their flags and explain the meaning of what they drew. If it is a large group, you can divide everyone into smaller groups and ask them to share their flags with each other, or you can just ask a small number of volunteers to share.

Version 2  
After everyone has finished sharing the individual flags, as a big group you can ask everyone to brainstorm ideas on what to draw for a large class-wide flag. Proceed to delegate individuals to draw certain parts of the class-wide flag. Alternatively, you can collect the individual flags and paste them onto a board to create a “quilt” of individual flags, representing unity.

### Everybody in line!

**Title**  
Everybody in line!

**Tool type**  
Ice breaking

**Tool topic**  
Getting to know each other and group creation

**Aim**  
To get to know each other

**Material needed**  
-

**Duration**  
15 minutes

**Description**  
Participants should stand in line according to a pre-established criterion. For example, if they have to arrange themselves in alphabetical order they will have to ask each other “What is your name?” to establish the order. Other possible criteria are: age, surname; birthday; distance between their home and the place where they are located, the floor or the house number where they live, etc.
<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>Identity change!</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tool type</strong></td>
<td>Ice breaking</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Getting to know each other and group creation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To get to know each other</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>Blackboard, chalk or chalkboard marker.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>/minutes. Time can vary according to the number of participants.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>A series of 4/5 questions are defined on the topic &quot;presentations&quot; and written on the blackboard, getting help from the group (What is your name?, What do you do? etc). In pairs, the volunteers ask the questions each other. When they finish, they change partners but ... be careful! With the new partner they will have to impersonate the previous partner - and then answer the questions trying to remember his/her answers (or reading them, if they have taken notes). When they finish, they change partners again: always taking the personality of the previous one. After some exchanges, the activity finishes. At the end, in plenary, every person have to answer the questions impersonating the last partner and the others have to guess who it is. The activity can be concluded with a series of short &quot;normal&quot; presentations in which everyone is, finally, himself/herself.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>With the ball!</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tool type</strong></td>
<td>Ice breaking</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Getting to know each other and group creation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To memorize names.</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>A soft ball or a stuffed animal.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>15 - 30 minutes</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Participants are in a circle, standing or sitting. Holding a soft ball or a soft toy, one of them starts by saying &quot;My name is Marco and I like jam&quot; (the thing he likes begins with the same letter as his name). Then, he passes the ball to his neighbor, who has to say his/her name and something he/she likes: &quot;My name is Paul and I like pizza&quot;. When everyone has received and thrown the ball, the second round starts: first participant repeat his/her presentation &quot;My name is Marco and I like the jam&quot; adding the presentation of the neighbor &quot;He is called Paul and he likes pizza&quot; and then he passes the ball to Paul. Paul receives the ball, repeats his sentence, the sentence of his neighbor, and throw the ball to him. The other person do the same until everyone has received the ball and repeated their sentences with the sentences of their neighbors. For the third round, participants can repeat their sentences and then decide to pass the ball to whoever they want, repeating their sentence. Slowly increase the speed.</td>
</tr>
</tbody>
</table>
### With little airplanes!

**Title**  
With little airplanes!

**Tool type**  
Ice breaking

**Tool topic**  
Getting to know each other and group creation

**Aim**  
To get to know each other

**Material needed**  
Paper, pens, music, extension cord, songs.

**Duration**  
20 minutes but it can vary according to the number of participants.

**Description**  
Each volunteer writes information about himself on an A3 paper. Then, everyone build a little paper airplane with his/her A3 sheet. A song starts. Volunteers throw the airplanes, collect the fallen ones near them and re-throw them, until the music is turned off. When the airplanes are mixed up, each volunteer take one of them and read the information written on. Then everyone has to walk around the room, asking questions to find out who is the author of the airplane that they have picked up.

### The four corners!

**Title**  
The four corners!

**Tool type**  
Ice breaking

**Tool topic**  
Getting to know each other and group creation

**Aim**  
To know about hobbies and opinions of the other members of the group.

**Material needed**  
-

**Description**  
10-15 minutes

**Description**  
You choose a theme, for example "travel". The group is divided into four subgroups standing in the four corners of the room, according to their tastes on the subject. For example: "Who prefers the mountain, goes to that corner"; "Whoever prefers the sea, goes to that other corner", etc. For 3 or 4 minutes, the 4 groups have to discuss on the reason why they prefer the mountain or the sea, etc. Then, facilitator chooses a new theme. Discussion groups can be created based on preferences on "local" themes - always remaining on soft topics. (eg "Who prefers X supermarket goes to that corner"; "Who prefers Y supermarket goes to the other"). This is a good way to stimulate discussion and to show participants that their culture is known.
<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>Speed dating!</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tool type</strong></td>
<td>Ice breaking</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Getting to know each other and group creation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To get to know each other</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>A dice with a theme on each side per pair, blackboard, chalk or chalkboard marker.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>10-20 minutes but it can varies according to the number of participants.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>6 personal themes are written on the blackboard and numbered from 1 to 6 (for example: work, free time, holidays, family, kitchen, ...). Participants are in pairs with a dice. At the start they roll the dice, present themselves and for two minutes they have to talk about the corresponding theme. Once the time is up, they change partners and re-roll the dice to talk about another theme. At the end, a talk in plenary can follow.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>Ball name!</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tool type</strong></td>
<td>Ice breaking</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Getting to know each other and group creation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To get to know each other</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>Tennis Ball</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Time can varies according to the number of participants.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>The group are in a circle. The facilitator starts the game by saying his/her name and throwing a tennis ball to a participant, who after saying his/her name throws it to another participant. Variations: participants must say the name of who receives the ball. A second and a third ball is also brought into play.</td>
</tr>
</tbody>
</table>
### 7.2. FEARS, EXPECTATION AND CONTRIBUTIONS

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>The Garden</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tool type</strong></td>
<td>Fears, expectations and contributions</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Getting to know each other and group creation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To share within the group the fears and the expectations towards the training</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>Flipchart; post it of different colors; paper; pens</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>30/45 minutes</td>
</tr>
</tbody>
</table>
| **Description** | Trainers have prepared a flipchart where is drawn a garden, with grass, flowers, the sky and a basket. Participants receive post it with 3 different colors, YELLOW representing fears, GREEN expectations and PINK contributions toward the training. They are given time (15 minutes) to fill them and then to stick them on the flipcharts in the following order:  
- under/on the level of the grass → their fears  
- on the flower → their expectations  
- on the sky → their contribution

NOTE: participants can receive more than one post it per type.

Trainers invite participants to be back in the drawing during the week, and in the case one fear is disappearing or is translated into something positive, they have to move the post it inside the basket.

**FEEDBACK**

After the previous activity “The garden”, trainers are taking some time to rearrange the fears, expectation and contribution, accordingly to similarities in contents and topics.

Then each facilitator is briefly making a summary in plenary of the most recurrent or significant fears, expectations and contributions.
<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Person, backpack and suitcase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tool type</strong></td>
<td>Getting to know each other and group creation</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Getting to know each other and group creation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To share within the group the fears and the expectations towards the training</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>Three figures on 3 posters depicting a person, a backpack and a suitcase, sheets, pens</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Three shapes are prepared on 3 posters which will be used as supports to attach the material produced. The shapes coincide with the three topics of discussion:</td>
</tr>
</tbody>
</table>
| | 1. “I introduce myself” (shape of the person)  
| | 2. “In the backpack I put” (shape of the backpack)  
| | 3. “What would I like to put in my suitcase” (shape of the suitcase).  
| | The participants are divided into small groups (5-6 members) and each group receives three sheets to be used as a fan shape. |
| | I introduce myself: Each participants in the group should write on the sheet, with the fan technique, an aspect of his\her personality that he\she considers useful to others. At the end of the tour, each participant briefly explains what he\she wrote, summarizing his\her own presentation. |
| | In the backpack I put: Each participant of the group should write on the second sheet, with the fan technique, a personal competence, knowledge or experience he\she thinks can be useful to the new experience. At the end of the tour, each member of the group briefly compare each other elements. |
| | What I’d like to put in my suitcase: In the last sheet, each participant write what he\she expect from the new coming experience. After, the fan is opened and expectations are shared. |
| | Final phase: The facilitator asks the groups to attach their fan sheets respectively on the shape of the little man, the backpack and the suitcase. The facilitator reads the sheet shape by shape: the little man shows the characteristics and quality of the groups, the backpack contains the knowledge and experiences of the volunteers. Once the expectations are reached, besides reading them, the facilitator grouping them by type into two or three strands. |
### 7.3 DEBRIEFING AND REFLECTION

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Refreshment of the program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tool type</strong></td>
<td>Plenary refreshment</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Training/workcamp activities implemented</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To refresh the training agenda/workcamp program and the different activities so to have a more efficient and comprehensive final evaluation</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>15 minutes</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Trainers and facilitators, refresh in plenary the training agenda/workcamp program, the activities implemented and the different objectives. This refreshment is to prepare the ground for the final evaluation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Coming back to the garden</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tool type</strong></td>
<td>Evaluation</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Final evaluation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To run the first step in the final evaluation, coming back to the work about fears, expectations and contributions developed the first day</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>The garden flipchart with the fears, expectations and contributions, done the first day/at the beginning.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>40 minutes</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Flipcharts with a garden drawing where participants wrote their fears, expectations and contributions during the activity of the first day. NB: other drawing can be choose such as backpack, suitcase and person or three simple columns.</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>The spider net</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Tool type</strong></td>
<td>Evaluation</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Final evaluation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To make the final evaluation of the project, reflecting about the different learning process, sharing feedback and comments and creating a free space for participants to express their feelings.</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>Ball of wool, soft music</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>/ minutes – it is not possible to provide a precise timing of this activity because it depends on the duration of the participants comments and feedbacks</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Setting: soft music in the plenary room with candles on the floor and a ball of wool in the middle of the room. Participants are sitting in circle in the room, then the music stops and one the activity is presented. One person starts, taking the wool ball, blocking the wool strings on a finger, making his/her comments, feedback and sharing his/her impressions about the training, the activities, the learning process, the group. When he/she finishes, another person should stand, the wool ball is thrown to the person who wants to talk, the person blocks the wool strings on a finger and starts talking. The activity is following in this way, till everybody speaks and a spider net is created. NOTE: it should be clearly explained that this is a “free” moment and space to evaluate the project, so each person can decide what to say (feedback, reflections and comments about the activities, the working methods, the group dynamics, the personal learning process). It’s very important when we finish to speak to wait for the next person “taking the flow.”</td>
</tr>
<tr>
<td>Title</td>
<td>Feed Back Rules</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Tool type</strong></td>
<td>Plenary group work</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Final evaluation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To learn how to give and get feedback</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>/</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>30 minutes</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>This tool is conceived to make participants think how to give a positive feedback to another person/group. Participants are walking around the room and look who is there around them. The walking goes on and on until the moment a trainer says STOP. At that moment all the participants have to find the person closest and each pair gets two minutes to answer a question given by the trainer. After spending 4 minutes together exchanging feedbacks, participants should start walking around again, until hearing another STOP and second question. Possible questions: - What was my first impression about you? - What did I learn to appreciate about you? - What do I wish you for the future? It follows a debriefing on how to give feedbacks in a constructive way. NOTE: the focus is on giving positive feedback, since all the questions are very personal and we don't want anyone to feel uncomfortable or hurt. Feed backs should sound as an encouragement and a “space for learning and improving”.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>The hand</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tool type</strong></td>
<td>Evaluation</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Final evaluation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To run the final evaluation of the project in an interactive, participative and dynamic way</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>Soft music, A4 papers, markers and pens</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>60 minutes</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Setting: in the room is created a soft atmosphere with music and participants enter one by one. Once every one is sitting inside, participants are asked to draw on the paper in front of their position, the shape of their hand. Each finger is representing a different element that should be evaluated: THUMB: something you liked, INDEX: what to do in the future, MIDDLE FINGER: something to improve, ANNULAR: learning point, LITTLE FINGER: connection. Participants, one by one, should present their hand.</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>The tree</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Tool type</strong></td>
<td>Evaluation</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Final evaluation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To run the final evaluation of the project in an interactive, participative and dynamic way</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>The Tree should be drawn in advance on a flipchart. Small pieces of colored paper with the shape of leaves/flowers/fruit. Glue or scotch tape.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>60 minutes</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Participants are asked to write the achievements, the gift, received from the experience (&quot;the leaves of the tree&quot;), and the wishes that were born thanks to these learning (&quot;the flowers of the tree&quot;), on the pieces of paper that were distributed: Facilitator allows participants 7-9 minutes to write their answers on small pieces of paper. Participants then post their answers on the drawing of the &quot;tree of this experience&quot; and the facilitator reads the answers out loud.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Writing on backs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tool type</strong></td>
<td>Evaluation</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Final evaluation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To run the final evaluation of the project in an interactive, participative and dynamic way</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>Pens and post it.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>30 minutes</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Ask participants to stick a piece of paper on their backs. Each participant then writes something they like, admire or appreciate about that person on the paper on their backs. When they have all finished, participants can take their papers home with them as a reminder.</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>The ball</td>
</tr>
<tr>
<td>-----------</td>
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<tr>
<td><strong>Tool type</strong></td>
<td>Evaluation</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Final evaluation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To run the final evaluation of the project in an interactive, participative and dynamic way</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>A ball, also made of paper.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>/ minutes. It depends on the number of participants.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Ask the group to throw the ball to each other in turn. When they have the ball, participants can say one word they thought about the experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>The timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tool type</strong></td>
<td>Evaluation</td>
</tr>
<tr>
<td><strong>Tool topic</strong></td>
<td>Final evaluation</td>
</tr>
<tr>
<td><strong>Aim</strong></td>
<td>To run the final evaluation of the project in an interactive, participative and dynamic way</td>
</tr>
<tr>
<td><strong>Material needed</strong></td>
<td>A long flipchart for each participant, markers, pens, glues, scissors, magazine or newspaper with images to cut.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>60 minuti</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Participants are asked to draw on a flipchart their personal timeline of the project. According to the duration of the project, the timeline can be organized for days, weeks or months. Participants are free to choose the shape of their individual timeline (e.g. it could be a straight line or a wavy line). Along the timeline, participants are invited to highlight the most important events/moments both positive and negative ones. Participants can write or use images to represent the different moments. At the end, each participant is invited to comment his/her timeline in front of the other.</td>
</tr>
</tbody>
</table>
7.4 GUIDELINES FOR A FINAL EVALUATION INTERVIEW

TEMPLATE FOR A FINAL EVALUATION
MAIN TOPIC

1. SENDING ORGANIZATION (SO)
   • contacts and exchange with the SO.

2. HOSTING ORGANIZATION (HO)
   • relation with the tutor;
   • relation with the local staff;
   • suggestions for next volunteers.

3. ATMOSPHERE BETWEEN VOLUNTEERS
   • Level of satisfaction for the relationship among volunteers;
   • Situation of conflicts: core issues and how you solved them;
   • Did the volunteer suffer from loneliness or dejection? How did the volunteer overcome these moments?

4. INTEGRATION WITH THE LOCAL COMMUNITY
   • Had the volunteer been able to integrate in the local community? How?
   • Learning of the local language;
   • Considerations on board and lodging and free time.

5. ACTIVITIES
   • Questions on scheduled program of activities

6. STRENGTHS AND WEAKNESS OF THE PROJECT
   • Strengths of the project;
   • Which were the main difficulties? How did the volunteer overcome these moments?

7. ACHIEVED RESULTS
   • Discuss with the volunteer on the learning objectives of his/her experience;
   • Did he/she reached these aims? If not, why?

8. COMMUNICATE THE EXPERIENCE
   • Discuss with the volunteer chances and opportunities to tell about his/her experience.
7.5 TEMPLATE FOR A FINAL EVALUATION FOR HOSTING ORGANIZATIONS

**PART I: GENERAL INFORMATION**
- Data of the organization;
- Data on the volunteering project (duration, place and number of the involved volunteers).

**PART II: PRE-DEPARTURE TRAINING**
- Evaluation of local context, hosting organization, activities and aims;
- Quality of project description.

**PART III: ACTIVITY PROGRAM**
- Main scheduled activities: work programme and timetable;
- Were volunteers able to manage the planned activities?
- Achieved aims and results;
- Difficulties and problems faced during the experience;

**PART IV: GENERAL GROUP ATMOSPHERE**
- Evaluation of the group composition according to age, gender, culture of provenience;
- Life group and free time activities;
- Cohesion and relation among the group;

**PART V: PROBLEMS FOR:**
- proposed activities;
- board and lodging;
- the sense of volunteering;
- specific behaviours.

**PART VI: FREE TIME AND RELATION WITH LOCAL COMMUNITY**
- free time activities;
- volunteers’ participation to free time activities;
- level of volunteers’ engagement and exchange with the local community.

**PART VII: MOTIVATION OF VOLUNTEERS**
Evaluation of volunteers’ motivation according to a proposed list.
- A cheap holiday?
- To meet young people?
- To contribute to a social purpose?
- To make new experiences?
- To improve a foreign language?
- To know a new country/culture?
- To look for an experience of professional training/internship?

**PART VIII: FREE PROPOSALS AND SUGGESTIONS ABOUT:**
- Strenghts and weakness of the project
- How to improve next volunteering experiences.
Example of an ethical protocol between sending and hosting organizations for the implementation of IVS projects
ETHICAL PROTOCOL
WORKCAMPS

Me undersigned
as
of the association
in charge of the project
site in

AFTER

having taken note that the work and solidarity camps of IBO Italia are:

- volunteering experiences providing help in rehabilitating buildings and/or maintenance work or project activities carried out in some realities that have a social aim;

- experiences of exchange among international volunteers, with a view to an education that favors meeting, understanding and friendship among cultures and different habits;

I ACCEPT AND I UNDERTAKE

- To welcome the Italian and foreign volunteers without distinction of sex, race, language, religion, political opinions, personal and social conditions.

- To welcome and pick up/ drop off the volunteers at the places of arrival and departure (railway station, bus station, airport) as per communications of IBO Italia’s office.

- To guarantee the volunteers a decent and safe accommodation. In case of an accommodation in a different place from the work camp, to guarantee the transport to reach the place of work.

- To guarantee the meals: breakfast, lunch and supper respecting the possible dietary and religious needs of the volunteers.

- To guarantee the presence of an in charge during the whole period of the work camp.

- not to require the volunteers any professional skills and competencies in building, electric or hydraulic sectors. The volunteers will be a non qualified support and won’t have any responsibility.

- To guarantee the respect of the norms concerning health and safety in the work places, in force in the country.
- not to exceed 8 hours of work daily.

- To organize moments of work evaluation with the volunteers and also about the sharing of the objectives, with the purpose to favor integration and to avoid possible discomfort and incomprehension.

- To help reach the nearest bus or railway station for the weekend outings, and however give information concerning the public means of transport.

- To favor the meeting with young people and the local community that is the real beneficiary of the volunteers’ work, organizing leisure activities such as walks, trips, parties, cinema...

AND I DECLARE

that the volunteers will be engaged in work concerning

________________________________________________________________________

once the restructuring is done, the structure won’t be used for other goals different from those agreed upon but its social use will be guaranteed according to the project (to be specified and detailed):

________________________________________________________________________

besides I UNDERTAKE

to become member of IBO Italia for the years when the structure will host work camps, paying the annual fee required by IBO office.

Place and date, ____________________

Signature of IBO Italia representative

Signature of the project in charge
ANNEX 2
CODE OF BEHAVIOR
OF THE VOLUNTEERS

Extract from the Ethical Code of IBO Italia, full edition available on www.iboitalia.org
Code of Behavior of the Volunteers

Premise
The indications that follow serve to trace some rules regarding the behavior of the volunteers of IBO Italia that lend their service for the projects that the corporate body proposes in the foreign countries and in Italy. These guidelines must be followed, and coupled with common sense that must be expected from people that have chosen to contribute to the projects with passion and spirit of service.

Voluntary in the name of...
Living inside the project 24/7, the working and the personal sphere are hardly separable. A great sense of responsibility is essential, also during leisure time. We never have to forget that being guests we won’t pass unnoticed. Therefore we must remember that with our personal behaviors we represent IBO Italia and the corporate body that welcomes us. They will be the ones to answer for our behavior and to face its consequences. An unnoticed gesture or the wrong words at the wrong moment could cause “critical damages” to the job and the image that the association has been forging for years.

Respect of the differences
Live and to work together with different people can be an experience of great enrichment. To valorize the differences rather than contrast them is a great start to build together something beautiful, important and lasting. IBO Italia believes in the principle of not discrimination. All the people have peer dignity, without distinction of gender and sexual orientation, ethnicity, language, religion, political opinions, personal and social conditions.

Culture
We cannot forget that there are non written rules that belong to the local culture. We must have a decent attire and a care of our own person suitable to the context and to the role.

Lodging and board
Room and board will be guaranteed for the whole permanence, according to standard housing and nourishing places. Optics is that of the sobriety and of the respect of whom is entertaining us also accepting the possible ripetitività of the foods on the table or the inexpensiveness of the lodging that it's offered to us.

Observation and Listening
We observe and listen to the others as much as possible. We take the time to understand before judging. We must not be afraid to compare us with the people that manage the project, to ask to help us to see the things and the events from another perspective.
Empathy
We develop our empathy, we use our ability to see the things from the point of view of others and to put us in their clothes.

Humility
We always remember that we are "passing guests". We arrive without the presumption to change the world alone, but with the awareness that our actions contribute to a slow and delicate process of change. The foreigner is often seen as a person full of "possibilities" and able to offer more of them. We don't lend money and we don't make gifts if not decided with the personnel of the guesting corporate body.

Time
It's important to be aware that in some cultures the conception of time is very different from ours. Convinced of the importance to establish good relationships with whom is offering us hospitality, it is necessary to differ from our habits at times, not to be in a hurry, the relationship to make with the clock less frantic, check the performance anxiety. We must stray from being necessarily and constantly productive, from the desire to show what we know how to do.

* Affective relationships and Friendships

The job of the volunteer is fundamentally of relationship therefore we always must consider with whom interact. In the management of our affective and friendship relationships we must be aware and keep in mind of what is considered ethical in the local culture, in the respect of the principles contained in the Universal Declaration and in the European Convention of the Rights of the man, in the Convention of the Rights for the infancy and in the Convention on the elimination of every form of discrimination towards the Women.

Prohibitions

* The use of drugs and the abuse of alcohol are forbidden. In some realities, nevertheless, the prohibition of this last is particularly important and, as a rule, it is expressly forbidden.
* Violent attitudes, both physical and verbal, won't be tolerated.
* In presence of minors smoking it's forbidden.
* It's absolutely forbidden to hold or to divulge pornographic material.
* The relationships with the minors must unwind in unexceptionable way under the profile of the correctness and the moral respect.
* Any abuse of the minors won't be tolerated.
Besides these listed there could be further prohibitions/rules in the place of service.

Respect of the material goods in endowment

We are kept to operate with diligence and to hold responsible behaviors, in line with the procedures / indications predisposed for the use of the goods, means and tools given us. Specifically, scruple and parsimony is required in their use. Each is responsible of the protection of the resources entrusted to him and has the duty to inform at the right moment, of possible damages the local persons responsible.

Personal safety

There could be zones as schedules, that will be expressively forbidden to us to explore. We won't enter in ideological contrasts or confrontation on established systems that could produce tensions and we accepts the indications of the local responsible, living them not as a heavy suggestion but as a rule dictated by the necessity to protect ourselves and our safety. For safety reasons, we must have the presence of mind to bring us the minimum necessary in money's terms, documents and personal objects.

Communication

We must not forget the importance and the responsibility of communication. The testimony is integral part of the role of every voluntary. Our contribution, both in written, photographic, of video form, it is precious as mean of amplification of the experience that we are living. We must have extreme delicacy and respect toward the other. Let's take the time to know and understand, let's not rush writing articles, recording videos or photographing people. There will be time for that, with respect and good sense, deciding together with the representatives and the local associations what to write and publish. Let's be reserved concerning everything we are trusted or we learn during service.
REFERENCES


**Website recommendations on further reading on IVS:**

National Civic Service:

www.politichegiovanilieserviziocivile.gov.it/

Erasmus + : [http://www.erasmusplus.it/](http://www.erasmusplus.it/)

European Solidarity Corps:

[https://europa.eu/youth/solidarity_en](https://europa.eu/youth/solidarity_en)
LIST OF ABBREVIATIONS

CCP Civil Peace Corps
ESC European Solidarity Corps
EVS European Voluntary Service
HO Hosting Organization
IVS International Voluntary Service
M&LTV Medium & Long Term Volunteer
SCN Servizio Civile Nazionale / National Civil Service
SCU Servizio Civile Universale /Universal Civil Service
SO Sending Organization
STV Short Term Volunteer
WHAT?
Strategies, practical tools and best practices for youth work and management of international volunteers.

WHY?
To improve skills and competences of youth workers and local staff in IVS project management; to reinforce the international dimension of youth organizations.

BY?
IBO Italia and partner organizations of EVAC project.

FOR?
IVS organizations and youth workers.