VOYCE Project

Output 4 - Guide for
"Mentors of pathways of emergence of learning"

[English]

VOYCE Project

Guide for "Mentors of pathways of the emergence of learning"

(July 2018)

This guide was created by Fundacion Docete Omnes in cooperation with Era Ewaluacji (Poland), Fundacion Cibervolontarios (Spain), CEMEA, CEMEA Centre (France), Clube Intercultural Europeu (Portugal), CESV and CPIA 3 (Italy).

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Introduction

The following document has been created as a guide to orientate managers and mentors of organizations that host young volunteers. It is a guide because it contains a list of information specifically related to pathways for the emergence of learning during the voluntary services of young volunteers with the final idea of validating those competences accredited during the process.

The methodology used in the guide includes online and face to face sessions with the volunteers and covers all the aspects from the reception of volunteer until final validation of competences, passing through individual training pathways for each volunteer.

As there are different and good guidelines for the management of volunteers, this guide will ignore these general concepts that are known.

It is not intended to offer a recipe that must be followed step by step; this guide rather seeks to promote reflections, ideas and content that can be used and adapted to each reality. There is a wide range of organizations working with volunteers of different size, type and resources, so in this guide, we provide tools that can be adapted to create the formula that best suits with your organization and needs.

VOYCE Project (see the following phharagraph) also includes the development of a manual and an online tool to validate the volunteer experience. This guide and validation tools have been developed using creative techniques and with the participation of a small group of people, from different countries and profiles: volunteers, responsible for volunteering, experts in skills, researchers, etc.

The final objective of the project is the creation of a simple model for the validation of competences acquired through voluntary action by young people. Moreover, one of the outputs included in this process is this guide that intends to be a training resource for managers and people responsible for enhancing the skills of their volunteers.

Some contents and goals of the guide are:

Contents

- To present the historical, social, cultural and geographical context in which their work is carried out voluntarily in each city, region, and country
- Provide tools and resources for intercultural learning and communication that allows volunteers to improve their skills, knowledge and attitudes.
- Help the volunteers to plan and develop their learning objectives.
- Provide a space for meeting and exchange between volunteers.

General goals

- The better integration and training of volunteers to maximize the experience and get better results among the users the volunteers work with.
- To develop a formative pathway that can be attractive to increase the number of future volunteers.
- The generation of a transnational network of organizations that work in the field of volunteering and that favour the recognition and validation of skills and abilities acquired through voluntary action.
- To promote and to inform entrepreneurs about the skills acquired through volunteering.

This guide has been divided into two parts. The first part is about the welcoming and the second part is about the formative pathways for volunteers.

VOYCE project

This guide is one of the main results of VOYCE, a project co-financed by the European Commission, Erasmus+ program, and strategic partnerships in the field of youth. The project started in October 2016 and will end in September 2018.

The project is implemented by a **partnership** of 8 organizations, covering 5 EU Member Countries.

- Italy: CESV - Service Centre for Volunteering: (applicant); CPIA 3 of Rome - a public school for the permanent training of adults;
- France: *CEMEA Centre and CEMEA National Association:* 2 organizations with a long experience in non formal and informal education of youths through creative activities;
- Spain: *Fundacion Docete Omnes - a* vocational training school for disadvantaged people; *Cibervoluntarios - an* association of volunteers specialized in ICT instruments;
- Poland: *Era Ewaluacji* –enterprise specialized in studies on formal, nonformal and informal education;
- Portugal: Clube Intercultural Europeu and Instituti Principe Real (IPR) - organizations that implement services and training for youths at risk and disadvantaged categories.

The issue dealt with by VOYCE is the validation of the competencies achieved by young volunteers.
The objectives of the project intend to:

- Create practical and innovative tools to be used to validate the competencies of young volunteers;
- Promote the use of such tools among the organisations that deal with young volunteers and among public institutions;
- Connect young volunteers who have acquired new competencies and companies interested in hiring them.

Target groups of the project are:

- European youths who volunteer and are interested in having their competencies validated; particular attention will be paid to disadvantaged youths and even more to asylum seekers, refugees, immigrants;
- Organizations hosting volunteers that will have a key role in the assessment and validation of their competencies;
- Public institutions in charge of of planning and implementing educational policies;
- Companies recruiting young people.

The **expected results** of the project are:

1) Creation of innovative tools for the validation of competences acquired through voluntary activities;
2) Promotion of a link between young volunteers and labour market;
3) Training of youth workers on the use of the developed tools;
4) Dissemination of tools and experiences of the project among all subjects potentially interested: public institutions, firms, third sector, volunteers.

Five different **intellectual outputs** are expected:

- O1 Research on the validation of competencies acquired in voluntary work;
- O2 manual for the validation of competencies;
- O3 Interactive platform for the validation of competencies online;
- O4 guide for "Mentors of pathways of the emergence of learning";
- O5 training module "Skills in Action: re-investment of volunteers' skills in your life."

Two transnational **training courses** were addressed to a group of 25 youth workers from all participating countries. Each course will have duration of 5 days.

- C1 training course on validation of learning;
- C2 training course on emergence and re-investment of competencies.

Finally, the project will organize 5 **multiplier events** for the dissemination of outputs and results. There will be in particular 2 transnational and 3 national events. The events will involve a composite audience made of young people, volunteer organizations, institutions, etc.

1 - Introductory phase: welcome and make volunteers feel at ease

Preamble

The introductory phase is related to the welcoming of volunteers and to integrate them into the organization activity and the local context where they will develop their voluntary action. This first interaction with the volunteer is very important and can determine the success of the volunteering. Making the volunteer feel at ease and explain and delimitate precisely the main concepts and activities can avoid misunderstandings that lead to the desertion of the volunteer and failure of the volunteering experience.

When a volunteer arrives for the first time in our organization, he/she needs to acquire many information. So, we have divided this first point in different aspects and information that our volunteer will or can need during his/her stay with us, from meeting the expectations to administrative issues.

The inclusion of volunteers is a dynamic process in which the two parties (volunteers-organization) have to know what they can give and what they receive. This is not achieved with an "academic" selection where the interests of the organization normally prevail, neither with immediate inclusion, where, a priori, the interests of volunteering prevail.

This phase is based on three axes: **information, orientation and motivation.**

1a Meeting the expectations: welcoming and orienting

This is the most important point of this first phase of reception of volunteers. During these sessions we will work with the volunteer to meet their expectations, motivations, doubts and fears; and also to set some common objectives and define and clarify concepts.

If we can match the expectations of volunteers with the tasks assigned during the volunteering period, we will "ensure" the success of the process.

Prepare a physical working space where they can work, (for example a table and a computer) and prepare a portfolio for each volunteers with all the documents they may need to know (forms, guides, confidential agreements, contact list of key persons in the organisation, protocols, maps, information on public transports, etc.).

Do not forget to provide volunteers with a timetable of meetings for monitoring the experience. Make them know that they will surely have moments to talk and discuss (individually and in groups) about their activity.

To the possible extent, use a methodology that allows the active participation of volunteers. It will be propitiated that the sessions are based on the interests and reality of the participants. For this it is necessary to know the group and their expectations before preparing the training sessions.
There are several techniques to afford the first session but in order to better integrate and avoid future inconveniences, we will focus on group sessions and individual talks.

As a first session (when possible) we recommend a group session where the main objectives are to **know each other** and start to **build some interpersonal relationships**, to **introduce the organization and the key persons** who are going to be the references for the volunteers, to **set some objectives and concepts** and, of course, **to introduce the validation process.**

NOTE: First step is to know each other! Ask the senior volunteers to participate in the session and make some introductory or icebreaking games at the beginning of the session (see Annex 1).

1aa What is to be a volunteer? What is volunteering?

The first concept we must clarify with the volunteer i**s: what is to be a volunteer? What is volunteering?** The concept of volunteering must be clear from the beginning, and although there is no

single unique conception of it, it is important that you at least reflect on it and realize that there are basic concepts linked to what is meant by volunteering.

During this group session, we must introduce to volunteers some important concepts like solidarity, active citizenship, respect, integration, intercultural diversity, teamwork, motivation, migration and refugees and/or any other aspect that can be related to each specific organisation (some definitions in Annex 2).

1ab The European Union

Volunteering is a key aspect of the European policy concerning education. This aspect has to be properly contextualized in the place it occupies within a broader action plan aimed at young people. Even if the voluntary project can have no relation to the EU, we must emphasize the enormous efforts done by the EU in youth matter and the eight key competencies identified by the EU. In this thematic block the contents would be addressed with information sessions at the basic level about the EU: what is the EU, members, institutions, decision making, and opportunities for youth coming from the EU like Erasmus+ program... A good reference for working with this content can be found on the European Union website:

- https://eurodesk.eu/

- https://ec.europa.eu/youth/policy/youth-strategy_en

    In Spain:

- https://ec.europa.eu/spain/services/contact-points-in-spain/eurodesk_es

- https://ec.europa.eu/youth/policy/youth-strategy_es

    In Italy:

- http://www.eurodesk.it/

- https://ec.europa.eu/youth/policy/youth-strategy_it

    In Poland:

- http://www.eurodesk.pl/

    In Portugal:

- https://juventude.pt/agencia/eurodesk

    In France:

- https://www.euroguidance-france.org/partir_ue_trav/partir_ue_trav_eurodesk/eurodesk/

- https://ec.europa.eu/youth/policy/youth-strategy_fr

It is not a question of delving into the subject but of, at least, offering a few brushstrokes about what is the European Union, what policies and programs are aimed at young people like them.

This type of contents easily admits activities of a playful nature such as trivia games, quiz or questions and answers. Schemas can also help explain issues such as the EU's main institutions, as well as maps ... As the content is less attractive and more theoretical, the more visual and dynamic it is, the better. A reflection activity about the idea of Europe could be introduced, through a visual representation, dramatized in front of the classical debate that requires a certain level of language proficiency.

1ac Why we host volunteers? Our aims as organization/tutors/mentors....

Another crucial issue concern the question: Why do we host volunteers? Our aims as organization/tutors/mentors....

This issue concerns us as organizations, tutors, mentors. Very often we are not aware of our deep purposes about working with volunteers, what is the vision that underlies our proposal; the fact is that even if is not clear to us, our deep purpose will emerge in the relationship with the volunteers, also if in an implicit and hidden way. For this reason is crucial to be aware of our deep purposes and visions, as organizations, tutor, operators, and share them with the volunteers...

We need to identify the key persons involved in the process, so during this meeting, we will introduce them to the volunteers and information about the organisational chart will be provided (see Annex 16).

1b Basic aspects of daily life

When we are receiving volunteers from different places, we must make them feel like at home. To do that it is crucial that volunteers dominate the main aspects that can affect their daily life as: registry, health system, bank procedures, obligations, discount card, etc.

We should differentiate between local volunteers, national volunteers from other parts of the same country and region and foreign volunteers. We will provide each volunteer with the specific information as he or she may need.

However, we always recommend not splitting the group in different types of volunteers according to their origin. Although they may need different information is very recommendable to let them interact between themselves and even let local volunteers guiding other volunteers to favour the intercultural exchange.

As a main idea in its first or second day in the organization we can organize a walk around the organization to show the volunteers where are the nearest health center, bank, supermarkets, municipality, police or other interesting points of the area including some touristic attraction that they can visit in deep later (see point 1c).

If there is any kind of administrative requirement, we may have all the applications or registration forms in advance to facilitate the volunteers that all the formal procedures are resolved as fast as possible. As much prepared we are in this sense as much confidence we will gain from our volunteers.

Remember! **The human resources are the first and best investment of any organization**, so take care of it.

IDEA: Make the volunteers interact with the people of the local environment where the volunteering is developed (See the Annex 17).

1c Historical, political, social and cultural context

The idea is to present the history, political-administrative state, traditions, etc. of the place we are located and history of the organization. The main goal of this activity is making the volunteer to become one of us and to identify more with the roots of the organization.

This is probably one of the most interesting and most appricciated sessions. Therefore, it is not difficult to capture the volunteers' attention. The question and answer games work well for what is historical, political, social and cultural context. We recommend doing this session when we visit the centre for the first time and also during a visit to the area around the centre (See an example of a questions & answers game in Annex 1).

If there are foreign volunteers present the sessions always in the host language as clearly as possible.

Note: Another goal is to deepen in cultural differences to prevent misunderstandings or unpleasant situations.

1d Group Cohesion

Volunteering takes place, in most cases, in a group and thanks to a group. For this reason, a good cooperation and a good relationship between the group members are the basis for the success of these experiences.

By group cohesion we mean:

- sharing visions;
- sharing goals;
- ability to give space to individualities and differences, while pursuing a common goal.

There are many ways to foster group cohesion; you can see some tips about how to create group dynamics in Annex 3 and some games or techniques to promote group cohesion in Annex 4.

Anyway also informal moments can be very useful, for this aim.

1e Individual talk

It is an informal interview which will help us and the volunteer to establish a route of activities and training in accordance with his/her background and future expectations. Moreover, obviously, in case that we are receiving only one volunteer we will also speak about same themes of the previous group session.

Why the interview? It will allow us to move in the three axes: Information - Motivation - Guidance. It also brings together other important aspects: being able to adapt to the characteristics of each organization; be affordable and usable by anyone, regardless of their speciality or professional skills, adhering to minimum standards and having adequate training.

Furthermore, **as every person is unique we must dedicate time to each volunteer individually.** Even the task to be done can be similar, the personal goals can be different and we must adequate as much as we can the experience to both aspects (fulfil the entrusted tasks and intellectual needs of volunteers).

How will we know what are the interests of the volunteers if we have not asked? We can frustrate them by entrusting tasks beyond their possibilities or training.

However, many people, misinterpreting these approaches, conduct informal talks that are not planned. This leads to an unstructured interview where any topic is valid, no conclusions can be drawn, or, if they are obtained, not based on real data, but on impressions and preconceived ideas, for which they will have no validity.

We recommend, due to the characteristics of this process, a semi-structured approach, in which the main components of the talk are planned, but not standardised, allowing the interviewer and the potential volunteer, flexibility in addressing the issues. In short, it should not be an improvised dialogue or a closed survey. The process of reception and orientation has five fundamental aspects that will allow us effective inclusion:

- Inform volunteers about the organization, programs, activities and tasks to be developed.
- Inform ourselves about the skills, attitudes, motivations and interests of the volunteer;
- Decide mutually and consensually on their inclusion to the most appropriate task (and even their non-inclusion or postponement of the decision);
- Determine if the personality of the volunteer will adapt to the people with whom he/she is going to work, and to the tasks he/she will perform;
- Identify development/training needs.

Since the main objective is to orient towards the tasks that best suit the characteristics of the volunteer and his/her future expectations and goals, the interviewer must know in detail the available positions, the

tasks that can be performed and especially the profile of the volunteer that would best adapt to these positions. The less we know about the programs and positions available, the less qualified we will be to examine the characteristics of the volunteer potential and to orient them to the most appropriate activity.

Remember! We look for to take care of the volunteers and the organization, as far as we do not pay attention to the volunteers' feelings, they will become a problem for the organization and not a help. **If we care about our volunteers they will care about us** (see some tips in Annex 5).

1f Include linguistic training sessions in the program

The knowledge of local language becomes a key issue when we are dealing with intenational volunteers, or volunteers not speaking tha language as mother tongue. In these cases, the level of knowledge of the language is the main challenge that the training team has to face, especially when there are different levels within the group. Although most volunteers speak or can understand English, it is not uncommon to find one or two people who do not speak the host language or English. If you want them to have training as useful as possible for the development of the volunteering, the training team will have to make sure that they understand the contents that are worked on during the different phases.

Therefore, linguistic support and the development of communication skills are fundamental to organize a quality volunteering.

However, linguistic training or immersion during the volunteering must be treated in a cross-section so that, in every one of the activities, they must begin to face the language challenge. For this, although many times we have to translate what is being told, it is very positive that they begin to listen to the host language".

It is important to train them, but sometimes we do not have the right resources to do it, so another option is to find language courses outside of our organisation (see some useful resources and tips in Annex 6).

1g Insurance, protocols and crisis management

There are many different organizations receiving volunteers to cooperate with them, and each one differs of from the other on the target group their activity is focused on. However is common that every organization has a protocol of action the volunteers must know. So we will organise a session specifically to train the volunteers in this protocols e.g. about how to attend a user, how to care a migrant, what to do in case of emergency, etc.

Furthermore, there are safety measures and evacuation plans that volunteers must compulsorily know.

Although each organisation may have different protocols, there is a common point that has to be included in this session, the assistance of the volunteer itself: **What support do I have?** It is important to remember the need to read the information about the conditions of insurance and local health system, what it covers and what it does not. It is not about "controlling" their life.

We have to provide guidance on:

- What to do in case of common illness: health centres, procedures, reimbursement of expenses
- What to do in case of an accident: emergency telephones, procedures...
- Clues for crisis management:
  - Insurance;
  - Phone numbers and contacts;
  - Tutor;
  - Contact persons in case of emergency;
  - Support structures.

The aspects related to the safety and well-being of the volunteers must be very clear from the beginning, we must **provide a manual** with the information, and it is important that it be well understood. Be sure that the session time and the size of the group allow it. The doubts can be resolved between all participants and remember to always facilitate moments and/or individualized attention spaces.

Probably we will need to plan extra sessions on this issue during the volunteering to refresh the information about protocols of action and safety measures.

Exercises, methods, tips, guidelines

Introductory phase: welcome and make volunteers feel at ease		
Exercises/Guidelines	**Duration**	**Annex number**
Icebreaking games	20 minutes	Annex 1
Definitions	-	Annex 2
Organizational chart (example)	-	Annex 16
Gymkhanas, photo challenge and track games	2-4 hours	Annex 17
How to create a dynamic group	-	Annex 3
Techniques to promote group cohesion	1 hour	Annex 4
Individual talk	-	Annex 5
Linguistic resources	-	Annex 6

2- Learn to learn

Volunteering is mainly a non-formal learning experience (and informal too) that aims to provide knowledge, skills and new attitudes for the person who participates and which results in the acquisition and development of skills.

To maximize the experience, participants must be aware of the learning process in which they are immersed.

The objective is to simplify and visualize the **initial competences** of the volunteer and those that we are going to work on and empower in the volunteers. The compilation of the questionnaire created by VOYCE (output O2 of the project – see annex 8) will allow us to carry out this initial evaluation. This tool allows a self-assessment and evaluation with respect to aspects of key competencies relevant to volunteering. Among the skills that are particularly relevant in volunteering, we find for example:

Ability to communicate effectively
When forming the team of volunteers, although they may seem basic, we must convey clear and concise ideas that can be put into practice when they volunteer. Communicating means presenting information in a clear way adapted to the specific situation and the target audience.

It consists of expressing concepts and ideas effectively and reaching the public. Contents that must be transmitted:
- The importance of expressing ideas, concepts and information in a clear and concise manner so that the message arrives as less distorted as possible.
- Repeat the key ideas differently so that the substance of the matter is clear.
- Being able to adapt the oral message to whom or who it is addressed is not the same to address minors as college students.
- Practice active listening by seeking feedback in the non-verbal language of the public to improve the effectiveness of communication.

Ability to work in a team
Volunteers will not work alone but will share their work with other people and also with hired personnel, so they must know how to work as a team. This implies the ability to collaborate and cooperate with others, to be part of a group and to work together to achieve the goal. It also assumes the ability to share resources and information and perform tasks prioritizing a common objective against individual interests. Contents that must be transmitted:
- Opportunities and weaknesses of working as a team.
- Synergies created among the members of a team.
- Leadership
- Conflict resolution.

Flexibility and creativity
It is the capacity to adapt to the different contexts and situations in which the awareness-raising action can be presented, as well as to the different groups of actors. Also, it is the ability to respond positively to unexpected situations or changes, maintaining the development of tasks, responsibilities and the achievement of objectives.
This also requires a certain capacity for improvisation and creativity. Volunteers also have to be creative when dealing with unexpected situations. It is necessary for the training to provide skills to be able to face these situations positively. Highlight the importance of knowing how to govern groups, how to focus their attention, how to win over the most unruly, etc. Contents that must be transmitted:
- Information about unexpected situations.
- How to face committed comments.
- Real examples of uncomfortable questions.

Initiative, dynamism and energy
We need volunteers with initiative and impulse who can carry out activities without fear or embarrassment, acting decisively. Having initiative means knowing how to anticipate situations with a proactive vision.

This is a competence that a priori is presented as innate, so that a person has initiative, or does not. In practice, it is associated more with concrete situations where the person feels secure and brave enough to act. Some formulas can be established to improve this aspect, especially being aware of the situation and depending on the experience. Contents that must be transmitted:
- The importance of risk to obtain better results.
- Encourage the active participation of the volunteer.
- Value of the Initiative.

Knowledge and use of appropriate concepts
The proper use of concepts and their knowledge is essential. The concepts and their definition become important when training volunteers on why they will use them later in their activities.

Here conceptual contents are included, that is, all those contents that have to do with the concept of volunteering and with the values of the organization. Contents that must be transmitted:
- Volunteering.
- Sensitization.
- Social change.
- Human rights.
- Cultural diversity
- Equal opportunities

Motivation
It can be defined as a force that pushes people to do things to obtain a result. It is a motive that encourages you to act, to move and to strive, which highlights the needs that are intended to be met through voluntary action.

So, the first step is to know the **learning objectives**. As we have planned the self-evaluation questionnaire (output O2 of VOYCE project – see annex 8) during the first month of the activity, this will be the beginning of our learning process. For that reasons and due to the self-evaluation questionnaire has to be reviewed by another volunteer (if possible) we recommend using a methodology of questionnaires "in peers" to meet the learning objective of the volunteer. Please find how to set learning objectives in annex 18.

Create a portfolio
During this phase, we will adopt a portfolio of volunteers where chronologically we will put together all the relevant documents to create a learning itinerary and with the idea to collect all the relevant data for the final validation of competences (the self-assessment, including all experiences, documents of different activities, questionnaire in peers).

Prepare an itinerary for the volunteer
In this section, each of the phases that an itinerary requires should be extensively developed, highlighting within each one the most relevant elements to train volunteer and introducing useful tools and resources for the development of each phase.

It begins with Phase 1 Identification of initial Skills and needs analysis where it is identified jointly with the volunteers, which are the skills and training needs that are detected. In Phase 2, the choice of training objectives is addressed both for the organization and for the volunteers themselves. In Phase 3, a proposal of tools related to the competences is made and the most common techniques and resources in training are described. In Phases 4 the calendar of the training itinerary is addressed and a person

responsible for the training is designated. Finally, in Phase 5, the evaluation and validation process is specified.

Characteristics of a training itinerary:
- Dynamic and flexible, that is, that allows changes in training actions that adapt to the needs of volunteers, both group and individual.
- Participatory, where the volunteers participate actively in its preparation and suggest the training needs to work on.
- Realistic and effective, truly adjusting to the training needs and available resources of the organization.
- Integral, connected with the process of strategic planning and operational objectives of the organization.
- Efficient and motivating, to respond to the needs of volunteers.
- Properly communicated, effectively, motivating and with sufficient notice.
- Approved by the organization and by the persons responsible for the equipment.
- Evaluable, both the results and the impact on the different levels of the organization.

We need to make Schedule but being flexible. Please see the point 2ad as an example.

Based on the resources available to train volunteers, the ability of the organization to approach the itineraries in different ways can be determined:
- Group itineraries: in which the volunteers will be identified as a group and the actions will be carried out jointly. This will allow investing less time, but also to offer less specificity to the training itinerary, so that personal potentialities can be escaped.
- Individualized itineraries for each volunteer, through which we will obtain a very detailed degree of action and fully adapted to the needs and potential of each. This will require many more resources, especially human and temporary ones.
- Mixed itineraries in which starting from a global plan, we can complete with some individual elements that focus on a volunteer. That is to say, in general, we will have a global plan for all, but in particular, for a voluntary person, we will mark some specific aspects.

2a PHASE I: identify the initial skills, training needs and detected needs of volunteers

At first, **we will identify the initial skills** of volunteers in order to select the best pathway for the training and the initial level of responsibilities and tasks inside the organization.

First VOYCE questionnaire (see annex 8) will be submitted at this point, now that the volunteer is well introduced in the organisation, knows his/her tutor and has already worked in groups and reflected on the training needs. To fill the VOYCE Questionnaire is a perfect way to deepen the awareness of the volunteer about which competencies are identified like existing or missing, and to give him/her a broader idea about which other competencies can be acquired through his/her volunteering activity.

To fill the VOYCE questionnaire in this early phase set the starting point of each volunteer and can be used by the tutor to plan a path of possible developing strategy and not of "lack" of competencies, and can be very useful for the evaluation of the volunteer regarding progress.

Secondly, we **will identify what training needs to be expressed** by the volunteers who are the recipients of the training, which will allow designing a training itinerary that adapts to the motivations and expectations of the people according to their commitment and their degree of responsibility.

We must be aware that each voluntary person lives a different reality and that the more previous knowledge we have about this reality, the better we can design the action.

There are multiple techniques that allow collecting the felt training needs so that it will be the organization itself, based on its resources and especially on its time, which will determine which techniques to use in each case:

A- Personalized interviews: conducted directly with the volunteer where feedback is encouraged that allows us to collect more specific impressions, as well as respond to other issues of interest. There will be open questions that will be channelled as the conversation progresses and as the volunteer responds. You can take advantage of this interview to accompany the process that the person is living. Some initial questions could be:

a. Do you think you need training?

b. How would you like to receive this training?

c. What do you expect from the training?

d. What aspects of your volunteering do you need to promote more?

B- Individual questionnaires in which the person is directly asked about their needs. The information collected here will be more standard and, therefore, easier to generalize. Closed questions can be combined with open questions that allow people to express themselves openly.

C- Focus groups where volunteers meet in a way that determines among all what their needs are, what they want to learn, how and when. Although this technique requires a great effort of time on the part of the organization, its results will have a greater impact since they will respond to aspects identified democratically by the group, also promoting cohesion and its protagonist in the process.

Thirdly we will identify **the detected needs**: will be those that the person responsible for the training process identifies and that enrich the detection of felt needs. These are aspects that the organization can identify more easily externally due to the experience and knowledge (see an example in Annex 18).

Some useful tools are the individual talk (Annex 3); the autobiographical narrative (see Annex 7) and the use of the questionnaire from the validation of competence manual "in peers" (see Annex 8).

2b PHASE 2: Drafting the Training Plan

After carrying out a skills analysis, we must prioritize which of these needs we will seek to cover with their volunteering and training itinerary, establishing the objectives. We must assign appropriate tasks considering the skill of the volunteer, their training needs and their expectations and motivations. Moreover, after that me must verify their implementation and include their needs detected.

The objectives are the results that are expected to be achieved after performing an action and that allow us to measure how much and how we have modified the state of things after a certain time.

When considering the objectives of the training itinerary, it must be borne in mind that the impact of the training will have effects at two different levels:

Objectives for the organization: are those that will directly positively impact the organization and will respond to the strategy of the same. These objectives are going to visualize the changes that will be obtained at a global or specific level within the organization after carrying out the training for the volunteers. The impact may affect the field or department of volunteer management and/or the situation of the entire organization.

Objectives to achieve with the volunteers: Are those changes that seek to achieve in the volunteers, that is, how will impact training in these people. The objectives that will be set here for the volunteers will be related to the felt needs and the identified needs that are identified in the previous phase. There are three types of objectives:

• Social objectives referring to what the life of the group can offer the volunteer, such as interpersonal relationships and synergies that help individual development. Promoting participatory decisions, group reflections, attention to the individual needs of the members ... could be actions that promote social objectives.

• Personal development objectives that are related to self-reflection, realization, acceptance of responsibility or personal development. This aspect is intimately related to the characteristics of the volunteers and their starting point. Depending on what this point is, the objectives set will be different.

• Objectives referring to the skills that volunteers should learn in training to develop their specific assigned tasks, they are also completely individual objectives since, for example, if a person has experience in minors, the same objectives will not be established as with another person who has never work with them. Moreover, obviously, it will depend on each kind of organisation depending on the work to be done by the volunteer.

2c PHASE III: Formative actions.

There are infinite possibilities that can be used to carry out a formative pathway, from group dynamics to concrete techniques, through structured training workshops or accompaniment processes. Depending on the availability and resources available to the organization, it will be more convenient to carry out one action or another, in a creative way to adapt to different contexts and needs.

METHODOLOGY

Here there are sorts of different metodologies that can be used. For each methodology we must present a general description and identify the competencies that can be worked through it.

- Methodology 1: Training workshops: The standard training workshops are the most common resource to training, in fact, when thinking about training the first thing that comes to mind is the realization of a more or less structured workshop.
- Methodology 2: Learning by action: This tool is useful as long as it is used with caution and with proper follow-up. It is about progressively, accompanied by another type of techniques and training resources, allow the person to start up their capacities and learn through practice.
- Methodology 3: Actions of contact with reality: Organize visits to the areas of intervention of the organization, such as the neighbourhood of action, or activities with the beneficiaries; we can see the great impact of these visits on the attitudes of volunteers.
- Methodology 4: Moments of group/individual reflection: Spaces that should be promoted by the person responsible for the training, creating propitious moments to work on the group or personal development of the volunteers. Using any resource, such as photographs, songs or texts.
  - Organize meetings between volunteers to allow them sharing their experience.
  - Help volunteers reflect on what they are learning=benefits.
  - Make sure volunteers propose new ideas; create expression space and listen to their proposals.
- Methodology 5: external training. Many small organisations do not have resources (especially regarding time) to provide the trainings on their own. Searching for external training opportunities are the best (and sometimes the unique) option.

Resources

A description of the general resources can be made and some concrete references can be offered to work with the volunteering. Some examples:

- Group dynamics: See Annex 3 and Annex 4

- Motivation: See Annex 9

- Flexibility and creativity: See annex 10

- Methodologies to promote commitment: See annex 11

- Methodologies to communicate effectively: See Annex 12

- Methodologies to promote personal development: See Annex 13

- Methodologies to work the initiative: See Annex 14

2d PHASE IV: Chronogram and referents for the volunteer

Practically all the phases of the itinerary have been completed. Until now, the competences and contents should be defined (What?), the needs (Why?), the objectives (What for?), the methodologies and resources (How?) that we are going to use. Now we are going to define when each phase will be developed.

In parallel, we will determine who will perform each of the parts of the itinerary. The options are multiple and varied. It is recommended the creation of a multidisciplinary training team that will encourage the division of tasks and workload. If this is not possible, the person in charge of the training will be the one who has the most direct contact with the volunteer group to guarantee the adaptation to their needs.

Creativity is very useful in this field and also the ability to adapt to any situation since volunteering processes are very changeable and influenced by multiple external factors.

The following chronogram is a mere example. It should be adapted to the specific needs of each organization.

Phases	months												Extimated hours
	1	2	3	4	5	6	7	8	9	10	11	12	
1a Welcoming and orienting	▓												10 hours
1b Basic aspects of daily life	▓												4 hours
1c Historical, political, social, cultural context	▓												4 hours
1d Group Cohesion	▓	▓											6 hours
1e Individual talk	▓												2 hours
1f Linguistic training	▓	▓	▓										variable
1g Insurance, protocls, crisis management	▓												4 hours
2a Identify the initial skills, training needs, detected needs		▓											3 hours
2b Drafting the training plan		▓											2 hours
2c Formative actions		▓	▓		▓		▓						Variable
2d Chronogram and referents		▓											2 hours
2e Evaluation and validation process	▓						▓					▓	10 hours
3 Conflict management	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	Variable
Volunteer activity	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	Variable

2e PHASE V: Evaluation and validation process

The evaluation is an indispensable element in any program or project since it allows assessing the impact of the action, the results obtained based on the resources used and the satisfaction of the target persons.

Also, we may monitor the growth of skills and competencies of each volunteer and consequently amend the tasks assigned. As we are talking about evaluation of volunteers taking account that it is not an exam but a reflection together between the mentor and the volunteer to improve the volunteering experience and, at the same time, the work done in the organisation. If, after or during the evaluation, arise any kind of significant deviation or conflict we can use the tools provide in the point 4 of this manual.

We can consider different techniques of evaluation that can be adapted to each organisation. There are many possible tools: Permanent evaluation, interim/final report (for instance) open qualitative methods, another example is to take a White sheet in two-part, including in one the opportunities and in the other one the obstacles. **The aim is not to quantify but to reflect about** (see the guideline in Annex 15).

A global evaluation of the whole process needs to be done before the final validation of competences using the Model of the VOYCE project. See some techniques of evaluation methods in Annex 19.

2f Preparing the end of volunteering and after-volunteering

During the last period of volunteering we must prepare the end (normally it is sorrow!). These are the main activities we may take into account for this very last stage of volunteering activity:

- Organize the last volunteers meeting
- Organize the last monitoring discussion
- Make volunteers aware of competencies
- Anticipate the scenario after volunteering
- Create a group on Facebook or other platforms where volunteers can participate, and you can keep the contact in the future.
- After the end of volunteering: organize an interview after 3 months

Exercises, methods, tips, guide lines...

Learn to learn		
Exercises/Guidelines	**Duration**	**Appendix**
Detected needs (example)	-	Annex 18
Individual talk	-	Annex 3
Autobiographical narrative	2 hours	Annex 7
Questionnaire for validation of competence "in peers"	1 hour	Annex 8
Group dynamics	1 hour	Annexes 3 & 4
Methodologies of Motivation	1 hour	Annex 9
Methodologies of Flexibility and creativity	1 hour	Annex 10
Methodologies to promote Commitment	1 hour	Annex 11
Methodologies to Communicate effectively	1 hour	Annex 12
Methodologies to promote the Personal development	1 hour	Annex 13
Methodologies to work the Initiative	1 hour	Annex 14

How to convert competences into knowledge/skills/abilities	-	Annex 15
Evaluation methods	2 hours	Annex 19

3 - Managing individual and group conflicts

This section aims to provide some tools, tips and advice for some conflicts that can arise through the process. It is evident that we cannot cover all of them, so the first tip is again to be flexible and creative with the solutions.

1. - We detect during the first stage of welcoming that the volunteer and the organization are not made one to each other.

When we have to recommend the non-inclusion of the volunteer, we will openly present our reasons. We should avoid saying to the volunteer that she/he is not appropriate by her/himself. It must be said that she/he does not have the necessary training or experience since these data are objective. In these cases, we must use an "exquisite" touch that we will acquire with practice.

We must remember that our goal as an organization is to achieve the welfare of the users, that the program works, and sometimes the motivations or experience of the volunteer are in the opposite sense. Users or organization activities are first. We know that this approach is hard, but in some cases this decision has to be made.

However, that a volunteer does not fit in our organization does not mean that it does not fit in any, so we must have the broadest possible knowledge of the organizations in the area, leading to that in which it can be integrated and meet their needs. In this aspect, local volunteering platforms have an important role to play. If they do not exist, periodic meetings between the organizations can be proposed to deal with these issues. We must not forget that even if a person does not currently fit in the organization this does not mean that he/she can never do it; in these cases we must propose to try again after a period.

2. – When conflicts arise between volunteers or the volunteer and the mentor a corrective stage needs to be organised, some steps in the accompanying pedagogical process seem unavoidable:

- Welcoming the (group of) volunteer (make him/her/them comfortable);
- Explaining the objectives of the meeting;
- Create a space for people's expression;
- Identifying the problem;
- Finding solution together;
- Reformulating.

Depending on the needs, the methods are obviously different. Some can be done individually, some publically. Depending of what is expressed; it can be sensitive to talk in a group, that is why sometimes it is important to create a real group dynamic before. However, on the other hand, expressing in the group, having an attentive listening from others, maintain and stimulate a real trust and confidence. Some preventive exercises/resource can be done during periodic tutorials to early detection of conflicts (Annex 20).

Exercises, methods, tips, guide lines...

Learn to learn		
Exercises/Guidelines	Duration	Appendix
Exercises	-	Annex 20

ANNEXES - exercises, methods, tips, guidelines...

Annex 1 - Ice –breaker activities

1.-

Title	The trip
Description of the exercise	Participants imagine going on a trip to a destination chosen by the facilitator. Everybody thinks about an object that he or she would bring with them. The name of the object has to start with the same letter of their names. In a circle, the first participant introduces himself/herself (name, profession etc) and tells which object he/she chose. The second participant repeats the name and the object of the previous one and then he/she can start with his/her presentation. The activity continues, and everyone has to repeat names and objects of the participants that already introduced themselves.
Theme	• **Ice-breaking**
Group size	**7- 30**
Age range	**All**
Complexity	**1**
Time	**10 minutes**
Objectives	This game aims at becoming familiar with names and knowing some basic information about the others participants
Materials	Nothing
Preparation	Nothing
Instructions	Give simple instructions.
Debriefing and evaluation	At the end the facilitator thanks, everyone.
Tips, considerations and safety	The exercise requires reflection and a physical component. Make sure that there is enough space for participants to move around and that the room is disposed of in a way that prevents volunteers to hurt them.

2.-

Title	The chairs game
Description of the exercise	Participants are asked to sit down in a circle, while one of them has to stand up in the middle. He/she gives a statement (in this case about motivations, expectations, personal information etc) and orders participants that agree with this statement to stand up and change their position. While these volunteers are moving around, the person that was standing in the middle has to find a free chair where to sit. When all the chairs are taken, the last person that can't find a free seat has to stand up in the middle and give a new statement. The game continues in this way.
Theme	• **Ice-breaking** • **Motivation and expectations**
Group size	**Up to 30**
Age range	**All**
Complexity	**1**
Time	**10 minutes**
Objectives	This game aims at sharing some of the motivations and expectations of volunteers. It can also help in knowing each other's background.
Materials	Chairs for all the participants except one.
Preparation	Nothing
Instructions	Give simple instructions.

Debriefing and evaluation	At the end the facilitator thanks, everyone.
Considerations, tips, and safety	The exercise is mainly intellectual; however, it does not require any special memorization skills since the strategy to link the name of a person with an object can facilitate memorisation.

3.-

Title	Q&A
Description of the exercise	Participants are divided into groups; then the facilitator starts asking questions to the groups about the political, historical, cultural and social context of the association. The group that answers more rapidly and correctly receives a point. At the end of the game, the group that has scored more receives a reward (candies, chocolate, some typical small product...).
Theme	• **Know the context of work** • **Cultural understanding**
Group size	**All**
Age range	**All**
Complexity	**2**
Time	**30 minutes**
Objectives	This game aims at developing participants' knowledge about the association and the surrounding context.
Materials	Questions, board/screen/poster to mark the points of each group, small objects for reward.
Preparation	**Write down some questions about relevant elements.**
Instructions	**Give simple instructions.** Once the groups have answered the question, the facilitator may provide some further information about the same topic so to enrich participants' knowledge.
Debriefing and evaluation	At the end, the facilitator thanks everyone and asks if participants have some more questions about the association. If he/she cannot answer immediately, it would be better to collect the questions and dedicate another session to reply to them.
Tips, considerations and safety	The exercise is mainly intellectual. Make sure that the questions concern relevant elements and aspects of the association and its context. If there are participants from abroad, try to use a simple and understandable language, so that everyone can understand and be part of the game.

Annex 2 - Definitions

Concept	Deinition	Source
Solidarity	Unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.	Oxford Living Dictionary. Available at https://en.oxforddictionaries.com/definition/solidarity
Active citizenship	Commitment to the welfare of the community in a democratic society. It can include being involved and playing an active role at school, in the working environment, volunteering in an association, etc. with the conviction that everybody can make the difference in his/her community. Active citizenship implies also increasing individual and collective knowledge and developing skills.	European Economic and Social Committee, Active citizenship: for better European society. Available at https://www.eesc.europa.eu/resources/docs/eesc-2011-35-en.pdf, pp. 4-7
Respect	- The fact of accepting the importance of someone's right or custom or of deeming something important, and therefore, refrain from actions that could change or harm them or cause offence. - Obeying a law or a rule.	Cambridge dictionary. Available at https://dictionary.cambridge.org/dictionary/english/respect
Integration	A process of interpenetration and fusion in which persons and groups acquire the memories, sentiments, and attitude of other persons and groups and, by sharing their experience and history, are incorporated with them in common cultural life.	*Park, Robert E.; Burgess, Ernest (1969) [1921]. Introduction to the Science of Sociology. Chicago, IL: University of Chicago Press. p. 735.*
Intercultural diversity	- The presence of cultural differences in the world, a society or an institution. - In a group or in an organisation, the inclusion of diverse people.	Dictionary.com. Available at http://www.dictionary.com/browse/cultural-diversity
Teamwork	The process of working collaboratively with a group of people to achieve a goal, by using individual skills, providing constructive feedbacks and resolving possible conflicts.	Business dictionary. Available at http://www.businessdictionary.com/definition/teamwork.html
Motivation	- Reason(s) for acting or behaving in a particular way. - Desire or willingness to do something, enthusiasm.	Oxford living dictionaries. Available at https://en.oxforddictionaries.com/definition/motivation
Migration	Movement of people, leaving a place to reach another with the intention of settling down. In the case people are moving within the borders of their country, it is called internal migration.	
Refugee	People that are not in his/her country and who cannot return there because of the fear to be prosecuted for reasons of race, religion, nationality, membership of a social group or political opinion.	"http://www.unhcr.org/protect/PROTECTION/3b66c2aa10.pdf", *Geneva, Switzerland: Office of the United Nations High Commissioner for Refugees (UNHCR), Communications and Public Information Service, 1967*

Annex 3 - Tips for creating group dynamics

Knowing how to carry out a group dynamic, although it may seem like a simple task, requires its preparation and coordination. As mentioned, groups of people are unpredictable and you have to be well prepared for any outcome that may arise. To create and plan a dynamic, there are many web pages and information on the network from which to draw the main ideas and find inspiration for the dynamics. However, this information will have to be adapted, specified and modified so that it responds to the needs of the volunteers and to the objectives that they want to achieve with the dynamics.

We present here some factors that must be taken into account that can influence the development of the dynamics:

1. Place: the place where a dynamic is carried out can influence its development. It is not the same that people are comfortable, with good temperatures and comfortable, that people are uncomfortable or hot.
Also, the dynamics may require a special space; for example, if it is about working on personal development, a quiet space will be necessary. Assess the suitability of the space and its characteristics.

2. Moment: Equally important is to take into account the moment of performing a dynamic. The result will be different if the dynamics become a specific day exclusively for it if it is done after finishing an activity.

It is necessary to look for specific moments where to carry out the dynamics and where people can dedicate the necessary time, without haste and with tranquillity.

3. A person who performs the dynamics: The same dynamic can have totally different results in the same group depending on who is the person in charge of coordinating it. That is why the role of the referring person is the key, his profile, as we have seen, is important and also his motivation to do the dynamics and the desire that he puts to him.

4. Dynamics: Of course, whatever the session itself, it also influences the result. It is not the same to sit at a table to talk, to do some dynamic exercise, to use objects, music, coloured papers, a PowerPoint or any other resource that makes the session interesting and attractive.
These and other factors are aspects that we have to take into account and plan when we are planning the training actions since they can be decisive for the result we obtain.

Annex 4 - Games to promote the group cohesion

1.-

Title	**Increasing complexity....**
Description of the exercise	The group in a circle, the facilitator, passes the ball to someone and put his hand behind the back (signalling you are done) when everybody has received and passed the ball the last one pass it back to the facilitator. The group has thus a network of relationships and each person has passed the ball to someone and received it from someone else. At this point, the facilitators pass a different ball in the reverse sense. After two or three rounds the group starts playing with both balls, one in a sense and the other in reverse. After a while the facilitator introduces other objects in the circle: a pen to be passed to the left, a scarf to be put on the shoulders of the right fellow, a piece of paper on the floor to be shifted to the left, and you can invent something more. Each object create a wave of complexity that is absorbed by the group, when the rhythm is at the top the facilitator starts excluding the objects one by one, when they reach him/ her , finally there will be only the two balls, then one then is finished.
Theme	• **Attention to others** • **Trust in oneself** • **Create the group**
Group size	**8 +**
Age range	**12 +**
Complexity	**2**
Time	**From 10 to 20 minutes**
Objectives	• This exercise helps the group to find a rhythm and trust the other, it is very physical, but it creates an atmosphere that helps to get involved in the job to do without tension
Materials	Two balls (important) of different shape or colour + different objects (5/6)
Preparation	• **Make a space for the group, prepare all the objects near you**
Instructions	**Give simple instructions,** one by one, without preparing for the next steps. Introduce movements and objects only when the previous task is understood, and the rhythm is gained. **Share purposes and methods of the exercise** The facilitator briefly explains that the exercise will prepare the group to act together easily, and explains that given the particular methodology we are using, some conditions are necessary: - no judgment - we will create a space free of judgments; - avoid talking during the action; - disconnect between mobile phones.
Debriefing and evaluation	At the end the facilitator thanks everyone; it will be possible to exchange short comments, reflecting on: • how did we feel during the exercise • there has been an evolution regarding ability/ rhythm; • what we have noticed regarding differences and similarities; • what emotions we experienced; • reflections on skills and on the importance of being aware of them; • etc.
Tips, considerations and safety	The exercise is mainly physical, but it gives the participant ideas about the capacity to communicate and to be aware of the process going on between others. The facilitator can emphasize what does it mean to prevent an occurrence, how can we act to develop a strategy for problem-solving.
Author and references	**Claudio Tosi** **FIT Cemea**

2.-

Title	Challenge
Description of the exercise	Propose a challenge to the team, such as trying to make a human tower by giving them a certain time. Afterwards, conduct a reflection on the roles that each person has assumed, who exercised the leadership, what difficulties or facilities they found.
Theme	• **Group building** • **Team work** • **Self-reflection**
Group size	Any
Age range	Any
Complexity	2
Time	**10-20 minutes** (depending on the complexity of the task)
Objectives	• This exercise imposes to the volunteers to work as a team to reach a certain result.
Materials	Depending on the challenge
Preparation	• **Prepare challenges for the groups**
Instructions	**Give simple instructions.** **Share purposes and methods of the exercise.** Explain that the main purpose of the game is not to complete the task but to work as a group and understand its dynamics.
Debriefing and evaluation	At the end the facilitator thanks everyone; he/she asks participants questions about their roles, the leader and their difficulties.
Considerations, tips, and safety	The exercise is mainly intellectual, but some challenges may require physical interaction. For these tasks make sure that security is guaranteed.

3.-

Title	The bottle
Description of the exercise	Place a bottle in the centre of a circle made by participants. The aim is to put a stick into the bottle, but participants can only move it with the help of strings that are fixed to the stick. Therefore they have to coordinate their movements to stretch more or less from each end. After achieving the objective, a reflection is made.
Theme	• **Group building** • **Teamwork** • **Self-reflection**
Group size	3-8
Age range	Any
Complexity	1
Time	**10-20 minutes** (depending on the number of groups)
Objectives	• This exercise enables volunteers to collaborate and reflect on the necessity to adjust one's actions to those of others
Materials	Wooden stick 50cm long that fits the neck of the bottle strings 1mt long, empty bottle
Preparation	• **Attach the strings to the stick and prepare all materials (more material can be prepared if we want more groups to play at the same time).**
Instructions	**Give simple instructions. Share purposes and methods of the exercise.** Explain that the main purpose of the game is not to complete the task but to work as a group and understand its dynamics.
Debriefing and evaluation	At the end the facilitator thanks everyone; he/she asks participants to reflect about how their actions helped or damaged the work of others, how they adjusted them to fit, how these strategies can be applied in a working context.
Considerations, tips, and safety	The exercise is mainly physical, but it also needs a mental reflection. Make sure that the stick is not sharp and that the strings are fixed properly.

Annex 5 - Example of an informal talk and its phases

1. Establishment of a good relationship.
   The first role of the interviewer is to welcome the new volunteer cordially. An affectionate greeting, a firm handshake and a proper presentation will help establish a good relationship. Volunteer potential should see us as a friend and not as an adversary. We must create a climate of mutual trust in which the two parties relax tensions and approach their positions without misgivings.

   If we do not succeed, the interview will necessarily be mediocre. When there is tension, confidence does not emerge.

   We can help the volunteer to feel comfortable through a brief talk on general topics. Propose an appropriate topic is the best way to direct the volunteer to a spontaneous start. If we have a pre-enrollment application form, we should study volunteer´s data to find a topic about he or she can expect to speak freely and perhaps even with enthusiasm. Now, we must be careful so that the issue is not controversial and is not part of those that will be discussed in the interview. The topics can be hobbies, place of origin...

   The normal duration of this phase is usually two to five minutes, but this will depend on the nerves and discomfort of the voluntary. If it is an extroverted and trusting person, this phase can be very brief; if the volunteer is shy, it should be extended until he gains confidence.

2. Set the interview steps.
   To move from the previous phase to this, the interviewer should use comments such as "let me tell you about what our conversation is going to be like." Then we will briefly explain the objectives of the interview and a brief outline of it. "Our goal is to decide based on the information we can obtain, which would be the most suitable place for you in our organization." "In the next half hour, I will ask you some questions about your hobbies, your training, etc. Later on, I will explain to you what objectives our organization has, what activities you can do and what tasks you can collaborate. If you have any questions, do not worry, as you will have occasion to ask me about all the aspects that interest you, then, if you do not mind and already know us better, we can decide what will be the next steps to take and what decision we should take, from time to time as I speak I will take notes."

   This resource is useful for two reasons: first because it can help the potential volunteer to relax by knowing what will happen next; second, because it allows the interviewer to control the interview by exposing the path, he is going to cover. In summary, we must focus mainly on:
   - What the volunteer has done or does. This includes work and non-work experience, extracurricular activities, hobbies and interests in which you may have performed tasks of your interest.
   - What the potential volunteer has learned or is learning. This includes both formal and professional education and training courses in which you do something that you can apply in the activities to be carried out.
   - Know and analyze their motivations and interests.
   - Changes that may occur in his/her life in the near future and how this experience can help them in their proximate future.

3. Describe the organization and the activity offer.
   We must give the potential volunteer information about the main characteristics of the organization, objectives, goals, programs, activities, as well as the role that volunteers represent, responsibilities, time commitment, training and especially the description of the tasks that can be done and the requirements he/she may need. In this phase we must achieve:
   - To provide the most relevant information.
   - Guarantee the volunteer that will have all the necessary help.
   - Guarantee the volunteer that will have adequate means to carry out the tasks.

- Guarantee the volunteer that will be perfectly trained and that the development of his/her skills will be strengthened in order to perform the entrusted work properly.
- As a member of the organization the volunteer can access positions of responsibility to make suggestions, and participate in the decision making of the organization.

4. Answer the questions and allow the volunteer to receive new information.
    In this phase, the volunteer will take control of the talk. We can start like this: "I've already told you how we work, but I am sure you have many doubts and issues to resolve, now is the time to raise them." The volunteer will comment on aspects that have not been clarified previously; we must be clear and sincere in giving the answers, avoiding the monosyllables, but without giving such long answers that we monopolize the conversation.

    If we are not clear, even in approaches that can be conflicting, we will be giving an image of the organization that can influence their subsequent decisions.

5. Decision making. **The key.**
    When we see that the volunteer does not need more information or that the questions are redundant, we will move on to this phase; without a doubt, the key to the whole process, since the consequences of the decision taken will influence both the volunteer and the organization.

    Throughout this phase we must guide the volunteer to where they can best develop their potential, taking into account:

    - His/her wishes and motivations.
    - The available positions.
    - His/her competences, skills and attitudes.

What happens if a volunteer or a tutor discovers that his/her expectations are not going to be fulfilled, or the volunteers are not prepared or truly motivated to be part of the organization? Please see the point 4 of this guide.

Annex 6 - Tips for linguistic immersion

- *Everyone, starting with the trainers, should speak slowly and clearly, trying to use the host country language as best as possible. It is convenient to do this warning also to volunteers who believe that talking very fast is talking right. It is worth noticing the same for when English is used.*
- *Organize conversation groups about different topics proposed by the volunteers themselves (political and social issues related to Europe and its national realities or Europe in the world could also be proposed, to give a European context to their voluntary service). Do not forget to invite national volunteers.*
- *Present the sessions always in the host language in the clearest way possible and, if necessary, translate.*
- *Include linguistic training sessions in the program if necessary.*
- *Prepare an activity in which volunteers have to interact with the people of the local environment.*
- *Provide volunteers with less language support from their colleagues when it comes to an understanding and participating in the activities.*
- *Organize group activities in which it is easy for a foreign volunteer with a good level of the host language to help other volunteers who speak the same mother tongue.*
- *It is very advisable to use English and/or the native language in written materials given to volunteers (in presentations, texts on paper or even in the same flipcharts). For example, in capital letters on host language and below the translation in English.*
- *Another very good practice is, where possible that written materials may be accompanied by an image or visual element that facilitates understanding regardless of the spoken language (for example, this is very important for volunteers who do not master host languages or English).*

Tools for learning: Virtual learning platforms, didactic resources, certification of linguistic knowledge, linguistic exchanges, etc.

Linguistic animation i.e. several short games that facilitate the discovering and the use of a new language

In Italy:

- *http://didateca.progettotrio.it/moodle/mod/trioschedacat/search.php?dictionary=Areetematiche&id=%2Fma_006%2Fa_040*

In Spain:

- *https://www.lengalia.com/es/aprender-espanol-gratis/cursos.html*

- *www.auladiez.com/gratis.html*

- *www.aulafacil.com/cursos/t3269/idiomas/espanol/espanol*

- *www.cervantes.es/Lenguayenseñanza/Portales*

Poland:

- https://e-polish.eu/kursy-jezyka-polskiego-online

- http://polskikrokpokroku.pl/webinaria

- http://www.lexis.edu.pl/kursyjezykapolskiegoonline.htm

Annex 7 - The autobiographical narrative

Title	The time I learned....
Description of the exercise	It is an exercise conducted through autobiographical methods, to reflect, in a personal way, on the theme of key competencies, and to promote awareness of the importance of these skills in one's life.
Theme	● **Key skills** ● **Emersion of skills** ● **Autobiographical methods**
Group size	**6 +**
Age range	**14 +**
Complexity	**2**
Time	**From 1 h. and 30min to 2 h.**
Objectives	• **Reflect on the importance of key competencies in our life** • **Encourage the emergence of awareness of these experiences** • **Make known the autobiographical methodologies as an educational tool**
Materials	• **The didactic sheets of the exercise**
Preparation	• **Print a copy of the cards for each participant** • **Prepare a room by arranging the chairs in a circle**
Instructions	**Ice-breaking** It will be useful to make an autobiographical ice-breaking game: the participants are standing in the room free of chairs; in pairs, the participants exchange brief memories of their lives, letting these memories emerge spontaneously (memories of 2 or 3 minutes maximum); when the two participants have finished telling, thanking each other, the couple breaks up, and the participants look for other companions with whom to exchange the memories; the exercise will last about 20 minutes. **Share purposes and methods of the exercise** The facilitator briefly explains what we are going to do and why, and explains that given the particular methodology we are using, some conditions are necessary: - experientialness - the course we do is not theoretical, but we propose to everyone to get involved personally; - confidentiality - given that we will share personal experiences, we propose that these experiences are not disseminated to third parties, unless the author authorizes it; - no judgment - we will create a space free of judgments; - avoid talking during the writing phases; - disconnect mobile phones (except in exceptional cases) and avoid chatting, checking the internet, etc. The facilitator will explain that these last two conditions are necessary and important not only to avoid disturbing the other classmates, but above all to allow ourselves to concentrate on our inner world, and this is only possible if we reduce external stimuli. **Stages of the exercise** **1 - To bring out learning experiences** ● **The facilitator explains the first exercise; then distributes the card n. 1 and gives time to write (about 30 min):** *Try to list learning experiences related to the eight key skills. They can be:* *- aspects related to your professional or private life;* *- individual episodes where you have learned things related to these skills;* *- people you learned from;* *- phases of your life where you have had the opportunity to learn;* *- moments when you found out to be able to do things you did not know how to do it ...* • **Non-Disturbing music can help participants to write.** **2 - First sharing of memories** • **A moment of sharing follows, in which the facilitator proposes to everyone to read one of the memories listed for each competency; the memories should be read as they are, even if they are in synthetic form, without further explanation; the facilitator will kindly invite everyone to follow this sharing rule.** • **Memories will be read following the eight skills; that is, everyone will first read the memories related to the first competence, one**

	participant following the other, following the circle, without pauses; then we will share in the same way those of the second competence, etc.
	• **At the end the facilitator thanks everyone, and without any comment, we move on to the next phase.**
	3 - Explore a learning experience related to key skills.
	• The facilitator explains the second exercise; then distributes the card n. 2 and from 'a time to write (about 30 min):
	Choose from one to three of the experiences you have listed in the previous exercise, and let's talk about it: how did it begin? What happened? What was its outcome?
	....
	Moreover, after you have narrated each experience, let's try to reflect on it, asking yourself:
	What have I learned from this experience?
	Why is this learning still important for me?
	How can it be important for others as well?
	4 - Second sharing of the scriptures
	• A moment of sharing follows, in which the facilitator proposes to everyone to read the recollections narrated; the memories should be read as they are, without further explanation; the facilitator will kindly invite everyone to follow this sharing rule.
	• In the case of a large group (from 14 up), it might be useful to split into two groups to share.
Debriefing and evaluation	At the end the facilitator thanks everyone; it will be possible to exchange short comments, reflecting on:
	• what struck us about this exercise;
	• what we have noticed regarding differences and similarities;
	• what emotions we experienced;
	• reflections on skills and on the importance of being aware of them;
	• etc.
Tips, considerations and safety	• It is important to remember that in moments of sharing the memories should be read - as much as possible - as they are, without further explanation; the facilitator will kindly invite everyone to follow this sharing rule.
	• Participants who are not used to writing may find an initial difficulty; the facilitator will invite them to try, without judging themselves.
	In case of participants from different countries, it is important that everyone can write in his or her mother tongue. If necessary, sharing will take place in an exchange language (e.g. English), making brief summaries.
Author and references	**Andrea Ciantar;**
	Bibliography: L. Formenti, I. Gamelli, Quella volta che ho imparato, Raffaello Cortina, Milano 1998.

Annex 8 - The self-assessment questionnaire

Use the self-assessment questionnaire (output O2 of VOYCE project) individually or in pairs

How to fill in this questionnaire:
Column A) lists the 8 key-competences for lifelong learning of the EU;
Column B) contains some sub-competences corresponding to each key-competence;
Column C) lists 3 behaviors corresponding to each sub-competence.
Column D) "frequency of behavior" should be filled in by declaring how often each behavior is performed by you. There is a scale of 6 frequency levels among which you have to choose. Possible answers are:
- Not applicable (behaviour not applicable to you / to your volunteering experience);
- Never (absent behaviour);
- Very Rare (behaviour implemented very rarely);
- Sometimes (behaviour implemented only from time to time);
- Often (behaviour implemented frequently);
- Very often (very frequent and almost spontaneous behaviour);
- Always (behaviour always implemented, with no exceptions);
- Non relevant/not applicable (the item is not applicable in your volunteering experience).

Column E) "Acquirement of competencies": taking into account the answers to column D) please declare which sub-competencies you feel you have acquired by choosing one of the following options:
- Acquired;
- Not acquired;
- In progress (not acquired yet, but I feel I am improving).

In Column F) "Argumentation/Remarks" you can freely write considerations that help you to deepen what you have stated in D) and E) and to explain your strengths / weaknesses related to each competence.

A) Key competences	B) Sub-competences	C) Competences in action / behaviors	D) Frequency of behaviour	E) Aquirement of competencies	F) Argument ations / remarks
Communication in the mother tongue	Interpersonal communication	I adapt my language to the characteristics and specificities of my interlocutors.			
		I can catch the attention of my interlocutor			
		I understand and define the need of my interlocutor			
		……[1]			
	Public speaking and dissemination ability	I write for the organization where I volunteer project proposals, activity reports, etc.			
		I prepare the texts for the organization's online communication tools: website, social networks, newsletters, etc.			
		I rise to speak in public to express my point of view			
		…			
Communication in foreign languages	Capacity of intercultural mediation in the following	I perform interpretations for foreigners taking in consideration their cultural background			
		I provide to foreigners practical information on local legislation and services			

[1] For each sub-competence it is possible to add up to 2 other related behaviors

	languages … (specify)	I accompany foreigners to local services and facilitate mutual understanding between them and the staff of those services			
		…			
	Public speaking and dissemination ability in the following languages … (specify)	I am able to take part in trans-national meetings and activities using a foreign language			
		I am able to create texts of emails or leaflets in a foreign language			
		I rise to speak in public to express my point of view in a foreign language			
		…			
	Technical use of the following foreign languages … (specify)	I am able to correctly understand and fill in European documents (Europass, Youthpass, application forms, etc)			
		I can write the minutes of a meeting			
		I correctly understand and use the technical language of the specific sector I work in			
		….			
Mathematical competence and basic competences in science and technology	Management of accounting related activities	I manage the petty cash book of the organization where I volunteer			
		I prepare the expenses sheets of projects			
		I prepare the annual account and balance sheet of the organization where I volunteer			
		…			
	Scientific and technical competences related to volunteering	I analyse information before making up a decision			
		I know where I can find information about cultural/social specifics of groups I'm working with			
		I can critically reflect on a process I'm involved in			
		….			
Digital competences	Advances use of ICT instruments/ tools	I perform calculations and data processing using spreadsheets or database software			
		I use graphic and video editing software to create dissemination and documentation materials of the organization where I volunteer			
		I manage and update the website and/or social networks of the organization where I volunteer			
		...			
Learning to learn	Propensity to change / flexibility	I am able to respond easily to changes and new situations			
		I produce original ideas and help introducing innovations in the organization where I volunteer			
		If necessary, I modify my behaviour in order to achieve the expected results and seize new opportunities			
		...			
	Propensity to learn new things	I know how to identify my significant needs for learning			
		I know how to look for training opportunities that may be useful to improve my knowledge			
		When there is a topic I don't know I do some researches in libraries or on the internet			

		...			
	Learning by experience	I use any volunteering or work experience as a learning opportunity			
		I try to learn from the others, including peers and tutors			
		I reflect and learn from both success and failure (my own and other people's)			
		...			
Social and civic competences	Active citizenship	I actively take part in groups and associations working in social, cultural, environmental field			
		I participate to collective decision, listening to others' point of view			
		I try to motivate other people to act and commit themselves to improve things			
		...			
	Relationship skills	I develop relationships based on dialogue and active listening			
		I easily empathize with people of different cultural backgrounds, age, educational level, social conditions			
		I establish positive relationships with the disadvantaged people I work with in the organization where I volunteer			
		...			
	Intercultural capacity	I can communicate without knowing the specific language			
		I am aware of some stereotypes (including my own)			
		I can interpret some cultural codes (gesture, vocabulary, behaviour, etc.)			
		...			
	Self confidence / optimism	I am aware of the faculties I can rely on			
		I react constructively to daily unpredictable events			
		I find out how to deal with problematic situations without discouraging myself			
		...			
	Sense of responsibility / reliability	I keep to my commitments			
		If the situation requires it, I do an extraordinary effort to achieve the result			
		I manage situations and information that require reliability and confidentiality			
		...			
	Team working	I contribute to creating an atmosphere of cooperation within the group where I do my activities			
		I am able to be part of a team and accomplish assigned tasks			
		I try not to enforce my point of view and mediate between different members of my team			
		...			
	Negotiation ability	I facilitate constructive and participatory discussion			

		When there is a conflict, I seek and propose shared solutions and positive compromises			
		When discussing, I try to find an agreement between the different points of view			
		….			
	Critical thinking	I'm always looking for explanation which is not obvious			
		I try to examine issues in depth and consider different points of view			
		I am open to listening without prejudice opinions that are different from mine			
		…			
	Security management	I avoid behaviors that put myself and the people I work with at risk			
		If in the organization where I volunteer I see a situation that seems risky to me, I'll point it out to the rest of the staff			
		I propose solutions in order to reduce/avoid possible risks			
		…			
Sense of initiative and entrepreneurship	Ability to meet objectives	I correctly interpret the instructions I receive for an activity			
		If I want to achieve a result I reflect on the means to achieve it			
		When I do an activity I'm determined to make it work			
		...			
	Initiative and autonomy	If there is something to do, I will intervene without waiting for someone to ask me			
		I decide to deal with the problems I encounter and try to find solutions			
		I like to be the one that proposes ideas, proposals and solutions			
		...			
	Decision making	I make sure I have all the information needed before making a decision			
		I take the responsibility of deciding in order to achieve the best result			
		When others are undecided I can convince them of the goodness of my proposal			
		...			
	Leadership	I'm good at motivating people who work with me			
		When I'm working with my peers I try to set an example for them			
		I express proposals that can arouse consensus and collaboration			
		…			
	Problem solving	When I meet a problem, I'm focused on identifying its essential aspects			
		I usually find practical and effective solutions			
		I know how to organize myself to solve a problem			
		...			

	Planning ability	I relate the activities to be done with the available resources (time, instrumentation, collaboration, expenses, etc...)		
		When I have a goal to achieve, I set up a program of activities to be carried out and monitor the progress		
		I can arrange my time so as not to neglect any activity		
		...		
Cultural awareness and expression	Good knowledge of artistic and cultural languages and use of such languages in the field of volunteering	I learned to know and appreciate new expressive languages (music, theater, visual arts and entertainment)		
		I use cultural and artistic languages during my volunteer activity (music, theater, visual arts and entertainment)		
		I learned new things from meeting with other cultures		
		...		

- From the knowledge, tools or competencies related to volunteering, are there areas in which you would like to improve? If yes, explain what?

- What type of training do you consider most appropriate in your case? (More than one answer can be marked)

☐ Face-to-face training workshops (indicate availability):_____   ☐ Online training
☐ Individualized training by the person responsible for volunteering   ☐ Contact with reality
☐ Practical training to face real situations   ☐ Others (specify):_____

- What methodologies would you consider most appropriate?

☐ Practical   ☐ Theoretical   ☐ Mixed   ☐ Others (specify):_____

Annex 9 - Techniques to work the Motivation

1.-

Title	What is your motivation?
Description of the exercise	In the training group, a series of questions are presented to volunteers. They all concern their motivations to perform a voluntary action. Some of these questions can be: What motivates you to be a volunteer of awareness before that of another area? Have your motivations changed since the first contact you had with the organization? How do you identify the motivations of other volunteers? Do you think your motivations are being met or will they be fulfilled? Why? To answer them, you can spread the questions on posters around the room and offer time for the volunteers to reflect on the answer. Also, to speed up the process you can previously send the questions, so that volunteers can prepare the answers beforehand. After some time is given for reflection, the answers are shared and commented in the group. You can also collect the answers and assess the predominant motivations in the group or extract a joint motivation.
Theme	• **Motivation** • **Self-reflection** • **Create the group**
Group size	**6+**
Age range	**18 +**
Complexity	**2**
Time	**From 10 to 20 minutes + 20 minutes or more for reflection**
Objectives	• This exercise helps volunteers to reflect on their motivations to perform the voluntary action, how it has changed since the first contact with the organisation, which are their expectations etc.
Materials	Posters to spread around the room, tape if posters are hanged on the walls, marking pen, papers and pens.
Preparation	• **Option 1: write the questions on the posters, hang or place them around the room** • **Option 2: send questions to volunteers so that they can find answers before the activity takes place**
Instructions	**Give simple instructions,** provide examples of possible answers. **Share purposes and methods of the exercise:** the facilitator briefly explains that the purpose of the activity is to reflect on their motivation with the aid of questions. It also recommends that during the activity it is important to concentrate on the questions and avoid talking to others.
Debriefing and evaluation	At the end the facilitator thanks everyone; will make sure nobody feels judged and that there are no right/wrong answers. In a small group, it is possible to ask everybody to share their answers. On the contrary, with a big group, it would be better to collect the answers and assess the predominant motivations in the group or extract a joint motivation. In both cases, the facilitator should make a brief final summary of the main points that come out.
Tips, considerations and safety	The exercise is mainly intellectual. It gives participants the possibility to take some time and reflect on their own. Although, also the debriefing part is fundamental to share answers and to deepen the knowledge of others.

2.-

Title	Choose yourself!
Description of the exercise	The activity is very similar to the previous one. However, if it seems too difficult for volunteers to provide a personal answer to the questions, it is possible to hang some post-it on the wall of the room and write on them different answers. They can range from the most common to the most unusual. Each person is given a different sticker colour, pictures or some other elements that represent themselves. By shifts, each participant will place their identification element close to the reason(s) that they deem closer to their opinion. Afterwards, volunteers explain their choices and their priorities.
Theme	• **Motivation** • **Self-reflection** • **Create the group**
Group size	**6+ up to 25**
Age range	**16 +**
Complexity	**1**
Time	**From 10 to 20 minutes + 20 minutes or more for reflection**
Objectives	• This exercise helps volunteers to reflect on their motivations to perform the voluntary action, how it has changed since the first contact with the organisation, which are their expectations etc.
Materials	Posters to spread around the room, tape if posters are hanged on the walls, marking pen, post-it, papers and pens.
Preparation	• **Write the questions on the posters hang or place them around the room. Write possible answers on the post-it and place them on the wall close to the respective questions.**
Instructions	**Give simple instructions.** **Share purposes and methods of the exercise** See activity above.
Debriefing and evaluation	At the end of the activity the facilitator thanks everybody and sums up which are the most chosen reasons for volunteers.
Tips, considerations and safety	See activity above.

Annex 10 - Techniques to work the Flexibility and creativity

1.-

Title	Session
Description of the exercise	Simulate an awareness session. When one volunteer gives the talk, the rest of the group plays an active role, for example, they ask questions, make comments etc., so that the person is interrupted all the time.
Theme	• **Flexibility** • **Creativity** • **Problem-solving**
Group size	**6+**
Age range	**18 +**
Complexity	**2**
Time	**From 10 to 20 minutes**
Objectives	• This exercise prepares volunteers to react in any circumstance.
Materials	Room disposition
Preparation	• **Ask some volunteers to think about something they could say during the talk.**
Instructions	**Give simple instructions**. **Share purposes and methods of the exercise** The facilitator briefly explains that the purpose of the activity is to be ready to tackle critical situations. He/she has to motivate other volunteers to interrupt and ask questions to the one who is talking.
Debriefing and evaluation	At the end the facilitator thanks everyone; he/she asks the one who has spoken which difficulties he/she encountered and how he/she overcame them. The other participants as well can reflect and share their suggestions and opinions about the methods that the person used to deal with interferences.
Tips, considerations and safety	The exercise is mainly intellectual. Especially in the first rounds, it would be better than the ones who hold the talk are not the shyest volunteers since they may not feel at ease in that position. Respect willingness of participants.

2.-

Title	American debate
Description of the exercise	The American debate is a technique where an affirmation is expressed, and people physically move to one side or another of the room depending on their degree of agreement. After making the affirmation and letting people move, the reasons are debated. To promote flexibility people is asked to defend the opposite point of view.
Theme	• **Flexibility** • **Creativity** • **Reflection** • **Communication**
Group size	**6+**
Age range	**16 +**
Complexity	**2**
Time	**About 30 minutes**
Objectives	• This exercise prepares volunteers to understand different points of view and learn to put themselves in someone else' shoes.
Materials	Room disposition
Preparation	• **Prepare some statements that may be controversial and trigger a debate.**
Instructions	**Give simple instructions**. **Share purposes and methods of the exercise** The facilitator briefly explains that the purpose of the activity is to reflect upon their beliefs and to try to understand those of others.
Debriefing and evaluation	At the end the facilitator thanks everyone; he/she conducts a final reflection on the existence of different points of view and the impossibility to find absolute truth. Also, he/she may ask volunteers how they felt in defending an opposite position.
Considerations, tips, and safety	Topics of discussion should be selected avoiding issues that may hurt someone. Safety should not be a problem; however, it is better to ask participants not to run.

Annex 11 - Methods to promote Commitment

1.-

Title	Mailbox of doubts
Description of the exercise	To avoid the formal explanations that we usually do about the organization, you can put a question box where volunteers have the freedom to consult any aspect of the organization, even if it is controversial. Answering these honest questions will encourage volunteers to understand and learn the idiosyncrasy of the organization.
Theme	• **Promote commitment** • **Engagement** • **Curiosity**
Group size	Any
Age range	**18+**
Complexity	**1**
Time	**20-30 minutes**
Objectives	• The exercise encourages a volunteer to find out more about the organisation in which they are volunteering to increase their commitment and identification with its values.
Materials	Question box, papers and pens.
Preparation	• **Prepare a question box and give to each participant some papers and pens.** • **The facilitator should collect information on all the possible aspects.**
Instructions	**Give simple instructions**. **Share purposes and methods of the exercise** The facilitator should make sure that participants may write any question concerning the organisation, even controversial ones.
Debriefing and evaluation	At the end the facilitator thanks everyone; he/she answers the questions (or asks other members to do it).
Considerations, tips, and safety	The exercise is mainly intellectual. The facilitator should take into account that some questions may be critical towards the organisation. Therefore be ready to answer them.

2.-

Title	What is my commitment?
Description of the exercise	To assess the voluntary commitment, an object –representing the organisation - can be placed in the centre of the room and each person stands at the distance that they consider could represent their commitment. The rest of the group offers their opinion and comments on the aspects that enhance or impede the commitment.
Theme	• **Commitment** • **Self-reflection** • **Group building**
Group size	**Any**
Age range	**16+**
Complexity	**1**
Time	**20 minutes** (depends on the size of the group)
Objectives	• This exercise encourages volunteers to reflect upon their commitment and how much they identify with the organisation.
Materials	Room disposition, object to be placed in the middle.
Preparation	• **Put an object in the middle of the room**
Instructions	**Give simple instructions**. **Share purposes and methods of the exercise** The facilitator moderates the discussion.
Debriefing and evaluation	At the end the facilitator thanks everyone; he/she sums up briefly the reasons why participants felt more or less close to the organisation.
Considerations, tips and safety	The exercise is mainly intellectual. This exercise could be useful for the organisation as well to understand what the main factors that impede volunteers' engagement are.

3.-

Title	Travel the world
Description of the exercise	Simulate a kind of trip around the world, where the elements of each culture or each group of action will be shown, aspects that for us are unacceptable, but that in other cultures are assumed and are positive. With this dynamic, the realities and cultures of other people are shown, promoting commitment and respect towards them.
Theme	• **Commitment** • **Intercultural understanding** • **Self-reflection**
Group size	**3-10**
Age range	**16+**
Complexity	**1**
Time	**30 minutes**
Objectives	• This exercise encourages reflection upon cultural differences and cultural acceptance.
Materials	Map of the world.
Preparation	• **Ask participants to chose a continent, or a subcontinent or a State and research about cultural habits that may look weird for us.**
Instructions	**Share purposes and methods of the exercise.** In particular, the facilitator should state that the purpose is not to judge but to understand other cultures. The facilitator guides the activity.
Debriefing and evaluation	At the end the facilitator thanks everyone; he/she states once again the purpose of the game and provides examples of cultural differences that came out during the activity. It makes clear that habits in each country are different and that the same actions could have different meanings in different cultures.
Tips, considerations and safety	The exercise is mainly intellectual. The facilitator should make sure that he/she or some of the participants are well prepared to share what they know about other cultures. The facilitator should also assure that the discussion remains focused on the topic.

Annex 12 - Techniques to Communicate effectively

1.-

Title	Inspirational speeches
Description of the exercise	Through short videos where people appear speaking in public, different speeches can be exemplified. After watching the videos, you can comment and analyze as a group, as well as specify what the verbal and non-verbal behaviour of the people that appear, to identify what are the elements that must be taken into account when we communicate is.
Theme	• **Effective communication**
Group size	Any
Age range	16+
Complexity	2
Time	30-45 minutes
Objectives	• This exercise helps participants to reflect on important factors that influence communication.
Materials	Videos, projector (or something where to display videos)
Preparation	• **Chose videos.** • **Prepare a list of questions to address to participants during the reflection.**
Instructions	**Share purposes and methods of the exercise.** Help the group to find an answer if they are in difficulty.
Debriefing and evaluation	At the end the facilitator sums up the main answers and restates what the elements we have to take into account if we want to communicate effectively are.
Considerations, tips, and safety	The exercise is mainly theoretical. Videos should be chosen according to the easiness to recognize communicative behaviours of the speakers.

2.-

Title	An essay
Description of the exercise	Another more direct way to work on this competence is for volunteers to make an "essay" of awareness before their colleagues and then receive constructive contributions. It is recommended to record the performance and shows it, so that the person can better understand his/her style, assess difficulties and try to improve.
Theme	• **Effective communication** • **Self-reflection**
Group size	Any
Age range	25+
Complexity	3
Time	About 30 min
Objectives	• This exercise enables volunteers to understand which their behaviour in communication is and receive suggestions for improvements from peers.
Materials	Camera/telephone or a device to record the performance, screen/tv/projector to visualize the results
Preparation	• **Prepare the devices**
Instructions	**Give simple instructions**. **Share purposes and methods of the exercise.** Give to participants instructions about how to develop the essay, provide examples. Make sure that participants do not feel judged by others.
Debriefing and evaluation	At the end the facilitator thanks everyone; he/she sums up the main features that come up from discussions and reminds important elements of communication.
Considerations, tips and safety	The exercise is mainly intellectual. Participants should feel at ease in sharing their essays before others. The facilitator has to conduct the discussion.

3.-

Title	I do not see you
Description of the exercise	Two people stand back to back and start a discussion on a topic they do not agree. After a few minutes, they turn and continue the conversation face to face. At the end, a joint reflection is carried out.
Theme	• **Effective communication** • **Reflection**
Group size	**Any**
Age range	**18+**
Complexity	**2**
Time	**5 minutes per couple**
Objectives	• This exercise helps participants to understand the importance of non-verbal communication.
Materials	Nothing
Preparation	• **Think about topics on which people may disagree, so to propose them to trigger the discussion**
Instructions	**Give simple instruction. Share purposes and methods of the exercise.**
Debriefing and evaluation	At the end the facilitator thanks everybody and asks both to the couple that was discussing and to other participants to comment upon the differences they noticed in the conversation when the two people changed position. After that all the couple have tried this experience, the facilitator points out the main elements that were noticed by participants.
Tips, considerations and safety	The exercise is mainly theoretical. The facilitator can both ask participants to choose a topic of discussion or have some topics already in mind so to save some time. Make sure that topics do not hurt some of the participants.

Annex 13 - Techniques to Promote personal development

1.-

Title	The tree
Description of the exercise	Volunteers have to draw a tree. Close to the roots, they have to write aspects of their past, in the part of the trunk they have to write the aspects of their present and in the part of the branches their projection towards the future. To guide the reflections, you can submit questions or ask them to delve into a specific topic, e.g. aspects of their personality, personal projects etc. This depends on which priorities you want to focus during the training.
Theme	• **Personal development** • **Self-reflection**
Group size	**Any**
Age range	**18+**
Complexity	**2**
Time	**20 minutes to draw + 20 minutes reflection**
Objectives	• This exercise helps participants to reflect upon themselves, their values, their attitudes and their progress.
Materials	Papers, pens and pencils
Preparation	• **Think about specific topics of personal development on which you want to focus**
Instructions	**Give simple instruction. Share purposes and methods of the exercise.**
Debriefing and evaluation	At the end the facilitator thanks everybody and asks everybody to comment upon what he or she have drowned. The facilitator concludes the exercise with a general summary of the most common aspects mentioned by participants.
Considerations, tips, and safety	The exercise is mainly intellectual. Ask the participant to be the most sincere as possible; however, do not force anybody to share personal elements they are not willing to.

2.-

Title	Projecting
Description of the exercise	Participants draw a graph that represents three dimensions: the personal, the social and the environment. For each one, the volunteers carry out an analysis of what their current situation is. Then, they imagine how their lives will be in ten years, and finally, they find actions that can allow for progress towards those objectives. It is a work of personal reflection, very laborious, but it allows volunteers to acquire personal introspection and positive results.
Theme	• **Personal development** • **Self-reflection**
Group size	**Any**
Age range	**18+**
Complexity	**3**
Time	**20/30 minutes to think + 20 minutes reflection**
Objectives	• The exercise helps participants to reflect upon themselves, their current situation and future objectives and also provides them with strategies that they found themselves.
Materials	Papers, pens and pencils
Preparation	• **Nothing**
Instructions	**Give simple instruction. Share purposes and methods of the exercise.** Allow participants to move around and to find a quiet place where they can reflect. Ask them to avoid conversations.
Debriefing and evaluation	At the end the facilitator thanks everybody and asks if someone is willing to share some of his/her reflections.

Considerations, tips, and safety	The exercise is mainly intellectual. Ask participants to be the most sincere they can; however, do not force anybody to share personal elements they are not willing to.

Annex 14 - Techniques to work the initiative

1.-

Title	Production line
Description of the exercise	Make a simulation of a production chain where the charges are rotated. A team of people covers the executive positions, and a person has the command position. The production chain is launched under the orders of this first person, who organises the rest as he deems appropriate. During the simulation, stressful elements are introduced (for example "there is a fire in the factory") so that the person will necessarily have to take the initiative and act. The positions are changed and all the people pass through the command post, thus encouraging decision-making under pressure. A final reflection is made.
Theme	• **Initiative** • **Problem-solving**
Group size	**5-8**
Age range	**18+**
Complexity	**3**
Time	**10 minutes for each group**
Objectives	• This exercise makes participants understand the importance of taking the initiative and decisions. Also dealing with stress is another important feature of the game.
Materials	Depending on the tasks that the group has to carry out.
Preparation	• **Think about possible tasks that could be performed in the production line.**
Instructions	**Give simple instruction. Share purposes and methods of the exercise.**
Debriefing and evaluation	At the end the facilitator thanks everybody and asks the group which difficulties they encountered, which of the two positions they preferred, how they reacted to the stressful situation etc.
Considerations, tips and safety	The exercise can include physical activities. Make sure that the material and the room are adequate for the game.

2.-

Title	Listing
Description of the exercise	Volunteers are asked to make a list of things that they want to do, listing them from the most difficult to the easiest one. Participants are also encouraged to establish deadlines to accomplish those tasks. As objectives get simpler, the person becomes motivated and overcomes difficulties more easily.
Theme	• **Initiative** • **Taking action**
Group size	**Individual**
Age range	**18+**
Complexity	**3**
Time	**20-30 minutes**
Objectives	• This exercise helps participants to reflect on their objectives and the difficulties they may encounter when trying to achieve them.
Materials	Papers, pens and pencils.
Preparation	• **Nothing**
Instructions	**Give simple instruction. Share purposes and methods of the exercise.** Make possible for participants to move around and find a place that they deem adequate for their reflections. Conversations should be avoided during that activity.
Debriefing and evaluation	At the end, the facilitator asks if some participant is willing to share what he/she wrote. Sharing these objectives could be beneficial to motivate participants and could help them to respect the deadlines they fixed.

Considerations, tips and safety	The exercise is mainly intellectual. Ask participants to be the most sincere they can; however, do not force anybody to share personal elements they are not willing to.

Annex 15 - How to convert competence into knowledge, skills, and abilities?

One way to write learning outcomes for competency is by breaking down the expected learning into knowledge, skills, and abilities.

Below are definitions and examples of knowledge, skills, and abilities. Rather than seeing these three dimensions of learning as separate, it is best to think of them as integrated into a complex performance.

This perspective allows us to view the process of learning as the acquisition of knowledge, the application of knowledge into skills, and then the integration of skills with attitudes, values, and dispositions into abilities or competencies.

1. Knowledge: discipline-specific content including concepts, theories and foundation information. Involve low-demand thinking skills**.**

Example: Communicate
- Identify language, nouns, verbs, punctuation, vocabulary.
- Explain sentence structure, grammar, mechanics.
- Pronounce words correctly.
- Explain active listening.

2. Skills: the application of theory, hands-on practical tasks. Repeated practice & repetition create permanent connections in the brain that allow us to do things automatically. Involve mid-demand thinking skills.

Example: Communicate
- Write words into sentences with correct placement, punctuation, spelling, grammar speak fluently using correct grammar, pronunciation, sequencing.

3. Abilities: more than discrete skills, abilities are the integration of cognitive, psychomotor, and affective domains of learning.
- Includes Daniel Goleman's concept of Emotional Intelligence (EQ- what some instructors and employers define as "a positive attitude" and "common sense")
- Expected by employers, educators and workplace trainers, but often not explicitly & clearly stated as expected learning outcomes.
- Involve complex high-demand thinking skills.
- Reflection and assessment are very important (assessment by self, peer, as well as the mentor).

Attitudes and values: a personal perspective, influenced by society, peers, families, educators, employers. These are different for each learner based on motivations, goals, and self-concept.

Dispositions**:** "states of mind" formed from attitudes and values.

Judgments**:** critical thinking and decision-making abilities that involve using high-demand mental processes (analysis, evaluation, synthesis).

Example: Communicate
- adapt to different audiences
- apply effective feedback techniques
- respect differences
- work as part of a team
- select appropriate communication media

Source: http://www.rrc.ca/LearningOutcomeSupport/modules.asp?module=1&type=0&page=3

Annex 16 - Example of organizational chart

name	role	when to contact her/hin	contacts
Maria Rossi	president	She is the legal representative of the organization. You will be in contact with her to sign the volunteer contract. You can also speak to her for any general remark/suggestion concerning the organization and your volunteering experience.	m.rossi@cesv.org +39 328 274648
Giulio Neri	tutor	He is your direct and dayly contact in the organization. You will meet him at least twice a week. Please speak to him for any operational matter connected to your volunteer work.	g.neri@cesv.org +39 328 274649
Maria Gialli	supervisor	She is the responsible for monitoring your volunteering experience and you will meet her for on a monthly basis. You can contact her if you have a problem and you think your tutor can not solve it	m.gialli@cesv.org +39 328 274647
Francesca Bianchi	security manager	Contact her if you think there may be some risk in your activity. She will also be the concat person in case of emergency and if you need clarifications on the insurance we provided you.	f.bianchi@cesv.org +39 328 274646
Maria Blu	communication and dissemination manager	She is responsible for all communication and dissemination matters. If you have proposals and suggestions about the project website, newsletter, magazine, ask your tutor if he thinks it is a good idea. Then contact her.	m.verdi@cesv.org +39 328 274645

Annex 17 - Techniques to make volunteers know the city

1.-

Title	The Gymkhana
Description of the exercise	Divide participants into different groups. Provide participants with a map of the place where the volunteering activities take place. Indicate on the map places that participants may need to know for their stay, such as a bank, cash machine, post office, health centre, municipality, supermarket, pharmacy etc. They will have to reach all these places, and for each of them, they will answer some questions (e.g. opening hours, requirements to access a specific service, typical customs of the hosting country etc.). Once all the groups have completed the tour, answers are shared and corrected.
Theme	• **Know the context of work** • **Know the culture** • **Group building**
Group size	**5-8 people in each group**
Age range	**18+**
Complexity	**2**
Time	**1 hour**
Objectives	• This exercise helps participants to familiarise with the environment and the city where they are staying. • It provides them with helpful, practical information.
Materials	Map of the city or of the neighbourhood.
Preparation	• **Print out the maps.** • **Prepare the questions.**
Instructions	**Give simple instruction. Share purposes and methods of the exercise.**
Debriefing and evaluation	The correction of the answers could also be a good occasion to give some more information to volunteers about the city, the services etc. Some minutes must also be dedicated to participants' questions about practical issues that have not been tackled during the game.
Considerations, tips and safety	The exercise includes light physical activity; however, the gymkhana should be taken as an easy walk around the city. In each group there will be a local volunteer, so to make sure that the others will not get lost. He/she can also try to answer practical information that the foreigner volunteers may have concerning practical matters. Make sure that questions of the game can be answered with the information that participants collect during their tour. In case the facilities are located far away from the place where the volunteering activities take place, it is advisable to take participants to the city centre and perform this activity there. To avoid that all the groups follow the same path, the order in which the points of interests have to be reached can change from one group to the other.

2.-

Title	Photo challenge
Description of the exercise	During the previous game, or during another walk outside, participants are asked to take pictures of buildings, monuments, etc. that they find on their path. They should take a bigger image showing the whole place, and another one of a small particular. Afterwards, all these images of the particulars are shown to everybody and each group makes the other participants guess where that picture was taken. When volunteers guess the location, a bigger picture of this place is shown.
Theme	• **Know the context of work** • **Know the culture** • **Group building**
Group size	**5-8 people in each group**
Age range	**18+**
Complexity	**2**
Time	**1 hour**
Objectives	• This exercise helps participants familiarising with the environment and the city where they are staying. • It provides them with information about the city.
Materials	Map of the city, cell phones (participants can use their own), computers or another device to collect all the pictures, screen to show the pictures.
Preparation	• **Print out the maps.**
Instructions	**Give simple instruction. Share purposes and methods of the exercise.** When collecting pictures, the facilitator can ask participants to send them by message/email or to download them on a computer.
Debriefing and evaluation	When the right location has been guessed, people from the group can say something about the place (e.g. when the monument was built, the name of a river, which was the original function of a building etc.). Also, the facilitator or local volunteers can intervene in this phase in order to explain something they may know about these places.
Considerations, tips and safety	The exercise includes light physical activity; however, the tour should be an easy walk around the city. As in the previous game, in each group there will be a local volunteer, so to make sure that the others will not get lost and help them in guessing the places where the photos have been taken. Make sure that in each group there is at least a person with a mobile phone that can be used to take a picture.

Annex 18 - Example of training needs

Training needs				
Competence profile	**Training needs expressed**	**Training needs to be detected**	**Possible trainings**	**Accomplishment (after the training)**
Effective communication	"I have experience speaking in public, but in other fields."	Need to learn to communicate with users with intellectual disabilities	Awareness techniques course	
Teamwork	"I want to be comfortable with the rest of the team."	How to take advantage of the synergies of the rest of the volunteers	Exercises of teamwork	
Compromise		How to work in a transversal way	Workshop on the mission, vision and objectives of the entity	
Flexibility and creativity	"If I am asked about something, I will not know what to answer."	Improvisation capacity	Theatre workshops	
Knowledge of appropriate concepts	"I have never worked with minors."	Techniques to interact with minors	Training on protocols of action with minors	
Motivation	"I am afraid about my capacities to develop the work."	Techniques of motivation and involvement with the entity	mentoring sessions by an employee of the organization	
Personal development		Needs to develop in a professional work environment	Evaluate the evolution before proposing any training	
Capacity of representation		Image according to the objectives of the project		
…				

Annex 19 - Evaluation techniques

1.-

Title	Diana
Description of the exercise	A target is drawn on cardboard divided into colours and the aspects to be evaluated are decided. The first aspect is chosen, and each volunteer puts a dart or thumbtack in the part of the target that he/she considers, taking into account that the more centric the brand, the greater the degree of satisfaction. Repeat with all the criteria to be assessed.
Theme	• **Evaluation and validation** • **Self-reflection**
Group size	**6+**
Age range	**18+**
Complexity	**2**
Time	**10 minutes for each criterion**
Objectives	This exercise increases volunteers' self-reflection in the assessment of their new achievements.
Materials	Cardboard, darts/ thumbtack
Preparation	Prepare the cardboard and think about elements that can be evaluated.
Instructions	Give simple instructions. Share purposes and methods of the exercise.
Debriefing and evaluation	At the end of the activity the facilitator thanks, everybody. After all the participants have completed the activity, the facilitator triggers a discussion about the results for each target and, if necessary, he/she helps volunteers in finding out which corrective actions can be taken.
Tips, considerations and safety	The game is mainly intellectual, but it requires participants to move as well. Make sure that the used darts or thumbtacks are handled properly by participants. Set the target in a position that can be easily reached by everybody.

2.-

Title	Hats
Description of the exercise	Hats are distributed among the volunteers together with the definition of what each colour means. An aspect to be evaluated is selected, and the evaluation starts based on the criteria of the corresponding colour. Volunteers can only make contributions from the perspective that marks the colour of the hat. Here below there is a list of possible definitions of each colour. White: Objective contributions, references to quantifiable truths, offering data without making an assessment. Blue: the objectives that were raised at the beginning are remembered, moderated, and the ideas contributed so far are collected. Black: Special attention or emphasis on the negative aspects, inconveniences and possible failures. Green: A new, creative point of view is proposed, maybe utopian, but different. An open mind to all possibilities. Red: The first intuition and what is felt at that moment is manifested. It has a high emotional component. Yellow: The situation is analyzed with dynamic and realistic optimism. The situation is clear, and it is exposed positively.
Theme	• **Evaluation and validation** • **Self-reflection** • **Understanding of others**

Group size	**5-25**
Age range	**20+**
Complexity	**2**
Time	**10 minutes for each criterion**
Objectives	This exercise aims at encouraging volunteers in assessing particular elements from a specific perspective.
Materials	Hats in different colours or colures papers or coloured balloons
Preparation	Think about elements that can be discussed. Prepare a definition for each colour.
Instructions	Give simple instructions. Share purposes and methods of the exercise. Change the hats of the participants so that they are forced to reflect from different perspectives.
Debriefing and evaluation	At the end of the activity the facilitator thanks everybody and starts a short discussion, examples of questions can be: - What are the main difficulties that you faced in reflecting on another perspective? - Which perspective is more close to your point of view? - What is the perspective that you prefer and that you deem to be the more appropriate in the assessment procedure?
Considerations, tips and safety	The game is mainly intellectual and requires a deep reflection.

3.-

Title	Pyramid
Description of the exercise	Post-its are distributed among all the volunteers, and they are asked to write down the things that should be improved in the training process. Once written, the papers are placed in a box. The papers are taken out one by one and the aspects to be improved are discussed. Then the papers are placed in a drawn pyramid, so that, if the problem is serious, it is placed in the upper part and, if it is slight, in the base of the pyramid.
Theme	• **Evaluation and validation** • **Reflection**
Group size	**All sizes**
Age range	**All ages**
Complexity	**2**
Time	**20 minutes**
Objectives	The purpose of the exercise is to give space for participants to evaluate the training process, so those critical elements are examined.
Materials	Post-its, pens/pencils, box, poster where it is possible to draw a pyramid.
Preparation	Draw the pyramid.
Instructions	Give simple instructions. Share purposes and methods of the exercise.
Debriefing and evaluation	At the end of the activity the facilitator thanks everybody and sums up the most shared problems that participants encountered. The facilitator also asks volunteers how these criticisms could be improved and they try to find common solutions.
Tips, considerations and safety	The game is mainly intellectual. Make sure that participants do not feel judged. This exercise could be used as starting point for reflections inside the association to improve the training process.

Annex 20 - To express myself/ my needs:

- "What's up?": every day/someday, have a space of few minutes during which each person can talk (or not) about anything inside the group
- "I take, I leave": small groups, each person think about 1 thing they liked or they would like to keep, and 1 thing they did not like or don't want to keep
- "The word": everyone expresses 1 word that defines how he/she feels. Then, everyone comes back on his/her word explaining why he/she chooses it
- "Small group/Big group": the mediator express different topics on which each small group (3 to 5 persons) talks about (what they think, how they feel, what do they need, etc.). 1 person per group will then relate what has been said in the small group to the whole group (without naming who say what).
- "The pot": each person writes on a paper (regarding topics that has been previously defined) and put it in the pot (without names). Once all papers are in the pot, one is chosen, and we collectively talk about it. Once over, we take the second one, and so on.
- "The target": draw a big target with different topic around it. According to the topic, people can indicate on the target where they feel they are (close to the middle = feel good, far from the middle = feel not good). Once everyone indicates his/her position, we can collectively talk about each topic.
- Moving into space: different spaces are located in a place: very good/good / more or less / not so good. According to each topic mentioned by the mediator, people position themselves where they feel. Once everyone selected a space, we can collectively talk about it.
- "Speaking wall": hang different paper on the wall with the beginning of a sentence, for instance, "I like…/ I do not like…/ I need to train on…" etc. Give a pen to everyone. People are free to go where they want to express themselves on each paper. We can do the same with a post-it.

To stimulate ideas and to find a solution:

- "Brainstorming": first, define a theme. Then write all words that people are thinking about the theme of a big sheet in small groups. Eventually, organise all these words in subthemes.
- "Mind map": following a brainstorming, it is a good tool to organise ideas and create a link between them, to understand the system. Then it is easier to solve it.
- What I do not want / what I want / what I propose
- "5 why": starting from a clear and objective problem (only facts). Asking why to this situation and the answer becomes the new problem. Find the new solution, and so on.
- "Problem's tree/solution's tree": starting from the main problem, link all the direct causes that led to the problem, like the branch of a tree. Once you cannot go further to a higher cause, translate all problems and sub problems into a solution and find a way to resolve it.

To express my feelings:

- "Feeling tree" many characters are drawn under/on/above the tree in different position. The/Each participant(s) take sometimes to choose a character that illustrates his feeling at this moment and can then explain his/he feelings starting from the character.

To deepen a topic:

- Mutual interview: 3 persons, 10 minutes/person. 1 explain a situation, the others are listening and ask questions after this. If a specific topic is chosen from the mediator, people in each group can express their own experience regarding the topic.

To analyse a situation:

- Each person thinks individually and writes a difficulty (situation, conflict, etc.) he/she is living. In small groups, the person expresses the situation until the critical point without saying how the person reacted or solved the problem. The small group have some minutes to ask questions

about the understanding of the situation. Once it is clear for everyone (without knowing the end of the story), everyone can talk and express how he or she would do themselves in this kind of situation. The person who expressed the situation should be quiet during this discussion to not influence others and can find a solution thanks to each person advising.

- "Forum theatre": a group of actors illustrate a situation/a conflict. After explaining the rules of the "forum theatre" to the audience, they play it again. This time, anyone from the audience can stop the piece (clapping in his/her hand), to take the role of an actor on stage, showing how he/she would react in this situation. We can do it again and again until we find 1 or more solutions to the situation.