



ON-ARRIVAL TRAINING

Final report

October 14-16, 2009

Tbilisi, Georgia

2009

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INTRODUCTION

On-arrival training was conducted by the SALTO Eastern Europe and Caucasus Resource Centre for the Eight volunteers from Lithuania, Czech republic and Poland hosted in different youth organisations in Georgia.

On-arrival training was conducted in the framework of the Action 2 - European Voluntary Service, 'Youth in Action' Programme of the European Commission.

The concept and program of the On-Arrival Training (OAT) was based on "EVS Volunteer Training: Guidelines and Minimum Quality Standards" issued by the European Commission (November 2004) and SALTO Eastern Europe and Caucasus Resource Center, Training of Trainers (September 2007).

Therefore, the following elements were an integral part of the OAT:

- Philosophy of EVS (actors, duration, role of EVS in Youth in Action Programme)
- Duties and rights of each partner (host, sending and volunteer)
- Intercultural Learning
- Introduction of the host region (cultural particularities)
- Motivation, expectations and fears of the volunteer
- Motivation of the hosting organisation
- Crisis prevention and management
- Interpersonal Conflict Management
- Cultural discovery of the country

The main objectives of the OAT were to make the volunteers familiar with the hosting country/region, to enable the volunteer to handle his/her daily and working life during the EVS, and to become more aware about the possibilities and restrictions of what they can realise during their EVS project. Therefore, the OAT was created for providing the volunteers with support to deal with the personal, professional and cultural challenges, which s/ he will face during the service duration.

Central elements of the OAT has been to provide the volunteers with information about the EVS of the Youth in Action Programme, the hosting

country/region including cultural particularities, intercultural learning (ICL) and crisis prevention and conflict management.

Furthermore, the volunteers got time to reflect on their first impression of the hosting country and to discuss with each other their own project ideas.

The methods used during the OAT were based on non-formal educational approach, such are presentations, workshops, exercises, simulations, role plays, discussions, reflections and evaluation as well as an city discovery. The presentations have been always followed or preceded by exercises in order to raise the impact of the gained knowledge, according to the principle “Learning by doing”. The daily reflections and the final evaluation ensured an exchange of opinions and views while giving feedback about the feelings of the volunteers and building an atmosphere of trust between each other. Finally, the excursion and active discovery of the city enlarged the experiences and knowledge about the hosting region and made participants get in contact with local community.

LIST OF PARTICIPANTS

	Volunteer	Sending organisation	Hosting organisation
1	Klaudia Kruszynska	Polska Fundacja im. R. Schumana	Academy for Peace and Development
2	Maja Olędzka	Polska Fundacja im. R. Schumana	Young Republican Institute
3	Lenka Blahova	Zemekoule, o.s.	Charity Humanitarian Centre Abkhazeti
4	Tereza Kvasova	INEX-SDA - Association for Voluntary Activities	International Union for Conservation of Nature, Programme Office for the Southern Caucasus (IUCN POSC)
5	Gertaute Tunaityte	Jaunimo savanoriskos veiklos centras "Deineta"	Academy for Peace and Development
6	Joanna Demcio	STRIM	Youth Association Droni
7	Piotr Kolodziej	STRIM	Youth Association Droni
8	Anna Derwich	STRIM	Youth Association Droni

TEAM OF TRAINERS

	Name	Organisation
1	Giorgi Kakulia	Academy for Peace and Development
2	Rusudan Kalichava	Association "Atinati"

DAILY PROGRAMME

Day 1, October 14, 2009	
Hours	Session
10.00	<ul style="list-style-type: none"> · Welcoming and introduction · Presentation of the objectives and the programme · Name Games and Getting to know each other
11.30	Coffee Break
12.00	<ul style="list-style-type: none"> · Fears, expectations and contributions · Reflection of first impression of the host countries
13.30	Lunch
15.00	<ul style="list-style-type: none"> · Volunteering EVS Learning Objectives (Personal and Professional)
16.30	Coffee Break
17.00	<ul style="list-style-type: none"> · Presentations of the hosting project by volunteers
18:30	<ul style="list-style-type: none"> · Evaluation of the day
19.00	Dinner

Day 2, October 15, 2009	
Hours	Session
10.00	<ul style="list-style-type: none"> · EVS championship
11.30	Coffee Break
12.00	<ul style="list-style-type: none"> · Exercise on intercultural learning
13.30	Lunch
15.00	<ul style="list-style-type: none"> · SALTO and support structures. · Youth Pass · Overview of EVS handbook
16.30	Coffee Break
17.00	<ul style="list-style-type: none"> · Meeting with EVS Volunteer hosted in Georgia
18:30	<ul style="list-style-type: none"> · Final evaluation
19.00	Dinner

Day 3, October 16, 2009	
Hours	Session
10.00	<ul style="list-style-type: none"> · Sightseeing in Kakheti region · Visiting Signagi and Bodbe
13.30	Lunch in Signagi
15.00	<ul style="list-style-type: none"> · Visiting Telavi and Alaverdi
19.00	Dinner

DAY 1, OCTOBER 15, 2009

- Welcoming and introduction

The training begun with welcoming by trainers and introducing practicalities

- Objectives and programme of the on-arrival training

Trainers introduced objectives and the daily program, described the activities planned for the training course.

- Getting to know each other: Exercise “Interview”

Participants have been divided into couples and have been asked to interview each other with the questions prepared by trainers. Each participant got Seven minutes to interview their pair in couple. Afterwards they had to change roles. After fulfilling the task the interviewers had to present each other in front of the group.

Samples of the questions:

- Name, last name, nickname.
- Profession or occupation;
- Hosting organisation (Name, place)
- Hobby
- Most crazy thing which you ever done?
- Place you wish to visit
- Something else about you

- Getting to know each other: Exercise “Sherlock Homes”

Presentation of the exercise - Let's imagine ourselves as Sherlock Holmes. Trainer introduced A4 paper, which was divided into four parts by marker. Participants had to write down in each section of the paper information about themselves (e.g. I am 25 years old, I studied Mathematics etc.), three information had to be true and one information had to be a lie. After writing on the paper information about themselves, participants had to stick the paper on their body to be shown to everybody. They had to guess which information was true and which was false.

- Fears, Expectations and Contributions (Tree of Expectations)

Participants have been asked to share their expectations towards the on-arrival training, as well as to share what they would like to contribute and

what they do not want to happen during the OAT. All of them got three post-it papers of different colours in order to write on them according to the colours their expectations, contributions and fears towards OAT.

After writing down on post-its, each participant, one by one, had to present to the group what they expect, want to contribute and do not want to see happening during OAT. The leaves of the tree were expectations, the trunk contribution and the roots fears.

- **Reflection of first impression of the host countries**

Participants were asked to express their first impressions and thoughts about Georgia. For this reason on the flipchart, participants had to draw a picture of their first impressions, main focus was to show what was a thing that mostly surprised them. They had to think about one word what is expressing their impressions.

Summary of the first impressions on the hosting country:

Maja: Big tower, which I saw from the plane, this tower is symbol of Georgia for me. Hospitable Georgian people. one word: Tower

Tereza: My first impression about Georgia – note on Georgia-Turkey border: “Welcome to Georgia”, I remember my feelings and it might be stupid, but voice from inside told me: “this is your home.”. . . . one word: “Love and Hate”

Klaudia: Georgia impressed me with mountains, a lot of churches but not only buildings, but a lot of people inside – religious is very strong value for Georgians, this was very unusual for me. Very hospitable people, they are happy to help you anytime. One word: hospitality.

Piotrek: People are smoking a lot in Georgia, good and warm weather, sun shining, crazy traffics and everybody is smiling. One word: Hospitality.

Joanna: Very hospitable and warm people but they are late every time. . .

Lenka: I like Georgian people, Tbilisi airport, my hosting organization and people there, colored market and things there. I don't like high houses,

dirty flats (but fortunately I changed my first flat), crazy traffic. One word : learning.

Gertaute: There are very good and positive atmosphere in Georgia, but some times there is no balance in emotions. One word: no Balance.

Ania: I love Georgian nature, especially Tbilisi landscape, sun and warm weather, drivers are crazy and people are smoking a lot. But people are friendly and smiling to you, they are happy to hear from you words in Georgian language. One word: Smiling.

- **Volunteering**

Then the participants were asked to brainstorm about the concept of “volunteer”.

Later on participants were divided into two groups and were asked to think about the definition of the word “volunteer”, “what volunteers do?” and “what volunteers should not do?”. Afterward they had to present their work.

- **EVS learning objectives, reflection on motivation and obstacle of the own voluntary service**

On the flipchart was drawn a square divided into parts with questions: Why EVS? Why here? Motivation? Risks and obstacles? In the middle was space for the learning objectives (professional and personal). Participants had to reflect on the following issues:

- **Why EVS?** Why did I choose the European Voluntary Service?
- **Why here?** Why did I choose Georgia?
- **Motivation:** What did motivate me to become a volunteer and in general what was my motivation for being a volunteer in another country?
- **Risks and obstacles:** What obstacles or/and risks do I foresee for me being an EVS volunteer or staying for a long time abroad?
- **Learning objectives (Professional):** What would I like to learn professionally? Professional development.
- **Learning objectives (Personal):** What would I like to learn personally? Personal development.

Outcomes:

Personal:

- Learn about Georgia;
- To be in the circles within people with values;
- To understand what to do in future;
- To become better person;
- To find new ideas;
- To meet new people;
- To see another country and to get know this country very good;
- Learn how to deal with another culture;
- Learn more about Georgian culture and History;
- Long-term stay in abroad;
- Meeting with new people;
- Seeing beautiful nature, heritage of in Georgia;
- Inspiration
- Georgian food and drinks;
- It is time for me and I can think about my life;
- I like Georgia and I can learn more about it;
- Self-confidence;
- Learning English;
- Feeling another culture;
- Live for a long time in another country;
- Learn how to be organized
- Get experiences connected with living in new place and different culture
- Learning language;
- Learn Georgian and Russian;
- Learn more about myself and my identity;
- Learn Georgian Dance;

Professional:

- Writing projects for NGOs;
- To meet people with working in NGO in Tbilisi
- To learn Georgian, English and Russian Languages.
- Practice English, learn new languages;
- See how look job in NGO and participating in projects;
- Work in group;
- Future Career
- Improvement of Russian and English languages;
- Establish new useful contacts;
- Time for decision about future studies;
- Getting experience in environmental issues;
- Learn Georgian;

- Improve English and Russian
- See Georgian politics from closer perspective
- To write articles for entering PHD;
- To manage to receive money from foundations;
- To be better organized;
- To know how to manage projects;
- To learn how to have real good and interesting conversation;
- To meet new people and keep contacts with them;
- To learn about politics, history, culture
- Develop relationship with people who have similar interest, so we can learn from one another;
- Get more experience in teaching;

Volunteer is a person who wants to do something for society and himself/herself at the same time.

Volunteer does:

Learning new skills;
Works without salary;
Intercultural exchange;
Meets new people
Improve foreign languages speaking skills;
Presents his/her country;

Volunteer does not:

Cheap labor force;
Holiday;
Only language course;
Only traveling;
Internship;

Volunteer is person who do non-profit job for another people;

Volunteer does:

Learn;
Work;
Teach someone;
Meet another People;
Visit other countries when he/she has off days;
To have parties;

Volunteer does not:

Can not have another job for money;
Steal, murder, rape. . .
Can't leave job during week

- **Presentations of the hosting project by volunteers**

Participants had to work individually in order to prepare the flipchart presentations of their hosting placements. Participants had to draw a picture, describing their hosting placement, tasks, daily life and people involved in the project. After preparation of the flipcharts participants presented their hosting placements.

The aim of this activity was to give participant opportunity for discovering each other projects and reflecting on their own projects.

- **Expectation and fears of the hosting organisations**

Participants had to reflect on the expectations and fears towards their hosting organisations and at the same time think over the possible expectations and fears which their hosting organisations might would have had towards volunteers. Therefore, participants had to write on post-it notes fears and expectations towards hosting organisations and vice versa, which they had to present later on to the whole group. This activity gave possibility to volunteers to feel the role of their hosting organisations and to reflect their own fears and expectations towards their organisations.

DAY 2, OCTOBER 16, 2009

- **EVS Championship**

Participants have been given questionnaires where questions about Youth in Action programme was given. During certain time they had to answer to the questions given in the questionnaires. Afterwards, trainers went through all questions and checked how correctly volunteers answer the questions and gave the clarifications.

See ANNEX 1 for the sample of the questionnaire

- **The story of “Abigale”**

Story:

Abigale loves Tom who lives on the other side of the river. A flood has destroyed all bridges across the river, and has left only one boat afloat. Abigale asks Sinbad, the owner of the boat, to bring her to the other side. Sinbad agrees, but insists that Abigale has to sleep with him in return.

Abigale does not know what to do and runs to her mother and asks her what she should do. Her mother tells Abigale that she does not want to interfere with Abigale's own business.

In her desperation Abigale sleeps with Sinbad who, afterwards, brings her across the river. Abigale runs to Tom to happily embrace him and tell him everything that has happened.

Tom pushes her away bluntly and Abigale runs away.

Not far from Tom's house, Abigale meets John, Tom's best friend. She tells everything that has happened to him as well. John hits Tom for what he has done to Abigale and walks away with her.

The participants were asked to classify in this story from 1 till 5 the persons by their opinion of who was the best one and to give them a rank (e.g. rank 1: Abigale) and the worst personage on rank 5. They were given 5 minutes to think individually about this and write down the ranking (e.g. 1: Abigale, 2: Tom, 3: Sinbad, 4: Mother, 5: John).

Later they created two couples and one group of three and in the couples and group they had to agree on a common list and to think about arguments. Later on they had to present their lists and arguments.

The next task was to agree on a common list for the whole group. Group had to discuss each rank and agree on the common list. Therefore, this stimulated discussion on values, different perception of behaviour, cultural aspects etc.

After agreement on the common list, was held debriefing of the exercise and was made theoretical input in culture and intercultural learning.

- **Personal project planning**

Participants have been asked to work individually and to set up a schedule indicating outcomes they wanted to achieve during their EVS in a concrete timeframe.

The schedules showed the time and the plans what volunteers wanted to achieve by the end of their service period. They could divide the time over the months of their service period.

This activity gave possibility to volunteers to plan their entire service period and to reflect on what they wanted to achieve by the end of their projects.

- **Volunteering in Georgia, A handbook**

Handbook, which was written with the aim of supporting volunteers who were coming for volunteering in Georgia with practical suggestions and overviews of cultural, historical and political aspects was presented. Each volunteer got the individual copy of the handbook.

- **Support structures and future perspectives**

The SALTO Eastern Europe and Caucasus Resource Centre, its activities, network of multipliers, and network of EVS trainers, support and available resources were presented.

The presentation was followed with discussions about future perspectives. At the same time volunteers and trainers agreed on the dates of Mid-term evaluation meeting.

- **Meeting with EVS Volunteer from Georgia**

At the end of the day Georgian EVS volunteer hosted in Poland arrived to the training to meet with participants. Ms. Tamuna Pkhakadze, was hosted in Poland for 12 months. Tamuna was sharing with participants her experience of being a volunteer, what was challenging and how she approached them. Participants were free to ask her any questions.

- **Evaluation of the OAT**

At the afternoon session the evaluation of the whole training was made. Evaluation consisted of two parts, written and oral. During the oral evaluation participants were asked about what they liked? What they disliked? Suggestions for future trainings: What to improve? What to add? Participants had space and time to express their feelings towards the on-arrival training in general. Afterwards participants had to get back to the first day reflection on fears, expectations and contributions and evaluate how far their expectations have been met, how far they could contribute to OAT and how far their fears have happened.

After oral evaluation, participants got the final evaluation forms, which they had to fill anonymously and express their point of views about different parts of the training.

See **ANNEX 2** for the summary of the written evaluation.

DAY 3, OCTOBER 17, 2009

- **Trip to Kakheti, visiting cultural monuments in Signagi, Bodbe, Telavi and Alaverdi**

A trip to Kakheti (wine region of Georgia) was organised. Participants visited several towns and historical monuments in Kakheti region. The trip ended with a traditional Georgian dinner in restaurant in Tbilisi.

ANNEX 1 - The sample of the questionnaire

EVS CHAMPIONSHIP

Your name: _____

1. What is the implementation period of the Youth in Action Programme?

2. What are the four permanent priorities of the Youth in Action Programme?

1. _____

2. _____

3. _____

4. _____

3. What is the duration of an EVS project and an EVS activity?

4. What is the age limit for young person to participate in EVS?

5. What kind of trainings /meetings should EVS volunteer attend before, during and after the voluntary service?

6. How many hours a volunteer has to work per week?

- ☐ Less than 35 hours and more than 30 hours;
- ☐ Hosting organisation decides;
- ☐ Volunteer decides;
- ☐ Sending organisation decides;

7. Which sentence is according to the EVS standards?

- ☐ Volunteer has right to take extra holidays to get to know the country
- ☐ Volunteer works 5 days per week and after he/she has 2 days off and has additionally 2 days of holidays per month
- ☐ Hosting organisation sets up the calendar with the days off for the volunteer
- ☐ Volunteer works 6 days per week and after he/she has 3 days off and has 2 week holidays

8. Sending organisation has the right to obtain feedback on the situation during the project:

- ☐ If yes – From whom? _____
- ☐ If not – how they will obtain Information?

9. Mentor of the Volunteer should be appointed by:

- ☐ Sending organisation
- ☐ Sending and hosting organisation together
- ☐ Volunteer
- ☐ Hosting organisation

10. Who has to arrange accommodation, food, language courses and local transportation for the volunteer?

- ☐ Volunteer makes arrangements him/herself
- ☐ Sending organisation
- ☐ Hosting organisation

11. European Commission finances:

a) Travel costs:

- ☐ 100% of actual costs;
- ☐ 80% of actual costs;
- ☐ 50% of actual costs;

b) Volunteer's allowance (pocket money):

- ☐ In each country it is specific amount per month
- ☐ It is fixed amount of money in any country

c) visa-related costs and vaccination costs:

- ☐ 100% of actual costs
- ☐ 50% of actual cost
- ☐ Not financed;

d) Does the sending organisation get any money for the EVS project?

☐ If yes - for what and how much?

☐ If not – why? _____

ANNEX 2 – Summary of the written evaluation

1. OVERALL SATISFACTION WITH THE ON-ARRIVAL TRAINING:

75%

2. TEAM SPIRIT AND COHESION BETWEEN THE PARTICIPANTS:

90%

3. PROGRAMME ELEMENTS:

Introductions & Getting to know each other

92%

I liked interview exercise

Presentation of the hosting projects

87%

May be use ppt presentation, usual helps a lot, more than description;

Reflection on Volunteering and on EVS

70%

Me and my Rights and Responsibilities (EVS practicalities)

80%

All things had been know from PDT

Intercultural Exercise “Abigail” and discussion afterwards

83%

The “Georgian side” of this story is really great. May be it would be much more interesting if this exercise will do some Georgian together with EVS, just to compare EVS assumptions about GE with reality.

Case studies

68%

Meeting with Georgian EX EVS volunteer

65%

- On personal level – new friends and kind of inspiration. Others inspired me to work more
- Session about case studies opened my eyes how am I acting in EVS flat? What is the impression of others about me. Maybe I should change something.
- Network of other EVS in Georgia. Some information about Georgian reality;
- Meeting other EVS and few useful practical information but most of them received during breaks;

7. IF YOU WERE ABLE TO PROPOSE 3 MORE THINGS IN THE PROGRAMME, WHAT WOULD IT BE?

- More examples about what is already done by others. Some contacts;
- More things about Georgian culture and way of thinking.
- I'd put together "Me and my project" and "my Learning objectives";
- I'd insert other games and stories in>>>>>I got more interactive the training.
- Presentation of the volunteers and their skills (so one could tap in those resources if needed;
- Some energizers;
- Teambuilding exercises;
- Reflecting game to keep the attention high once a day;
- To show some multimedia materials about Georgia (presentation, video, music, dances, picture);
- Practical info. For example, where and when is cheaper to go to theatre etc. But I know it is difficult because we are all from different cities here.
- Cooking session – cook some traditional food or give some simple recipes;
- It would be great to have session about Georgian traditions – how to celebrate Easter, Christmas, other important celebrations.

9. ADDITIONAL COMMENTS AND SUGGESTIONS

Thank you!

At first – thank you for helping us;

At second: well I maybe have not feeling that I got a lot of new info, but I'm sure it will come in next days. Like I will do something and remember that we spoke about it in f.e. case studies. I I'm still "chewing" the info.

More healthy food