

EVSification



EVS volunteer management: training design



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The EVS volunteer management: training design has been created as a part of the “EVSification” project implemented by Centrul de Voluntariat Cluj-Napoca (Romania) with the partners Centrum dobrovolníctva (Slovakia) and Fundacja Edukacji i Rozwoju Społeczeństwa Obywatelskiego (Poland). The project is financed by the European Commission through the Erasmus+ Programme –Key Action 2, Strategic Partnerships in the field of youth.



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INTRODUCTION

EVS volunteer management: training design was created to support the quality of volunteer management with EVS volunteers. It is one of the outcomes of the international project called “EVSification”, implemented by three partner organizations: Cluj-Napoca Volunteer Centre (Romania), Fundacja Edukacji i Rozwoju Społeczeństwa Obywatelskiego (Poland) and Centrum dobrovolníctva (Slovakia).

First step to create this publication was a research aimed to identify needs of 60 organizations from the three countries mentioned above. The outcomes from the research were used to create the international training in EVS volunteer management. The training took place in November 2015 near Banská Bystrica, Slovakia. After the evaluation of the training we developed the final publication that you can read and use now.

EVS volunteer management: training design is dedicated to all organizations and individuals who have the motivation and capacity to replicate and disseminate lessons learned from EVSification training. It can be also adjusted for the training in volunteer management general and for different target groups (for NGO representatives, youth workers, volunteer coordinators in social services, health care, culture...). It can be used as a whole training design, but also you can use just some parts (sections or methods) from it. Practically, the participants of the training, based on the training design, will develop competences as the following:

- Knowledge about the nine steps in volunteer management: preparation, recruitment, selection, orientation/training, supervision, monitoring, motivation, recognition, monitoring end evaluation;
- Ability to manage a volunteer using the nine steps method;
- Knowledge about the different instruments specific for each step in volunteer management and ability to use this instruments;
- Non-biased attitudes towards the volunteers;
- Knowledge about the basic frame and context of Erasmus + and European Voluntary Service;
- Knowledge about the different roles and responsibilities of main actors in EVS projects;
- Knowledge about the differences and commons between steps in EVS projects and steps in volunteer management;
- Ability to raise the level of personal awareness among the EVS volunteers;

- Ability to facilitate the learning for the EVS volunteers;
- Ability to encourage the volunteers in their personal development;
- Communication skills, skills in teamwork and skills in conflict prevention and resolution.

At the beginning of the publication you can find timetable of the training with specific sections, aims of the sections for the trainers and outcomes for participants. After this there is a list of methods for each session. Each method is on a separate page, so you can print just a method you want to use.

We recommend you to use also energizers as a part of non-formal education at the beginning of each session or when you see participants need to start up :). You can find free tips for energizers on:

[-http://workshops.350.org/facilitation/#energizers](http://workshops.350.org/facilitation/#energizers)

[-http://www.eclipsemarketingservices.com/how-to-wake-up-a-sleepy-meeting/](http://www.eclipsemarketingservices.com/how-to-wake-up-a-sleepy-meeting/)

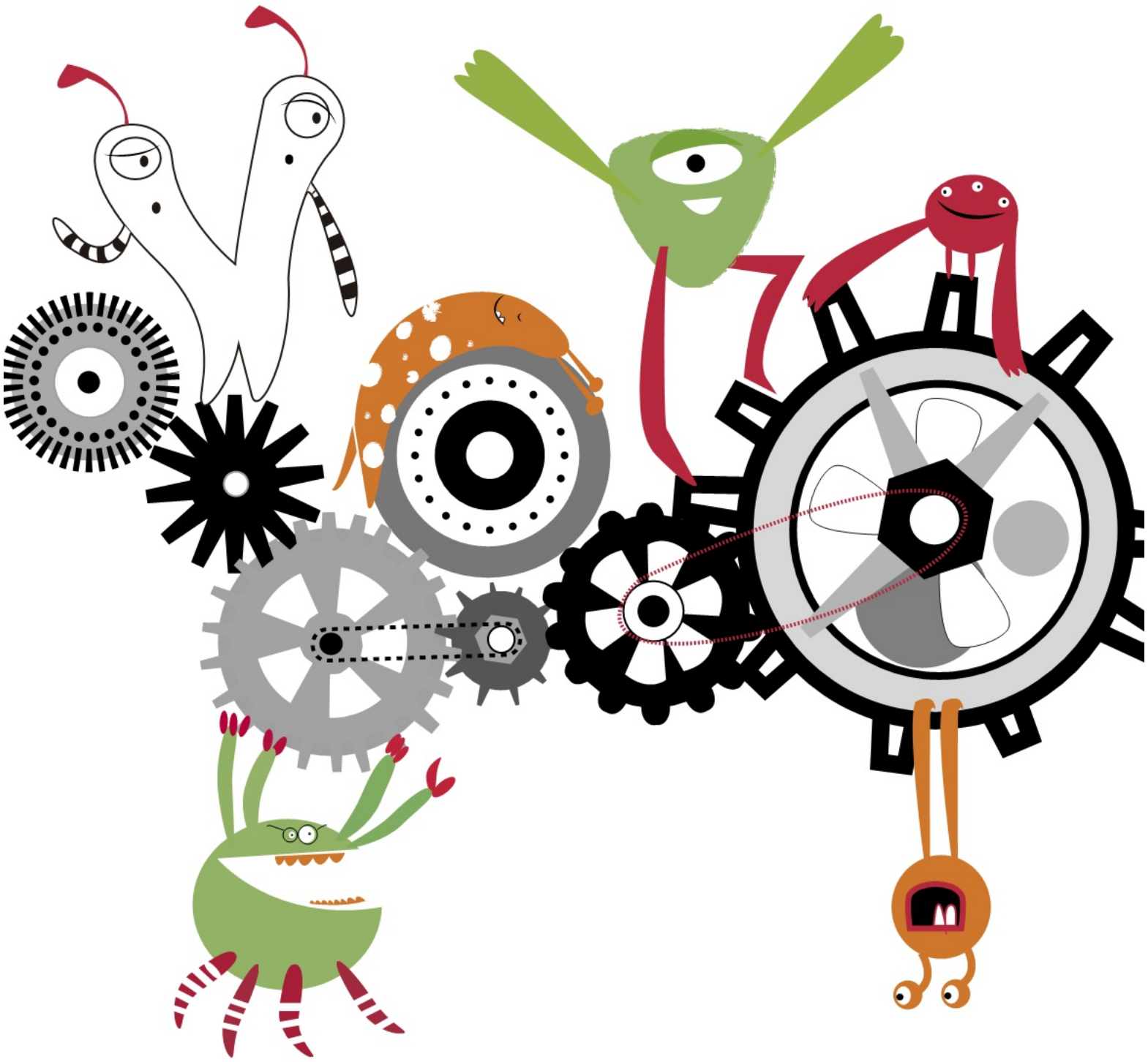
[-http://www.aidsalliance.org/assets/000/001/052/ene0502_Energiser_guide_eng_original.pdf?1413808298](http://www.aidsalliance.org/assets/000/001/052/ene0502_Energiser_guide_eng_original.pdf?1413808298)

[-https://sixth.ucsd.edu/_files/_home/student-life/icebreakers-teambuilding-activities-energizers.pdf](https://sixth.ucsd.edu/_files/_home/student-life/icebreakers-teambuilding-activities-energizers.pdf)

You can use the EVSIFICATION Manual as another source for the training ([-https://issuu.com/cvcn/docs/manual_evsification/1?e=0](https://issuu.com/cvcn/docs/manual_evsification/1?e=0)). The manual is created in printed and digital version, both in English and in the native languages of the three partners - Romanian, Slovak and Polish. You can use parts from the manual as handouts for training for different sessions.

The Training design is not the guide for the training from A to Z. It is dedicated to people with theoretical knowledge and practical skills in volunteer management and in EVS, as well as in non-formal education as an inspiration for creating and leading their own trainings.

We will be happy if you send us your feedback on our work :)!



TIMETABLE OF THE TRAINING

DAY 1

Number of session	Topic	Aims of the session for the trainers	Outcomes for participants	Time
Session 1	Introduction and getting to know each other	<ul style="list-style-type: none"> • welcome participants • get to know each other • present general professional information about the trainers and the participants involved • introduce the training objectives to the participants • share expectations and fears • set up rules of work during the training 	Participants will: <ul style="list-style-type: none"> • have space for introduce themselves • know each other • feel more comfortable in the group • know objectives of the training • reflect and share own expectations and fears • be prepared for working during the training 	1,5 hour
Break				
Session 2	Teambuilding	<ul style="list-style-type: none"> • get to know each other better • facilitate team work and develop the team spirit among the whole group of participants • develop trust among participants 	Participants will: <ul style="list-style-type: none"> • better know each other and themselves as a member of team • trust more each other • reflect on his/her own role in the group • be better prepared for the group work during the training 	1,5 hour
Break				
Session 3	Introduction to EVS and Volunteer	<ul style="list-style-type: none"> • inform about the Erasmus+ and EVS • discuss different roles and responsibilities of main actors in EVS projects 	Participants will: <ul style="list-style-type: none"> • be able to describe the basic frame and context of Erasmus + and EVS 	1,5 hour

Number of session	Topic	Aims of the session for the trainers	Outcomes for participants	Time
	Management Cycle	<ul style="list-style-type: none"> • reflect the differences between steps in EVS projects and steps in volunteer management 	<ul style="list-style-type: none"> • be able to explain the different roles and responsibilities of main actors in EVS projects • understand the differences and commons between steps in EVS projects and steps in volunteer management 	
Break				
Session 4	Preparation of the organization for EVS volunteers	<ul style="list-style-type: none"> • introduce the basic principles that EVS projects should be based on • introduce documents related to the EVS • point out importance of preparation in EVS volunteer management and introduce relevant elements in preparation • explain the rules for creating the job description in EVS projects and develop skills of participants in creating the job description for EVS 	Participants will: <ul style="list-style-type: none"> • understand better the basic principles that EVS projects should be based on • know different documents related to the EVS • understand the importance of the preparation in EVS volunteer management and elements consisted • be able to elaborate a job description for a volunteer position 	1,5 hour
Reflection of the day				

DAY 2

Number of session	Topic	Aims of the session for the trainers	Outcomes for participants	Time
Session 5	Recruitment and selection of EVS volunteers	<ul style="list-style-type: none"> • explain the rules for defining the volunteer profile for a EVS position • explain the particularities of a recruitment and selection process in the EVS field • introduce instruments which can be used in the selection process • develop skills of participants in leading the skype interview with potential EVS volunteer 	Participants will: <ul style="list-style-type: none"> • be able to define the volunteer profile for a specific EVS position • understand what the recruitment process means, and what are the particularities of a recruitment process in the EVS field • be able to define different instruments which can be used in the selection process in EVS and reflect upon pros and cons of these instruments • be able to lead a skype interview with the possible EVS volunteer 	1,5 hour
Break				
Session 6	Orientation and training	<ul style="list-style-type: none"> • explain the orientation and training volunteer management steps in EVS • underline the importance of having an orientation period in EVS projects • raise awareness on different types of orientation: cause, social, system, culture, EVS programme 	Participants will: <ul style="list-style-type: none"> • know the orientation and training management steps in EVS and be able to apply them in own organization • know how to organize orientation and training sessions • be familiar with EVS official Training and 	2 hours
Break				

Number of session	Topic	Aims of the session for the trainers	Outcomes for participants	Time
Session 7	Support and supervision I	<ul style="list-style-type: none"> • point out the importance of offering the adequate support for volunteers • explain the differences between the coordinator, supervisor and mentor in offering the support in EVS • make clear the role of the mentor in EVS 	Participants will: <ul style="list-style-type: none"> • understand importance of offering the adequate support for volunteers • be able to reflect differences between the coordinator, supervisor and mentor in offering the support in EVS • be able to define the responsibilities of mentor in support of EVS volunteers 	1 hour
Break				
Session 8	Support and supervision II	<ul style="list-style-type: none"> • make clear the role of the coordinator and supervisor in EVS • explain the principles of the supervision • create a space for the reflection on participants role in EVS projects 	Participants will: <ul style="list-style-type: none"> • be able to define the responsibilities of a coordinator in support of EVS volunteers • understand the principles of the supervision in EVS • to reflect on their own current role and the wished role in EVS projects 	1,5 hour
Reflection of the day				

DAY 3

Number of session	Topic	Aims of the session for the trainers	Outcomes for participants	Time
Session 9	Conflict Management in EVS	<ul style="list-style-type: none"> • discuss why there are conflicts in EVS and what kind of conflicts there may appear • to explain the I-Statement formula and develop skills of participants in using it • present mediation as a way of dealing with conflicts 	Participants will: <ul style="list-style-type: none"> • share own experiences with the conflicts in EVS • define different types of conflicts in EVS • understand the I-Statement formula and be able to use it • understand the mediation as a way of dealing with conflicts 	1,5 hour
Break				
Session 10	Motivation and recognition	<ul style="list-style-type: none"> • introduce the stages of volunteer motivation • identify reasons why volunteers may lack motivation and identify ways to avoid these situations • discuss the differences between motivation and recognition • present the different tips for recognition in 	Participants will: <ul style="list-style-type: none"> • understand different stages of volunteer motivation • be able to identify reasons why volunteers lack motivation and be prepared to avoid this situations in their own organization • describe the differences between motivation and recognition 	1,5 hour
Break				
Session 11	Monitoring	<ul style="list-style-type: none"> • explain the principles and importance of monitoring in EVS • present the different ways of monitoring 	Participants will: <ul style="list-style-type: none"> • know what is monitoring in EVS projects • understand the importance of having 	1,5 hour

Number of session	Topic	Aims of the session for the trainers	Outcomes for participants	Time
			a monitoring system from the beginning of the project <ul style="list-style-type: none"> • know different ways of monitoring 	
Break				
	Teambuilding activity (intercultural evening, city game, etc.)	<ul style="list-style-type: none"> • create group solidarity • give space for participants to socialise and have fun 	Participants will: <ul style="list-style-type: none"> • exchange personal and cultural experience and opinions • socialise and have fun • have the chance to reflect on their role in a group 	2 hours
Reflection of the day				

DAY 4

Number of session	Topic	Aims of the session for the trainers	Outcomes for participants	Time
Session 13	Evaluation	<ul style="list-style-type: none"> • explain the evaluation and importance of evaluation in EVS • support the positive attitude towards evaluation • present the different ways of evaluation, with an accent on work and personal development in EVS 	Participants will: <ul style="list-style-type: none"> • know what evaluation means and it's importance in EVS • develop a positive attitude towards evaluation • get to know and practice different ways of evaluation 	1,5 hour
Break				
Session 14	Useful tools in EVS Volunteer Management	<ul style="list-style-type: none"> • introduce the relevant tools and instruments that can be used in the direct work with EVS volunteers throughout the entire Volunteer Management Process 	Participants will: <ul style="list-style-type: none"> • know different tools and instruments that can be used in the direct work with EVS volunteers in their own organization 	1,5 hours
Break				
Session 15	Closing session	<ul style="list-style-type: none"> • create a space for reflection of learning process, giving feedback and expressing feelings • inform about future activities 	Participants will: <ul style="list-style-type: none"> • reflect the own process of learning • give the feedback to the trainers, participants and training • express their feelings regarding the training 	1,5 hour

Session 1

INTRODUCTION AND GETTING TO KNOW EACH OTHER



What I brought	
Aims	<ul style="list-style-type: none"> • to get to know each other • to know other names • icebreaking
Duration	5 minutes
What you need	n/a
Description/instructions	<p>While standing, each participant says his/her name and what he/she brought with him/her. Can be objects, feelings, attitudes. For example "I am Dana and I brought toothpaste". Second round: one person starts as in the round before. The next person has to say his or her own name and the name of the person/persons that were before him/her. The last person says all names.</p>
Debriefing/reflection	None

Integration exercise: Concentrically circles

Aims	<ul style="list-style-type: none">• to get to know each other better• icebreaking
Duration	25 minutes
What you need	n/a
Description/instructions	<p>A trainer asks the group to stand in two circles - an internal circle and an external one, equal number of participants in each circle. The participants from the internal circle are sitting while facing the participants from the external group.</p> <p>Next, in the pairs created by the participants, they have one minute to answer the question addressed by the trainer.</p> <p>Questions:</p> <p>What motivates you in your work?</p> <p>What do you typically like to do?</p> <p>What book/movie character you like the most and why?</p> <p>What is uncommon in your culture that you like to do?</p> <p>What is the biggest challenge in working with EVS?</p> <p>If you would win a million dollars, you would...?!</p> <p>What moment from your career makes you proudest?</p> <p>What is your dearest memory connected with EVS?</p> <p>If you would be an EVS now, what would be the most important thing for you? Why?</p> <p>What makes you happiest about your culture?</p> <p>If you were on a deserted island, what are the 3 things you would take with you?</p> <p>After one minute, change the partner. The game ends when everybody had a chance to talk to everybody.</p>
Debriefing/reflection	None

Expectations, contributions, fears

Aims	<ul style="list-style-type: none">• to express expectations, contributions, fears connected with the training and to try to address those topics
Duration	25 minutes
What you need	3 colors post-its, pens , flipchart paper, paper tape
Description/instructions	Each participant receives 3 different colored post-it notes, on which they are asked to write down their expectations, contributions and fears related to the training course. After writing them, they post them on the flipchart in three different areas. The trainer is arranging them into categories, and then presents them to the group.
Debriefing/reflection	None

Session 2

TEAMBUILDING



Sociometer

Aims	<ul style="list-style-type: none">• to get to know each other• to be aware of the diversity of the group
Duration	10 minutes
What you need	n/a
Description/instructions	<p>Participants are asked to group or to get positioned in the room in different ways based on different criteria such as:</p> <ul style="list-style-type: none">- Number of hours spent traveling to the training location- Smokers or not- Eye color - from lightest to darkest- Age – youngest to oldest- Experience with EVS volunteers
Debriefing/reflection	None

Island

Aims

- to facilitate first teamwork in smaller groups of participants

Duration

20 minutes

What you need

thick paper

Description/instructions

The participants are split in 4/5 groups. Each group receives several pieces of cardboard paper (introduced as stones). Their task is to reach a point located 4 meters away from their starting point across an imaginary running water stream path only by stepping on their stones. If at any point, a stone is placed on the ground and no participants stand on it, the stone is taken by the water and the team is left with fewer stones. The participants receive 3 minutes to strategize and 10 to fulfill the task.

Debriefing/reflection

How did you approach the task?

How did you take decisions?

What went good and what not?

Would you do it different?

Mission impossible

Aims

- to develop the team spirit among the whole group of participants

Duration

40 minutes

What you need

List with Mission Impossible tasks on flipchart paper (list should be quite long)

Description/instructions

The group receives a set of challenges, posted on a flipchart paper. They have 5 minutes to strategize and 20 minutes to work together to solve all tasks. There should be some time allocated to presenting the results, going through the entire task and checking them out. After the exercise there will be a debriefing, focused on how did the team worked together.

Examples of tasks:

bring 5 different stones

build totem from things from the group

count the steps in the building

sing together a song for 2 minutes

bring 10 different pens

make a common photo

bring 5 different leaves

come up with 25 activities what you can do this evening

have a 20 signatures from different persons not from the group

wash out the soup

drink 3 liters of water...

Debriefing/reflection

What was the task?

How did you approach it?

How was it working as a team?

What went the best about it?

What could be improved?

Lesson learned/What could you do differently next time?

Zipper

Aims

- to develop trust among participants

Duration

20 minutes

What you need

n/a

Description/instructions

The group is split into two lines which are facing each other. All participants are asked to raise hands in front of them and these two lines create a zipper. Participants take turns and have to run through this zipper. Those ones forming a zipper will raise their hands up for only few seconds before the persons running will reach them.

Debriefing/reflection

How did it feel?
Why was it hard?
What did you learn?

Blind running

Aims

- to develop trust among participants

Duration

20 minutes

What you need

n/a

Description/instructions

The group is split into pairs, one blindfolded and one not. The blindfolded participant has to run towards a wall. The partner has to let the blindfolded person know only by clapping hands when he/she gets close to the wall, so he/she can stop.

Debriefing/reflection

How did it feel?
Was it hard?
Why was it hard?
What did you learn?

Session 3

INTRODUCTION TO EVS and VOLUNTEER MANAGEMENT CYCLE



EVS in ERASMUS+ frame in puzzle

Aims	<ul style="list-style-type: none">• to inform about the Erasmus+ and reflect the EVS in the frame of Erasmus+ programme
Duration	10 minutes
What you need	Prepared structure and actions of Erasmus+ on puzzles
Description/instructions	Participants are provided with the pieces of a puzzle. Every piece of the puzzle presents one part of the Erasmus+ structure. Participants are asked to put the puzzle together and create the frame. At the end, the trainer will clarify the general structure of the Programme, with focus on the Youth and EVS.
Debriefing/reflection	Answering questions, if any

EVS Bingo Quiz

Aims

- to introduce both general and specific aspects related to the roles, rights and responsibilities of all actors involved in EVS projects.

Duration

30 minutes

What you need

Flipchart with the table, questions

Description/instructions

Participants are split in 3 teams. They are involved in a quiz with questions related to roles of actors involved in EVS. Each question has a number (from 1 to 36), randomly positioned in a table and they are visible to all participants. The teams take turns to choose a number and answer its question. If the answer is correct then they win the number. If not, the next team can answer it.

The aim of the game is to score as many points as possible. The team has to create lines, columns and diagonals of at least 4 numbers. Each of these lines counts as 10 points additionally to these each team scores one point for the numbers they won which are not in a formation of 4.

Questions for Quiz

- 1.The EVS volunteer can never replace....
- 2.Name 3 rights of EVS volunteers
- 3.EVS is mainly about: non formal, informal, formal education?
- 4.Name 3 responsibilities of a mentor
- 5.What learning recognition tool works in EVS?
- 6.The role of a mentor is to support the volunteer in...and in...
- 7.What does a EVS training and evaluation cycle consist of?
- 8.What type of preparation the SO offers?
- 9.Name 3 responsibilities the SO has after volunteer's return?
- 10.What are the roles of the youth pass? Name 2
- 11.Name 3 responsibilities of NA
- 12.Name 3 responsibilities of CO
- 13.Name 3 responsibilities of SO
- 14.Name 3 responsibilities of a volunteer
- 15.Name 3 responsibilities of HO
- 16.Name 4 competences of the Youthpass

17. Name 5 actors involved in EVS project
18. How are the free days regulated?
19. How many hours per week should a volunteer work?
20. Who is responsible for providing task support for volunteers?
21. What document states the responsibilities of each actor involved?
22. EVS programme started in ... what years? (1996)
23. What types of services are in EVS?
24. What specific skills should be required from the EVS volunteers?
25. What is fixed monthly amount of pocket money regulated by the programme and what is it in each country?
26. Organizations from what countries can coordinate an EVS project?
27. What is the minimum age to participate in EVS as a volunteer?
28. If you type European Volunteer Service in the search engine the number of hints you could expect is...
a) 1-100.000 b) 100.000-10.000.000 c) over 10.000.000
29. In how many EVS projects can a volunteer participate?
30. What is the maximum duration of a service?
31. What is the name of the insurance company providing services in EVS?

Debriefing/reflection

Answering questions, if any

Actors involved in EVS

Aims	<ul style="list-style-type: none">• to discuss the different roles and responsibilities of the main actors in EVS projects
Duration	45 minutes
What you need	flipcharts, markers
Description/instructions	Group works in 4 groups. Each group has the role of one actor: Hosting Organization, Sending Organization, National Agency and Volunteer. Their task is to write main roles of each actor involved.
Debriefing/reflection	What are the main tasks/roles of each actor in the project? How do they communicate? Is it the same for every country? How do they identify each other? How do they contact each other?

Timeline of an EVS project and 9 steps in Volunteer Management

Aims	<ul style="list-style-type: none">• to discuss and reflect on the differences and similarities between steps in EVS projects and steps in volunteer management
Duration	35 minutes
What you need	steps of EVS projects and volunteer management on small papers – etiquettes
Description/instructions	Trainers tape the papers with the steps of timeline of the EVS projects and the steps of volunteer management on the heads of participants. The participants don't see their own step. The task is to communicate nonverbally and create two rows; one with timeline of an EVS projects and one with 9 steps in volunteer management.
Debriefing/reflection	<p>What is common between steps in EVS projects and steps in volunteer management?</p> <p>What are the differences between steps in EVS projects and steps in volunteer management?</p> <p>What each step means for you?</p> <p>How do you do it in your organisation?</p>

Session 4

RECRUITMENT and SELECTION of EVS VOLUNTEERS



Volunteer profile

Aims	<ul style="list-style-type: none">to define the volunteer profile for a specific project scenario – taking over the things from where they were left the day before
Duration	20 minutes
What you need	n/a
Description/instructions	<p>Based on the project scenario received before creating the job description participants shape the volunteer profile and point out the main characteristics the volunteer should have (motivation, interest in the project, etc.).</p> <p>Each group presents the outcomes to the entire team. Trainer and other participants are giving the feedback.</p>
Debriefing/reflection	<p>What should a good EVS profile consist of?</p> <p>What can we put in to the profile and what we shouldn't?</p>

EVS Recruitment

- to understand the meaning of the recruitment process, and the particularities of recruitment in the EVS field

Duration

40 minutes

What you need

flipcharts, markers

Description/instructions

Participants are asked to work in pairs of 2 or 3 persons and to elaborate a recruitment strategy for 6 volunteers. The project should be submitted at the next deadline. Participants should decide on who will carry out the process, when and where it will be promoted.

During the presentation trainers point out the two approaches - recruitment before the project approval and after the project was approved. Together with the participants, they point out advantages and disadvantages for both options.

Debriefing/reflection

What options did you choose for recruitment and why?
How did the volunteers choose the project?

Skype interview

Aims

- to create a frame in which the participants understand what instruments can be used in the selection process
- to have the chance to experience a “real” skype interview with a “volunteer”.

Duration

40 minutes

What you need

flipchart, markers, PC with internet, “real volunteer” on the other side, speakers, papers, pens

Description/instructions

The participants are asked about instruments used in the selection process. All the instruments mentioned are written on a flipchart. There is a facilitated discussion on the benefits and limits of the mentioned instruments, and afterwards the trainer leads the discussion related to the importance of the interview in the selection process of EVS volunteers.

Two of the participants are asked to volunteer as interviewers. They will be given 10 minutes to prepare their questions and afterwards to perform a real 15 minutes skype interview with one volunteer (the volunteer will be prepared in advance). All the other participants are observers.

Debriefing/reflection

First the two interviewers will be involved in the debrief, and will be asked:

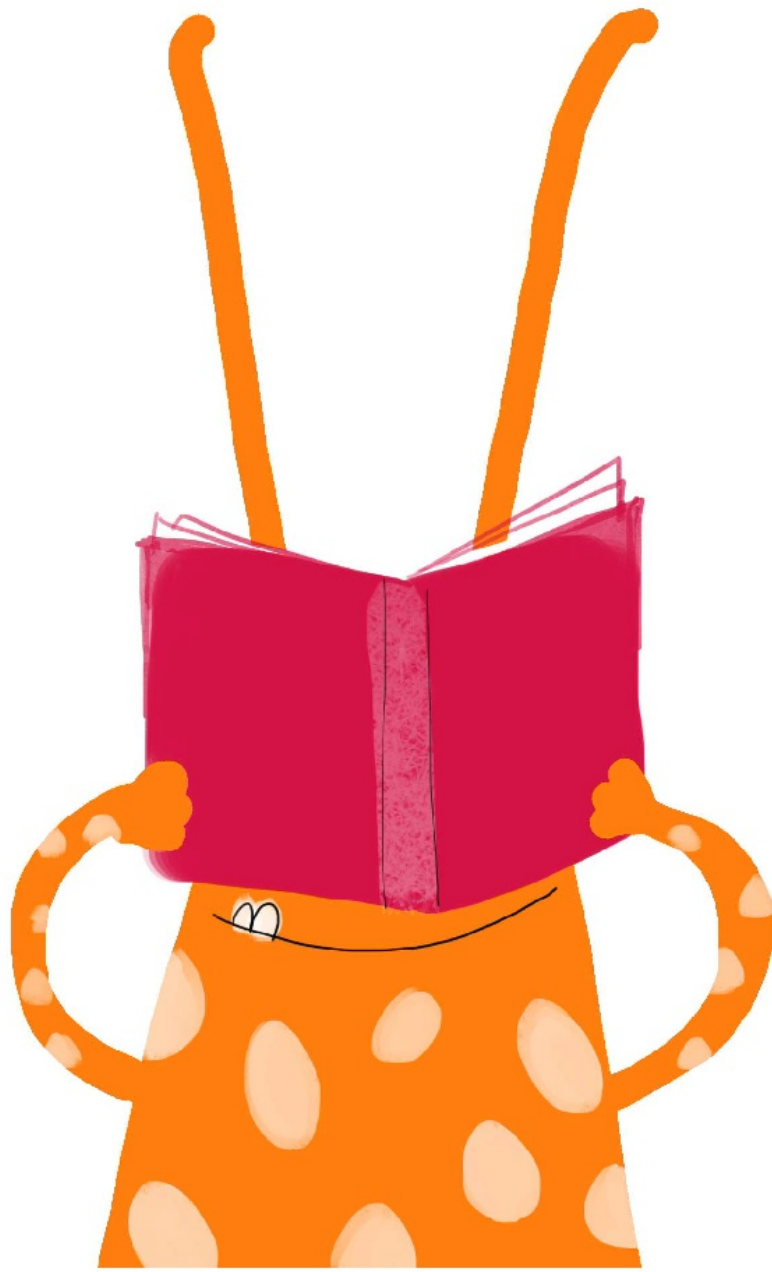
- How did they feel? How was it like?
- What went well, what could be improved?

After giving the volunteers the chance to share their perspective, the observers will be asked to tell their perspective, how did the exercise look from aside, what were its good points and aspects to be improved?

At the end the trainers will point out tips and tricks for the selection process.

Session 5

ORIENTATION AND TRAINING



Orientation and training stories

Aims	<ul style="list-style-type: none">• to develop knowledge about the orientation and training management step and ability to apply this step in own organization
Duration	80 minutes
What you need	flipchart, markers, projector, concrete example of orientation and training in EVS, scenarios
Description/instructions	<p>Participants are split into smaller groups, no more than 4 participants. Each group receives a scenario (a story) to work on. Trainer instructs them to talk about the scenario within the group and come up with a theatre representation based on the stories received. All stories have open ending, so it is up to the decision of the group when and how they develop. Each participant has to be involved in the representation, even if they play/perform a role of an object. The participants are given 15 minutes to prepare their theatre plays and then they should present them in front of the whole group.</p> <p>Stories:</p> <p>Alina. Alina is a young person, she is 19 and she is interested in theater. She's active and wants to do something for the community, so she decides to volunteer through the EVS programme in an organization in Germany, that uses theater as an educational method with children found at risk of social exclusion. As one of her first tasks, the coordinator proposed her to organize a workshop in a school in a suburb neighborhood, where a lot of children are early droppers because of social and economic problems. After having problems finding the school, spinning around for more than half an hour, giving calls to the mentor, asking people on the street in easy English and using body language- she finally reaches the school. Alina enters the classroom with 20 minutes delay. The English teacher introduces her and announces that she will be back in 10 minutes and that she should start because children</p>

understand English. Alina starts talking about a theater. Children... at first surprised! Silence! Soon they start laughing, whispering, and having trouble understanding what she is talking about. They have never been to the theater. It does not take much and an atmosphere of noise and laughter is created. The volunteer starts panicking, not knowing how to react. Are they laughing because of her English? A student makes some nasty signs. Alina

Giga. Recently, the ecological organization "Grassroots", has recruited 2 EVS volunteers for a project to promote healthy eating habits in the community of Dej, Romania. Giga, a volunteer from Georgia is also among selected volunteers. The organization is at the stage of preparing the conference event called "Balanced nutrition- past and future." Giga is offered to help with preparing the materials for the up-coming event. He is sent to the deposit room to pick up some leaflets. He enters, all dark, clicks the button that says on / off and suddenly all the lights and electronic devices stop functioning. It seems that it was wrong button; he pressed the button of the central energy that supplies the entire office. President of the organization outraged! She was just writing a project draft and did not save the latest information entered. Giga gets his "rain of reproaches" and returns to work. At lunch, he goes to the kitchen and sits down to eat. Near the window sill lays a bowl with what appears to be germinated wheat. He thinks "Hmm... not too clean over here, they leave food to sprout. Back in Georgia people care about having their house and office clean." Having good faith, he decides to make some order and throw what is old and rotten. Half an hour later, sitting at his desk, Giga hears: Where are my germs? Who threw my food away?

Maria. Maria is an EVS volunteer from Portugal working in an organization that creates policies and programmes in partnership with local government on democracy and civil participation topics. Maria was motivated to join that organization, because the organization put a lot of accent in the call for volunteers on the personal development of the EVS

volunteer: knowledge and skills in project management, keeping records, making project documentation, etc. On-arrival training comes. The volunteers are loud and start discussing in the break between sessions. Some do animation for children in hospital, other organizes workshops with elderly, and others assist children with learning difficulties with their homework. Maria reflects on her situation: "I make copies, scan, put envelopes to post. What does this have to do with a project management? What for am I doing this?" One Greek volunteer is louder than the rest. Maria's attention focuses on what he is saying. It is a story about a child that said "thank you" in volunteer's native language. "Of course, the child said it not perfectly but it was so cute to hear that a child with mobility disability has the opportunity to meet my culture, my language. If there is not my hosting organization and their idea to join cultures, those children would never meet a Greek in their lives. My organization is so great! They are doing such amazing things! The change they bring is real!" Maria thinks: What amazing things is my organization doing?!

Trainer identifies together with the group what were the orientation and training issues from the stories and write them down on the flipchart.

- What happened in the story?
- Where was the turning point? Who was the key person in the story?
- What feelings did you have as a volunteer passing through this experience?
- What would you say it was the biggest challenge?
- What would be the most useful for you if you were to pass through a similar situation?

Bring a theoretical input and share personal and organization experience, with the help of a presentation on orientation and training in EVS projects. Topics that should be addressed during the presentation: cause, system and social orientation, pointing out the specificity of an EVS project: programme and culture/community orientation and training.

Each topic should be better illustrated with the help of examples and stories from the trainer and also from the participants.

Based on the information received during the presentation, the participants have to match the problems identified from the stories with the orientation topics. For e.g. “not knowing where is the office light switcher” is part of the daily routine, system orientation.

Each participant receives a handout with a concrete example of an orientation and training period, in an EVS project from an organization, in form of a table that covers 3 main categories: time, activity, person responsible. The trainer should point out the importance of having a proper orientation and training period, establishing a concrete timetable and persons in charge.

Debriefing/reflection

during the activity

EVS training cycle

Aims

- to develop the knowledge about the training and evaluation cycle in EVS, language support classes and Youth Pass

Duration

40 minutes

What you need

List with statements about EVS training cycle

Description/instructions

The participants are asked to form groups; number of participants per group should be maximum 5. Each group receives a pack of statements, connected with EVS Training and Evaluation Cycle. The task of each group is to match the statements with the right training session: pre-departure, on-arrival, mid-term and annual EVS event. Each group presents the solution they identified.

The trainer together with the participants defines each step in the Training and Evaluation Cycle: the aims, the persons responsible, the moment in the project timeline, etc.

Example of such statements could be:

“it happens in the first period, after the arrival of the volunteer in the host country”

“helps the volunteers adapt to cultural and personal challenges“

„allows volunteers to assess their experience so far“

„provides information on 'What to expect from EVS' (part of the Info-Kit)“

„it is organized by the sending organization“

„brings together former, current and potential volunteers“

Share the handout from European Commission: EVS TRAINING AND EVALUATION CYCLE GUIDELINES AND MINIMUM QUALITY STANDARDS. Discussion and clarification of the most important issues stated in the document.

Debriefing/reflection

during the activity

Session 6 and 7

SUPPORT and SUPERVISION



Support of the blinded volunteer

Aims	<ul style="list-style-type: none">• to realize different ways in which we are offering and accepting the support
Duration	40 minutes
What you need	7 scarves, music, timer
Description/instructions	<p>Participants are asked to form groups of 3; in each group have one participant from each country. One person in the group gets blind folded and is supposed to hold hands up as long as possible., and the two members in each group that could see is supposed to give the blind folded person support to be able to hold hands up as long as possible. Persons in a group are not allowed to communicate with each other during the exercise. Groups compete which group will do the task for the longest time.</p> <p>After the first group gives up, the trainer stops the competition and starts debriefing by asking participants questions. First, the trainer asks the blindfolded persons:</p> <ul style="list-style-type: none">• How did you feel?• How did you approach the task?• Did they let you to do the task on your own? <p>Afterwards a trainer asks persons that gave support, what strategy they used?</p> <ul style="list-style-type: none">• How was it for the blinded? How did you feel? Did you try to ask? How? Was easy to ask for? To accept?• How was it to give support without verbal communication? How did you decide when was the right time? Did you communicate it with the other person? How? <p>After all participants have shared their experience, the trainer asks the participants to change roles and take again the challenge but this time being able to talk in order to decide when and how they should approach the task.</p>

Debriefing:

- What were the differences?
- How did you feel?

The trainer presents in the end the aim of the game, as being a game of understanding how do you like to give and receive support. Afterwards the trainer asks about a possible parallel to the EVS context. Who could be the blind person?

Debriefing/reflection


during the activity

Roles in EVS volunteer support

Aims	<ul style="list-style-type: none">• to understand the different roles that actors involved in EVS have in relation with the support offered to the volunteer.
Duration	20 minutes
What you need	flipchart with prepared body sketches, markers, post-its
Description/instructions	<p>At the beginning, a trainer introduces the support and supervision model.</p> <p>Support – person oriented - helps volunteers going. Supervision – task oriented - way of monitoring a volunteer's performance – task related guidance.</p> <p>Once the model was introduced, the trainer placed 3 flipchart papers on the floor (Mentor, Coordinator, Supervisor). Participants are asked to write down silently concrete tasks and activities of actors connected with support for EVS volunteer on post its and put it on the sketches.</p> <p>After this, the trainer puts the pictures together and discusses it with participants and then presents s and displays them.</p>
Debriefing/reflection	<p>What does it look like in your organization? Is it clear?</p> <p>What is your role?</p> <p>Would you change it if you could?</p>

Path finding exercise

Aims	<ul style="list-style-type: none">• to understand the process of EVS and the role of coordinator in the process.• raise awareness about the different roles of coordinator during an EVS project
Duration	40 minutes
What you need	n/a
Description/instructions	<p>A trainer asks participants who would like to be a volunteer in the following exercise. The person that volunteers is asked to leave the room for a couple of minutes.</p> <p>Trainer explains the activity to the rest of the group in the room: “You are all EVS coordinators. Your role as coordinators is to delegate tasks and to supervise the work of your volunteer who is waiting outside the room. Your mission as coordinators is to build together a route for your volunteer- different tasks that s/he should fulfill once s/he is back in the room. It is like creating a work plan. Examples of such tasks can be: s/he should lift the paper from the floor and place it on the chair; s/he should raise one leg up, etc. Once the volunteer is back you are not allowed to speak. The only way to signalize s/he is doing the right job is by clapping your hands. If they don't do the right job, stop clapping.”</p> <p>The volunteer enters the room. S/he is not aware of the tasks s/he has to do. By applauding, the group signalize if the person is near or far from the track/task to fill.</p> <p>Debriefing of the exercise (see below).</p> <p>After debriefing, a trainer should point out the role of the supervisor in planning, delegation, offering feedback and recognizing the work of EVS volunteers. The session should close with a theoretical input, from trainer on the topics of delegation and supervision of tasks.</p>
Debriefing/reflection	<p>What happened?</p> <p>How did you feel? As volunteers? As coordinators?</p> <p>What helped you to fulfill your task?</p>



What was the hardest for you?

What could help to have it gone better?

In what measure was the work plan appropriate to volunteer knowledge and skills?

What was the most challenging for you as coordinators?

What you think could help the volunteer to fulfill the task better?

When is the right moment to adapt tasks or the plan?

If we make a parallel to your roles as coordinators we could say

Drawing still life

Aims

- to understand the main purpose principle of supervision - to get a different point of view on the same thing and realize that every actor can see the issue from different perspective.

Duration

20 minutes

What you need

papers, pencils/ markers, object (flowers or fruits)

Description/instructions

Participants are asked to draw the still life presented to them in the middle of the room. After they finish, they are asked to put it on the floor next to each other and they will have some time to view all of the drawings.

After debriefing the trainer connects drawings with the principle of supervision.

Debriefing/reflection

What did you recognize?

What are the differences? (color, shape, usage of the paper, point of view...)

Why these differences appeared?

Photo reflection

Aims

- to have an experience with supervision
- to reflect the current and wished role of participants in EVS projects

Duration

40 minutes

What you need

photos with different pictures

Description/instructions

Trainer puts the pictures on the floor and asks participants to pick one picture in the first round. The 1st question: What does the card symbolize in relation to your role in EVS? Let everyone speak up in the circle.

Then return pictures to the bag. The 2nd question: Choose one picture to represent how you would like to see yourself in EVS project. Reflection follows as in the first round.

The 3rd question: What do you need to do to change yourself?

Debriefing/reflection

part of the activity

Session 8

CONFLICT MANAGEMENT IN EVS



Conflicts in EVS

Aims

- reflect the conflict situations in EVS
- present the different types and levels of conflicts and reflect it in EVS context

Duration

60 minutes

What you need

presentation about the conflicts

Description/instructions

Brainstorming: Can conflict be seen as a positive thing? Why is EVS a perfect environment for conflicts? The trainer will make a list of potential sources of conflicts in EVS.

After the brainstorming the trainer presents theory about the conflicts:

Types of conflicts: Structural (system, tasks, not clear), Values (difference in culture, beliefs, conviction, religion) , Relation (stereotypes and prejudice about culture, past relation, Information (different understanding, different sources of information, different language level, Conflict of interest (example from participants)

Theory - how a conflict is build, level of conflicts, how they are evolving

Phase1: discord or disagreement (when the conflict is born)

Phase 2: polarization (loudest part of the conflict)

Phase 3: isolation (avoid meeting, still present but not solved)

Phase 4: destruction (revenge, destructive behavior, un-healthy atmosphere)

Phase 5: exhaustion (people suffer mentally, physically)

Debriefing/reflection

When can you work with people? In what phase?

What is important in each step? What is the approach?

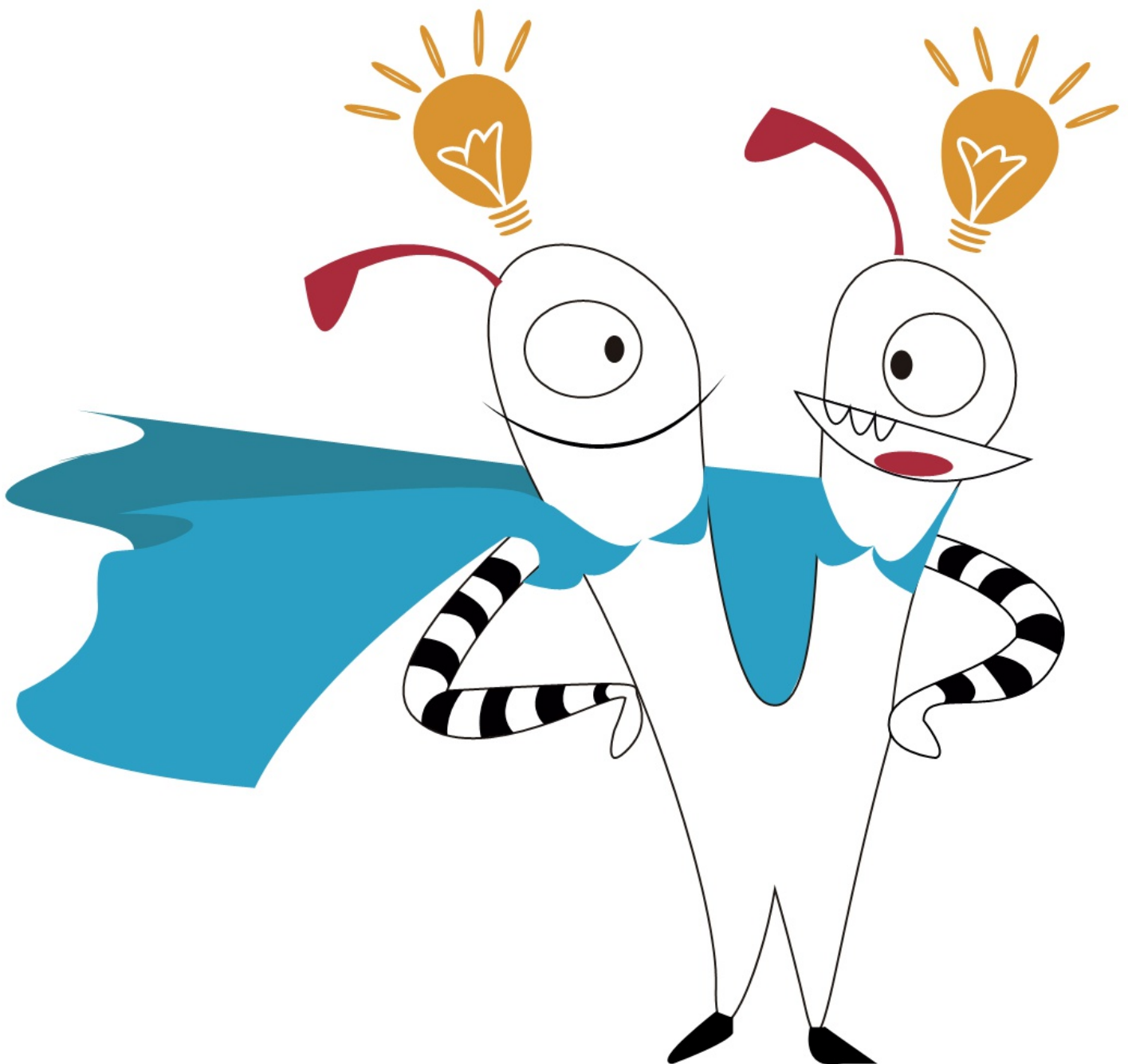
Isolation phase in EVS is the moment to intervene. How to step in? How to prevent?

I-statement formula

Aims	<ul style="list-style-type: none">• to reflect on non-violent communication• to practice the difference between using the I-Statement and not using it
Duration	60 minutes
What you need	formula of I-statement and list of conflict situation prepared beforehand
Description/instructions	<p>Participants make 7 groups (each group with 3 participants). Each group gets t 2 conflict situations from the list. Participants should write down their reaction or sentence, how they would reply. Than write it down on the flipchart.</p> <p>Discussion:</p> <ul style="list-style-type: none">• What reactions can cause the aggression or raise the conflict more?• What can be destructive and constructive? <p>Trainer describes the I-Statement formula after everyone came with the idea and displays the formula. I statement: I feel (feelings), when you (describe the situation), because (explain why their behavior or their conditions make you feel like this)</p> <p>Trainer asks each group to change a reaction according to the formula and let them present it.</p>
Debriefing/reflection	How can this help in EVS conflicts?

Session 9

MOTIVATION AND RECOGNITION



Motivation graphic

Aims	<ul style="list-style-type: none">• to introduce to participants the stages of volunteer motivation, as a graphic/ parallel to stages in a relationship
Duration	10 minutes
What you need	nice graphic, flipchart paper, markers
Description/instructions	<p>Presentation of the visual graphic with specific phases in the volunteers motivation during a service:</p> <ul style="list-style-type: none">• Honeymoon phase• First big fight• Struggle to find a balance phase• Demotivation related to the fact that the project is soon ending
Debriefing/reflection	N/a

Reasons of non-motivation

Aims	<ul style="list-style-type: none">• to identify reasons why volunteers end up unmotivated and identify ways to avoid this situation
Duration	60 minutes
What you need	n/a
Description/instructions	<p>Participants are asked whether they ever have interacted with unmotivated volunteers, and if so, they are asked to share the causes of demotivation.</p> <p>All the ideas are collected on a flipchart paper.</p> <p>A trainer asks how the situation can be solved and leads the discussion in the direction what helps to solve a situation when the volunteer is unmotivated and why it is important to avoid this. How? By not allowing the leading causes to happen and to keep up volunteers' motivation as an ongoing activity throughout their entire involvement in the organization.</p> <p>A trainer will point out motivating elements for each step of the volunteer management process on a flipchart.</p> <p>Afterwards the trainer initiates a discussion on difference between motivation and recognition</p> <p>Together with participants they will make a list of recognition actions.</p> <p>Trainer input: What do we do to raise motivation? Motivation is not a magic pill and in the case of EVS volunteers it should happen on all steps of volunteer management cycle.</p> <p>Values of the organization</p> <p>Rules and policies</p> <p>Relation of the staff</p> <p>Clarity of tasks</p> <p>During the selection process clarify all aspects of EVS</p>

Gaining competences
Giving feedback
Showing appreciation
Giving personal model
Consider volunteer idea
Emphasizing the role of learning in EVS „I am not changing the world by changing the country but by changing myself”.
Keeping track of the results of people- competition style
Have a close relation with EVS
Involve volunteers in the evaluation, ask for their opinion of how things are working
Show recognition- saying thank you
What to do in crisis situations? Internal/external motivation

Debriefing/reflection

during the activity

Session 10

MONITORING



Monitoring in EVS

Aims	<ul style="list-style-type: none">to explain the importance of monitoring in EVS projects from the beginning of the project and present different ways of monitoring
Duration	80 minutes
What you need	flipchart, markers
Description/instructions	<p>The participants are asked to form groups of 5 persons. Their task is to go outside and to monitor any process, for 15 minutes. They are free to choose what they monitor, how they do that, how they present their results. The groups present their monitoring system.</p> <p>Debriefing of the exercise:</p> <p>Why did you choose to monitor that thing?</p> <p>How did you choose what to monitor?</p> <p>What was the most difficult?</p> <p>What was the most important for you?</p> <p>How did you divide responsibilities in the group?</p> <p>Trainer points out that the monitoring activity is an on-going process that should have a clear objective and relevant indicators that lead to meeting the objective. The trainer offers a presentation on aspects related to monitoring activity and importance of indicators in EVS projects, as well as the most important aspects in EVS project that should be monitored: the work of the volunteer and the personal development.</p> <p>Brainstorming and group discussion about the importance of a learning contract in EVS projects, the 8 key competences and the process of filling in the Youthpass, as a monitoring tool.</p> <p>The trainer writes down on a flipchart the 8 key competences in Erasmus+ mobility projects. Participants are asked to group again in their previous teams and having in mind one key competence, they try to formulate indicators that can illustrate the measure in which one can get closer or further by developing that key competence.</p>
Debriefing/reflection	part of activity

Session 11

EVALUATION



Treasure hunt

Aims

- explain the importance of evaluation in EVS
- to form the positive attitudes towards evaluation
- to present different ways of evaluation

Duration

90 minutes

What you need

list of words, flipcharts, markers, A4 papers, old magazines and newspapers, pens, glue, rope, projector;

Description/instructions

The group is divided into smaller groups, no more than 5 participants. A trainer explains the activity to participants: “There are 5 stations available in the space. Each station has a number and a color and in each station there is task to be performed. Each task takes around 8 min to be fulfilled. After finishing the task from one station, each group moves to the next station- in order of number. So, if your first task is in Station 3, after finishing it, you should move to Station 4, then 5 and so on. Once you finished all your tasks, you are asked to come back and present your findings”

Station 1. Find the definition of evaluation (match cut words)

Station 2. Write down the 8 key competences of Youthpass, that you should have in mind while conducting personal development evaluation.

Station 3. Create a non-formal education evaluation tool, using the materials available.

Station 4. Read prepared evaluation guidelines and represent three points with use of your photo camera.

Station 5. Write down 5 evaluation questions, that focus on the work of the volunteer

Each group makes a presentation of the identified solutions.

Debriefing of the exercise:

- How did the activity go? What new did you discover?
- What task proved to be the most difficult?
- What was the most surprising for you?
- What are the fields you would like to find out more?

- How can you apply to your organizations what you learnt?

The trainer should point out theoretical aspects related to the importance of the evaluation and elements to have in mind when designing the evaluation process: set clear objectives, relevant for the aspects you want to evaluate; involve more actors/stakeholders in the evaluation to make it more realistic and relevant; create a mix between formal and nonformal approaches when thinking of an evaluation process in EVS projects; focus both on the work of the volunteers as well as personal development.

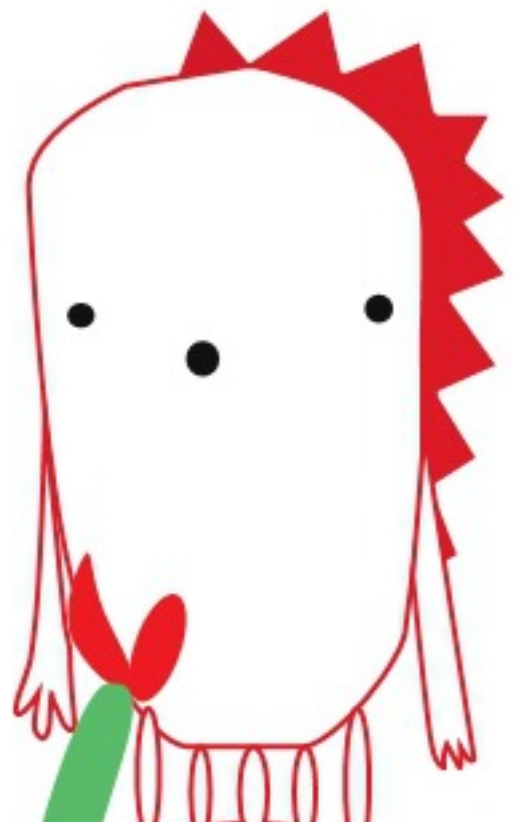
Debriefing/reflection

during the activity

Session 12

USEFUL TOOLS IN EVS

VOLUNTEER MANAGEMENT



Tool Fair

Aims

- to introduce the participants to relevant tools and instruments that can be used in the direct work with EVS volunteers throughout the entire Volunteer Management Process.

Duration

120 minutes

What you need

flipchart papers, markers, pens, color pens, scissors, glue, paper tape, stickers

Description/instructions

Each trainer prepares 3 tools/instruments to be presented. The participants are invited to present one tool per person as well. Each participant receives a flipchart paper to present the objectives of the tool, method itself (how it works), needed materials, number of participants, time, etc.

The tools are then posted on the wall in “chronological” way – directly correlated to the steps of Volunteer Management process.

Each participant receives 3-5 stickers that they can post on the tools that they would like to know more about.

Participants as well receive 6 trading coupons on which they can write 3 elements that can “give”, and 3 they need to “receive” and exchange them with the other participants, with the commitment to really provide promised elements.

Debriefing/reflection

How did you like the activity?

Was it useful?

Did you find out new things?

Do you think you will apply any of the presented instruments?

Session 13
CLOSING SESSION



Evaluation with dixit cards

Aims	<ul style="list-style-type: none">• to reflect the learning process and express the feelings
Duration	15 minutes
What you need	Dixit cards
Description/instructions	The trainer introduces to the participants the Dixit cards and the power of stories expressed through imagines. The trainer invites the participants to reflect on their journey of feelings and attitudes during the training and invites each participant to choose a card that expresses the most their feelings. All participants motivate their choices.
Debriefing/reflection	None

Candles evaluation

Aims	<ul style="list-style-type: none">• to reflect the learning process and offer feedback
Duration	25 minutes
What you need	5 candles
Description/instructions	5 candles are put in the center of the room and each participant is asked to think of an aspect that he or she either liked a lot about the training or that could have been better. Participants are asked to share their thoughts with the group and to lighten a candle for aspects they have liked about the training, and turn of one for things that could have been improved. After the all candles are lightened, the others have to express also aspects that could have been improved.
Debriefing/reflection	None

Pizza evaluation

Aims	<ul style="list-style-type: none">• to reflect the learning process, express feelings and offer feedback
Duration	15 minutes
What you need	prepared flipchart with pizza evaluation
Description/instructions	A circle is drawn on a flipchart, divided into slices covering the main topics of the training: accommodation, communication with organizations, content, trainers, etc. Each participant comes and puts a dot on each slice according to his/her degree of satisfaction.
Debriefing/reflection	None

Final activities, Final evaluation questionnaire

Aims	<ul style="list-style-type: none">• to reflect on the learning process, express feelings, give feedback• to celebrate and say goodbye
Duration	25 minutes
What you need	evaluation questionnaires
Description/instructions	<p>Written questionnaire: Participants are asked for feedback by filling the already prepared written questionnaires.</p> <p>Certificate ceremony: Each participant receives certificate.</p> <p>Closing up round: Say in one word what do you take with you.</p>
Debriefing/reflection	None

THE BIGGER PICTURE

The EVS volunteer management: training design was created as part of the EVSification project, a Strategic partnership between Centrul de Voluntariat Cluj-Napoca (Romania), Centrum dobrovolníctva (Slovakia) and Fundacja Edukacji i Rozwoju Społeczeństwa Obywatelskiego (Poland). All three organizations are active in the field of volunteering in general and EVS in particular. The partners have an extensive experience in EVS volunteer management, the main topic of the project.

During the 20 months of the project, the team's main goal was to contribute to the development of EVS by increasing the capacity of volunteer involving organizations in relation with EVS projects. This was done through:

Creation of the EVSification Manual. Volunteer management in EVS projects, a guide on how to manage efficiently EVS volunteers (available in English, Romanian, Slovak and Polish);

The EVS volunteer management: training design, a training course design aimed to youth workers and trainers interested in facilitating training sessions on EVS volunteer management for other organizations;

Webinars on topics related to EVS (recordings of webinars are available).

In addition, three partners have organized an international training course on volunteer management in EVS and a multiplier event, EVSification Camp, based on Open Space Technology (this was a space built for all the people who want to learn or to share/offer something in the context of EVS).

For more information on the project and its concrete results you can contact one of the partners involved:

Centrul de Voluntariat Cluj-Napoca (Romania) -www.centruldevoluntariat.ro

Centrum dobrovolníctva (Slovakia) -www.centrumdobrovolnictva.sk

Fundacja Edukacji i Rozwoju Społeczeństwa Obywatelskiego (Poland) -www.ferso.org

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