EVS Realm

Mentors Initiation Journey Itinerary

BUILD WHAT IS STRONG
instead of
FIX WHAT IS WRONG!

EVS
Realm

Masters of the
Learning Path

Mentors' Initiation Journey Itinerary

Training design

Introduction. The context — from EVS to ESC

The EVS - European Voluntary Service was a a long-term European program (placed since 2014 under the Erasmus+ program), for more than 20 years providing practical learning opportunities for youth to self-develop and learn as well as bring concrete contributions to local communities.

At the end of 2016, a new program for youth engagement was announced – the European Solidarity Corps (ESC), which has its first call for project proposals in the autumn of 2018. The ESC aims to foster solidarity in the European society, engaging young people and organisations in accessible and high-quality solidarity activities. It offers young people opportunities to show solidarity, express their commitment to the benefit of communities and help resolve challenging situations across Europe. At the same time, these young people have the opportunity to develop their skills and get some invaluable human experience in the process. The European Solidarity Corps builds on the achievements of more than 25 years of European programmes in the fields of volunteering and youth, especially on the experience of the EVS.

The program has a larger volunteering strand (besides the occupational strand) offering 3 types of different opportunities for youth to volunteer in Europe and in their home-countries as well – individual volunteering and volunteering teams (very similar to previous projects under EVS) as well as solidarity projects.

In EVS, volunteering as a service was a learning mobility for youth, that allowed them to express their personal commitment through unpaid and full-time voluntary service for up to 12 months in another country within or outside the European Union. Young volunteers were given the opportunity to contribute to the daily work of organisations dealing with youth information and policies, young people's personal and socio-educational development, civic engagement, social care, inclusion of disadvantaged, environment, nonformal education programmes, ICTs and media literacy, culture and creativity, development cooperation, etc. Young people with fewer opportunities could receive additional support to enable their participation and were also allowed to go on EVS for a shorter duration of time (from 2 weeks and up).

ESC defines volunteering as a solidarity activity that takes the form of a voluntary unpaid activity for a period of up to twelve months, that provides young people with the opportunity to contribute to the daily work of organizations in solidarity activities to the ultimate benefit of the communities within which the activities are carried out.

The activities of the European Solidarity Corps support the objectives of the current EU Youth Strategy, that promotes volunteering across borders for young people as one of its fields of action and the Commission's proposal for a new EU Youth Strategy for 2019-2027 which intends to encourage young people to become active citizens, agents of solidarity and positive change for communities across Europe, inspired by EU values and a European identity.

ESC aims to promote solidarity as a value, mainly through volunteering, to enhance the engagement of young people and organisations in accessible and high quality solidarity activities as a means to contribute to strengthening cohesion, solidarity, democracy and citizenship in Europe, while also responding to societal challenges and strengthening communities, with particular effort to promote social inclusion. It shall also contribute to European cooperation that is relevant to young people.

As for the mentoring element, its definitions in the 2 programs are very similar, with very small differences, as shown:

Erasmus+/ EVS (2017 Programme Guide)	ESC (2018 Programme Guide)
Mentoring measures for personal support are provided to volunteers, next to the task related support measures. Main responsible for mentoring is a mentor, appointed by the Receiving or the Coordinating Organisation. Mentoring consist of having regular meetings to follow up on the personal wellbeing of the volunteer within as well as outside the Receiving Organisation. Mentoring is targeted towards the individual volunteer and thus the content and frequency of the meetings will vary according to the individual needs. Possible topics of mentoring meetings: personal wellbeing, wellbeing in the team, satisfaction with the tasks, practicalities etc	Personal support through mentoring should be provided to all participants in volunteering activities. Mentoring consist of regular meetings between the mentor appointed by the host or supporting organisation and the participant, within as well as outside the place where the activity takes place. The meetings should focus on the personal wellbeing of the participants. Mentoring is targeted towards the individual participant and thus the content and frequency of the meetings will vary according to the individual needs. Possible topics of mentoring meetings: personal wellbeing, wellbeing in the team, satisfaction with the tasks, practicalities etc.

The definition of Reinforced Mentorship is kept exactly the same in the ESC as it was formulated under EVS:

'Reinforced Mentorship' is an intensified mentoring process that might be necessary to support young people with fewer opportunities, if they are not able to implement an activity independently or with normal mentoring or tutoring support. This type of mentoring is applicable to volunteering and traineeships and jobs. Reinforced Mentorship involves closer contact, more frequent meetings and more time allocated to the implementation of tasks. This guarantees a step-by-step support of the participants during project activities as well as outside working hours. Reinforced Mentorship enables the participants to gain as much autonomy as possible, thus contributing to the successful implementation of the project.

The need - Why this training?

Mentors are the ones most responsible for the learning process in EVS, alongside volunteers themselves, of course. One of their key roles is to guide and support the volunteer in the ESC learning journey, offering them the tools needed to reflect on their own learning experience and extract the competences acquired. But mentors are not all experienced and able Masters of learning, at least not from the beginning. Most of times, this is a volunteering position, where the mentor is offering a limited amount of time to support volunteers mainly in the process of cultural adaptation. In order for them to be able to support planning, reflection and evaluation of learning, they need to understand these processes and master the tools needed to make them accessible to the volunteers.

Having this in mind, in the project EVS Realm – Masters of the Learning path, we created a ToolBox for mentors, called **Mentors' TreasureBox** and this accompanying training design, to help them learn to use the toolbox. We thus aim to contribute to an increase in mentors' perfomance, as well as to a long-term investment in sustainability of the mentoring processes in ESC, as these resources will be largely disseminated among hosting organizations in Europe and made freely available for all potential mentors in the future, also outside the youth field.

There are still challenges that question the quality of some European volunteering experiences. European volunteering (until recently encompassed in the EVS program) has turned into a complex experience because the world we live in has become more complex and it demands a different approach from organizations in designing meaningful transnational volunteering projects and from volunteers in shaping their meaningful engagement and volunteering experiences. The quest for skills of many young people along with the search for meaning and passion in their future career path has made EVS a milestone experience that many youth across Europe decides to undertake before setting their professional career path (and most probably ESC will be seen as an opportunity in the same direction). This raises many challenges for the quality of projects developed by organizations and requires additional tools and mechanisms to ensure quality and use the basic elements of the program design in the best way possible, but also a much more clear, assumed and adapted support-process.

The search for quality has been an original aim of the CE in setting up the EVS program and, in addition to the accreditation scheme, which was seen as the basic quality ensurance process of EVS, the selection of projects on a competitive basis and the provision of a dedicated mentor are 2 of the measures embedded in the EVS scheme directly aiming to ensure its quality.

With ESC and the Quality Label, the focus on mentoring is kept and even enhanced. If the accreditation and the project selection processes are a clear quality warrant, the mentoring dimension has been until now left to a very large extent to the decision of the organization with regard to the amount of time, energy and resources invested in this process. But this is the key quality factor that reaches to a very large extent directly the volunteer and impacts significantly the learning of young European volunteers. Because of this, the mentor role is a crucial element that we are addressing in this project, based on the difference we have seen that a good mentoring process does for the quality of the overall European volunteering experience,in general and the quality of learning of the European volunteer, in particular.

Volunteering and the community and the social service it brings along go hand in hand with the learning process of the volunteer and in fact of all others involved. Therefore, even if in ESC projects focus primarily on addressing real community needs and solidarity issues, the learning element is not left behind. The Guide clearly states: „Activities supported under volunteering must constitute a rich experience in a non-formal and informal learning context, which enhances young people's skills and competences."

Moreover, the proper training of youth workers handling volunteering projects, from different roles and perspectives, is a quality element envisioned by us and also explicitly mentioned by the ESC programme guide: „Quality is the main objective of preparation, training and evaluation". With the 2 trainings we created in the project EVS Realm: Masters of the Learning path, we aim to reach an increased performance and efficiency in education and training, specifically those of youth workers directly involved in managing ESC projects and the ones directly involved in supporting the learning process of ESC volunteers – project coordinators and mentors. These actors often need guidance and support themselves, to be able to perform challenging tasks of creating suitable learning frameworks for very different volunteers with multiple and sometimes opposing needs, who come in an European volunteering project for a variery of reasons and expecting a lot of different results.

Even if in some countries and hosting organizations mentors are well-trained and prepared for their task, this was certainly not the rule of law in EVS projects, while for ESC it is too soon to tell. In fact, there is quite little reference in program guide and supporting documents to describe the exact role and tasks of mentors in ESC. Most of the concrete activities and situations a mentor is facing are defined in practice and if the mentor is lucky enough to have an experienced organization that can prepare them for

the position, chances of an efficient mentoring relationship raise. However, small organizations beginning their ESC challenge, or beginner mentors - can rely on very little information or concrete tools and advice. This is the need we intended to fulfill in the present project.

Whom is the training for?

This is a Mastery class for current or future mentors and other support-persons or resource people involved in ESC Volunteering projects. **The training intends to offer a space for understanding and defining the support-role and equipping support-people with the tools needed to build support-schemes that are adapted to the needs, personalities and evolution of the ESC volunteers hosted.**

The training design will cover a 6-day training for mentors, containing both information related to the ESC program, how it works, what are the key roles of stakeholders involved, the learning process, Youthpass, but also specifics of the mentoring procedure – what it is, what are tasks of an ESC mentor, what is the mentor's profile, as well as working on developing concrete mentoring skills – facilitating and supporting learning, coaching techniques, evaluating learning, uplifting volunteer's motivation, learning to learn, connected to the existing tools in the Mentors TreasureBox.

The Way – our project approach on training organizations

We have seen during 2016 (as the EVS 20 anniversay year) more opportunities of training for mentors appearing (much more than before 2016), which we believe is an interest spurred by the round age of EVS but also by the realisation of an acute need of investing in mentor competences. What we have not seen in our context and sector needs analysis, is a systemic approach to quality increase in European volunteering, by linking competences of designing meaningful Volunteering projects (with consistent learning dimension AND a real community impact) – which is the project coordinators' responsibility - with competences of supporting learning processes and personal wellbeing – which is the mentors' responsibility.

This is the innovative approach we aim to bring in our project, based on the intense and diverse EVS experience of project partners, on our observations and information from field and after interacting with EVS volunteers and organizations in different settings.

We consider the mentor and the project coordinator essential actors for the volunteer's development - they have a great responsibility and they need clear sets of tools and techniques to perform their role in high standard, alongside solid competences and diversified and regular training opportunities. Besides the theoretical ones, many times they need practical, hands-on experiences and advice to draw learning from, interacting with people like them.

By offering such a deep focus on the actors behind the young people, mentors and coordinators (but also other support-persons who can be identified in the extended hosting community), we believe we are promoting high-quality of youth work, as most times the success of an ESC project will lie in the way these key actors know how to mix and match all different needs, interests and limitations within a project. It is the quality of their daily involvement and work that we actually target to contribute to increasing, by creating useful, friendly and comprehensive tools for mentors to ease up their coaching and mentoring processes, as well as a set of trainings aimed both at project coordinators and mentors, meant to create and cement the most needed skills for a smooth implementation of an ESC project from beginning to end.

In the long run, by investing in a qualitative management process of the frameworks where young people develop both personally and professionally, by contributing to improvement of ESC as the setting where young people understand what volunteering and solidarity means and the wide range of benefits they can bring for their growth, we believe we will increase chances of other young people wanting to join this program, to benefit from its lessons and opportunities, to test the concept of active citizenship by getting involved in quality learning programs, where they can see the attention given to them, their integration and concrete development, the attention and care given by professional youth workers, so they can make the best of these experiences.

By increasing the quality of how projects are managed and by demonstrating young people that the learning they gain in ESC is valuable and recognized in their future life, by giving them the tools to formulate this learning and access this recognition, we believe we will together motivate young people to want to join this journey, to become more empowered learners, because they will see the effects these projects have on their colleagues and friends. On the long term, our project's effects will help promote empowerment, engagement and active citizenship of young people, by the power of example and by proof of worthy learning programs,where the volunteer is truly placed in the center of the nonformal learning experience, but not left there alone.

## The Realm metaphor explained

We visualize EVS/ESC as a true kingdom – a realm of magical experiences and many inhabitants of many sorts, all bearing stories, life events and skills that make them special.

In this realm, filled with wonderful surroundings, (sometimes) mystical happenings and many times a lot of opportunities for soul-searching, there are many learning paths to walk on, leading to very different towns, castles and open lands.

There are also Masters of these learning paths, people with special powers who can safely guide the travellers on these paths and help them reach their destinations with their bags full of riches. It is these special powers of the Masters of learning we want to help refine with this project.

The Masters of learning are ESC Mentor and Project Coordinators, but in the end also the Volunteers. We see EVS/ESC as an inspiring learning journey, where a lot of the responsibility for learning lies in the volunteer's hands, but mentors and coordinators have important keys to open up doors on this journey and they should know when and how to use these keys.

They have to understand the volunteers' very diverse needs of support during their European volunteering experiences, in order to enhance their learning processes and to ensure an overall qualitative and satisfying project experience.
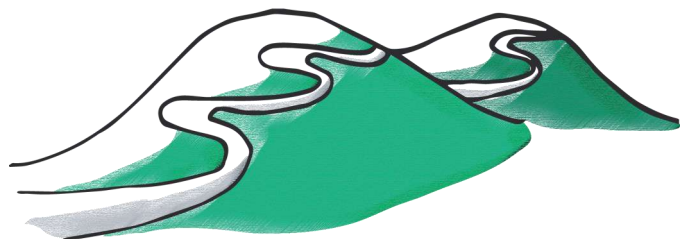
Training flow and methodology

The envisioned training flow follows 6 working days that resemble a learning journey through which the youth workers need to go themselves, similarly to the volunteers they are preparing to host and mentor. Each training day has 4 working sessions, totalling 6 working hours/day, so 36 training hours overall (excluding any breaks).

Day 1 – Stepping together on the learning path: First steps on the path-introductions, teambuilding. The Learning proces in European projects

Day 2 – Heroes of the Realm - Mentors' spot on the map: Mentoring background. Connections and roles of actors in volunteering projects.

Day 3 – Walking the path - getting deeper in learning: Needs of actors in volunteering projects. The learning process of the volunteer

Day 4 - Building the path brick by brick: Mentor roles and the mentoring process

Day 5 – Sleeves up, Mentors! Open the TreasureBox!: Mentoring Tools – testing, understanding, developing and using them

Day 6 – Harvesting the fruits and packing for the big journey: Principles and standsrds in mentoring. Next steps. Harvesting and evaluation

As illustrated below, the training is heavily relying on non-formal education methodology, to capture the participants' attention and increase their motivation for learning, as well as serve as an intense example of how activities for volunteers can be set up, to increase their chances for an enjoyable and efficient learning process.

Non-formal education is at the core of youth voluntereing projects and has been so in all European educational programs prior to ESC, from Youth for Europe and Youth, all through Youth in Action and Erasmus+. The benefits of non-formal learning experiences have been proven over and over again and we strongly believe all youth workers need to be able to facilitate at least basic non-formal experiences with their volunteers.
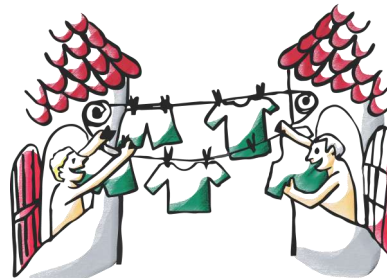
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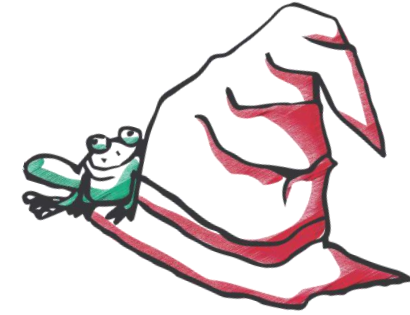
Day 1 – Stepping together on the path

Session 1

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Introduction	5'	Welcome, brief introduction of the location and facilitators
Get to know each other	30'	Name games (depending on group size, a variety of games can be chosen) – before entering any discussion or topic, it is important for participants to be able to relate to one another, who they are and where they come from, to visualize the names, in order for them to address each other later on in the next phases of building the group. *Example*: My name, my character in the Realm and my favourite fruit - taking place in different stops on the journey from the village center to the training location - as an opportunity to get to know people, but also an element of their personality associated to one character from the magical realm (the queen, a princess, the fairy, the fool, the blacksmith, the merlin, etc.) When reaching the training venue, in order for them to enter, they had to write on a paper their offering, as a symbol of assumed contributions towards the group and the training.
	30'	Get to know each other – personally (a wide choice of activities is available to allow participants to find out basic things about each other, start to build trust and curiosity and spur more interest). It is not needed at this point to explore their professional experience, focus on personal elements, to create bonds on personal level and allow for personalities to start to be shown. *Example*: Find your nest - a variation to the classic Speed Dating, but using the set of Getting Acquainted cards - with images and specific questions, placed on chairs in pairs, where participants sit, answer the questions and then move to another pair, to meet someone else.
Contracting the learning process	25'	The who and the what - introducing in more detail : • the facilitators and their specific roles • The project - short presentation of the project structure and the program supporting the implementation of the training – to offer participants a context and specific details to relate to, whzen planning their learning experience and involvement • the project context - in our case, the metaphor and its magical elements - needed for a common reference framework to the terms, names and visuals used, but also to spark interest and motivation within the participants to allow themselves to learn in this playful way, • the training objectives and the agenda (we used a large board with graphic facilitation of relevant visuals to connect to this information and ease the process of understanding but also to increase their curiosity).

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Getting to know each other	20'	A more complex name-game - to rehearse the many names and have fun *Example*: Round of names - give out human figurines asking the participants to write their name in capital letters so that it is visible and introducing it to the group, who will repeat all the names several times Drop the blanket! - a dynamic activity to test the memory of the recently learned names - the group split into 2 teams, each one of them on one side of a blanket (or sheet), and in each round sending one participant to the margin of the group, in front of the blanket, but squatting, so they are not visible from the other side. On the count of 1-2-3, the blanket is dropped, the 2 squatting participants appear in front of each other and have to say each other's name correctly. The person who names the participant in front of them first is the winner and the loser changes the team.
Contracting the learning process	20'	Expectations, concerns and contribution – invite participants to think about and express (in different creative ways) what they expect to gain from the training, as well as what their major concerns are and what they personally bring to the training and the group. The results are openly analyzed, discussed and any clarifications needed are made, so as to properly manage expectations and give a clear picture of what is possible and what not. *Example*: Silent Floor – with 3 main questions on 3 large posters 1. What would you like to take back home with you? 2. Burning questions 3. What you like not to happen?
Teambuilding	50'	Teambuilding - exercise 1 – a dynamic activity meant to involve the entire group and allow for cooperation to start, for the different personalities and roles in the team to be demonstrated and for group cohesion to build. *Example*: Wizards Test - a variation of the classic Mission Impossible, but adapted to the project metaphor and the specific training venue. The entire group was challenged to work together and complete 20 specific tasks in a limited time - 25 minutes. Participants were also given 10 minutes for preparation and to complete an implementation strategy. At the end, participants presented all their outcomes to the facilitators, who validated

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Teambuilding	30'	Teambuilding – exercise 2 – a fun energizer with group-building elements, requiring again cooperation and a more cohesive group strategy, to deepen the team-feeling partially developed in previous session and to allow for a different interaction in the newly formed group and for new roles and tendencies to be shown.
		Example: Princess Duckling - the childhood game of counting 1-2-3 with the back facing the group and when the counter is turning, whoever is moving is sent back to the start line. The added challenge was now to capture a squeaking mascot - Princess Duckling, sitting on the end line behind the facilitators who were counting, and to bring it back to the start line, without the facilitators knowing who holds it.
The learning process in European projects	60'	Decodifying the learning process of participants in a European educational project - analysing together what learning means and how it is constructed, facilitated and debriefed, by starting from a personal perspective.
		Example: Aerostato - Personal learning analysis, using the comparison with a Hot-air Balloon and following a series of steps:
		• Learning cards/quotes. Participants choose and place themselves in front of a card/quote they prefer (using the Learning-out-of-the-Box cards created by SALTO/Youthpass). Each one is asked to elaborate on their choice linking to their interpretation of learning
		• Using the Aerostato as a tool for self-reflection on the personal learning - the Air Balloon can be an example of what elevates/supports your learning (the hot air inside) and what stops your learning (the weights/bags). What you already have in your basket can be the already existing skills, knowledge and attitudes.
		• Participants are offered 15' to design their own AEROSTATO, documenting their own learning process. They can write in their own language, if they prefer
		• They are given then 15' to share with someone else (in pairs or small teams) the elements from their balloon they feel comfortable in sharing, still completing the design. (If there is enough time, they can change teams to get more views).
		• Some general conclusions on the personal learning process can be drawn.

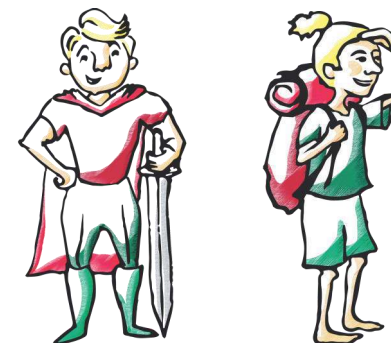| Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Reflection	90'	Reflection process This is an ongoing feature of the training, at the end of each day, split between an individual reflection process and a group reflection. The individual reflection is following the personal learning process of each participants (following a guideline question, to which everyone answers privately, in writing – which is related to competences of the Youthpass certificate). We gave focus and enough time to the personal reflection process as we had a clear aim of allowing participants as current and future mentors to experience directly the regular reflection and the use of tools, to immerse themselves in this introspection process and try out the entire experience their future volunteers will be facing. The group reflection is done in groups that remain the same all throughout the training and follow certain guidelines. Participants are asked to discuss in their small groups, inviting all members to express opinions and to then summarize all feedback on papers or drawings they give back to trainers, so they can incorporate this input into the next days' sessions. *Example*: Individual reflection - A postcard to myself - as a reflection tool At the end of each training day, the participants write a postcard to themselves related to their learning experience on that day. A guiding question is given each time, so that the focus will be on the theme of the day. Of course, each participant may document more information if wanted and can express freely and creatively. For this purpose, other reflection tools are introduced, such as Dixit cards or any other image cards, Story Cubes, plastiline. After they finalize the daily postcard, participants place it in a personal envelope, which is kept in privacy until the next day. On the last trainign day, they will receive all the postcards they have written to themselves. Plenary evaluation was done using the Colour of the Day resemblance - participants get a set of coloured wax crayons and each picks a colour that represents how they feel about the day, explaining to the group why they chose it and how the day was for them. Elements we invited our reflection groups to analyse: The flow of the day / The activities/methods / The session content / Suggestions (these elements were kept in all reflection groups as the purpose of the trainings was also to pilot and test the training design, but they can be adapted to the context).

Day 2 – Heroes of the Realm—Mentors's spot on the map

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Introduction	10'	Intro to the day – present agenda, short energizer, catching attention of the group and starting with a common energy
Mentoring experience	60'	Analyzing previous mentoring experiences and the level of expertise on the topic within the group - a first look at the background of participants in relation to the mentoring role *Example*: Look in the mirror: Me and Mentoring - Each participant is asked to think about their role in EVS/ESC Volunteering projects and take notes, based on several guidelines: 1. What you actually do every day (tasks, activities)? 2. Your strengths 3. Your boundaries 4. The importance of your work/role 5. Why do you do it? What drives and motivates you? Participants are asked to present and share their thoughts in a creative way, for example, by creating a collage or a drawing, placing themselves within the reality of volunteering projects. Each participant presents to the group, gradually building an exhibition of personal posters. If asked, they respond to clarifying questions from the group or facilitators. The activity creates and builds up the common picture of the group that is participating in the training, providing common knowledge of the experience, the roles and connections regarding volunteering project and how each group member has interacted with them in the past.
Commitment in Volunteering projects	20'	We are not a project group, but a project team - Illustrating the bonds and interdependencies that are created within Volunteering projects among the main actors and how their commitment and consideration of the needs and styles of the others can in the end impact the success of the project. *Example*: Tied together- Creating the bonds - it is an experiential learning activity in 2 phases. Phase 1 - before the break: • We ask participants to write each of them on a small card what they would do if they had now a 10-minute break • We ask them to put the card into their pockets • Next, we give scissors and a ball of rope - we ask participants to take a piece of rope, as much as they decide • We ask them then to tie one end of the string on their hand and then connect it to the colleague next to them, tying themselves together in small groups of 4-5 people • Next task is to fulfil their wishes for the break which they had written on the pieces of paper

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Commitment in Volunteering projects	15'	<u>Phase 2</u> - After the break - Debriefing the previous experiential learning exercise and concluding on the need for actors to pay attention to each other's needs and limitations, in order to achieve mutual satisfaction and efficiency. The debriefing connects to the next session which concerns the actors within the volunteering projects and their roles. In our case, after the break participants came back with a lot of reactions and feedback, some had untied themselves, others managed to fulfill all the wishes on the cards and kept their strings tied. We analyzed together what it took for them to be able to do that and also why others decided to untie or just take a break.
Roles in Volunteering projects	75'	Who are the heroes in the Realm of Volunteering Projects? Participants are invited to discuss and identify the actors within volunteering projects, with the purpose to share the understanding of who are the persons, what are their positions, the roles that are important for the implementation of a volunteering project and how the reality looks in clarifying them. Example: Unveiling the heroes in the Volunteering Realm A short brainstorming was generated to identify who are the main actors in a volunteering project. Since there are different terminologies being used in different countries, especially for the roles of mentors and project coordinators/task managers, it is needed to define the main roles and how we address them - volunteer, mentor, project coordinator, hosting organisation, National Agency, extended community. The groups may identify different roles and overlaps in their proposals, so the discussion is useful in defining a common group terminology concerning actors in the field. This also opens a discussion of the roles and actions each actor is responsible for which was needed for the next step in the activity.T he participants split into 4 groups for the main actors (hosting organization, mentor, volunteer and National Agency) and discussed their answer to the question: "If this was a kingdom, who is here?", creating their vision of the kingdom of the volunteering projects. Using plasticine, they created a representation of the realm and its heroes, explaining their roles, powers, relations and even challenges. The groups then presented in turn their Kingdoms and the Heroes in each of them, towards all the other participants and the facilitators, who asked for clarifying details and the symbols included in the modelled realities.

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Myths and realities of Volunteering projects	60'	Volunteering projects - what are they about? Digging deeper - a detailed discussion and analysis of some of the preconceptions or myths around volunteering projects, with an intention to present personal views of participants, to challenge them to confront their views and find commonly agreed approaches and understandings, to clarify some core values and principles in referring to the Volunteering projects, how they are planned, structures, what their main objectives are and should be.
		Example: The Barometer - going deeper into the subject we challenge the participants to place themselves and debate upon ambiguous and debatable statements. The sole purpose of the activity is to offer the space for free expression, exchange of ideas, even to offer the chance to change attitudes towards specific topics. As facilitators we try not to intervene or express opinions but offer "food for thought" and allow for as many participants to express thoughts, after they choose one of the 3 positions on each statement: I AGREE / I DISAGREE / I AM NOT SURE. Once placed in front of their choice, the leading person facilitates the discussion debate, asking for clarifications and posing more questions. Participants have the chance to hear and understand the views of each other on various subjects mentioned and revealed. Facilitators should expect a deep debate, with sometimes contradicting positions and experiences and they need to be able to foster constructive talks and clarify in the end some issues "left in the air", or at least present the project approach to the more delicate issues, which usually are rather debatable or depend on a variety of factors that change from a country to another, or from an organization to the next. It is a useful activity to observe and hear the different trends and interpretations on volunteering projects in Europe.
		Some suggestions of statements that could be presented:
		A volunteer agrees to participate in a project because he/she wants to learn
		The volunteer's wishes must always be fulfilled
		The mentor is responsible for the volunteer's learning
		The mentor must not work/have a link with the coordinating or hosting organisation
		Who is more responsible for building the relationship, the mentor or the volunteer?
		Do you agree that the volunteering project is a learning project?
		Should the volunteer focus just on the service?
		The mentor is enough...

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Reflection	60'	Individual and group reflection process (as described above on Day 1)
		Personal reflection - a Postcard to myself
		Group reflection - Since the 2nd day, we set up permanent reflexion groups, mixing participants according to their country, gender and personality, to create balanced reflection groups that stay the same until the end of the training and meet every day to perform an evaluation of the day, in a creative manner, sharing thoughts and feedback and creating a poster - the landscape of the day, where different elements refer to different criteria to analyze:
		Sun: something nice/positive
		Tower: something to point out
		Clouds: something not nice/difficult
		River: flow, process of the activities
		Stones in the river: something small, a detail to mention.

Evening session

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Getting to know each other	90'	Deepening the process of knowing each other personally, on a more profound level - it can be done in a variety of ways, as long as participants are announced beforehand of the evening activities and what they need to prepare for them, if anything, and the times are kept short, so as to allow for participants also to rest.
		Example: Interpersonal Night - meeting at the Black Rock (one of the places in the village where participants were accommodated).
		Before the training, participants were informed to bring with them a personal object they can use to share a story about themselves with the group. Facilitators created a nice, comfortable and relaxed atmosphere and invited participants to present their objected and connected stories, allowing for a deep and meaningful process of knowing more about each other.

Day 3 — Walking the path — getting deeper in learning

Sessions 1 +2 (coffee break included)

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Introduction	10'	Intro to the day – present agenda, short energizer, catching attention of the group and starting with a common energy
The needs of the actors in Volunteering projects	170'	What are the main needs of people involved in Volunteering projects? Think of the heroes mentioned in the previous sessions, the ones you modelled. Heroes have needs and volunteering projects are implemented by specific actors. The success of these projects is based on the fulfilment of the needs of each actor, which need to be discovered, acknowledged and taken into account when designing and implementing the projects. The session must identify the needs and suggest ways of fulfillment, tasks that are needed to take place to fulfill the needs, always in the scope of a qualitative volunteering project.
		Example: World Cafe -Discover the needs of the actors in the Realm - the activity was split in 2 stages
		Stage 1 - World Cafe method with 3 discussion tables to deal with the needs of one of 3 actors: V=Volunteer, C=Coordinator (or Task manager), M=Mentor. Each group has 15 minutes for discussion, documenting the needs and the main points presented by group members on a flipchart paper on the table. When the round changes, the groups move to the next table, to see what others have shared and add their own thoughts and comments, In the 3 rounds of the activity, each groups travels to all tables taking turns in identifying the needs of the mentioned actor and then they return to their original table, see what colleagues have added,
		Stage 2 - The groups clarify the list of needs and formulate them in short sentences, creating a list of 15 most important needs, summarizing and prioritizing
		[coffee break - form the beginning of the World Cafe method, the space can be set up to resemble a real Coffee House - with coffee/tea/drinks, light music, candles and gentle waiters taking orders and serving the participants while they talk]
		Stage 3 - Once the needs of each actor are defined, groups are then asked to identify the tasks that could fulfill each expressed need. In addition, they need to define WHO will fulfill the tasks associated to each need - they write down one initial O/M/V - indicating if the organization/mentor/volunteer does that specific task and also whose needs each task will fulfil.
		Stage 4 - Offering the tasks to the actors that need to fulfill them. Each team receives from the others the tasks that were allocated to their actor and identifies their complete role and tasks in a volunteering project. Tasks need to be documented on a Lego Block, adding also the letter of the Hero who perform the task and the letter of the hero whose need is addressed. V for Volunteer, C for Coordinator, M for Mentor. The form should be like this: E.g. *M – meeting every month – V*
		which means that the Mentor should arrange a meeting with the Volunteer every month (and this covers a need of the volunteer).
		Stage 5 - Agora - Teams give and take pieces of lego according to the labels they all created. The groups give Lego blocks to the groups they consider should fulfil the tasks (the letter in the beginning of the label). The groups need to take each piece even if they do not agree to that certain task being allocated to them.
		Stage 6 - Once the team has all its blocks they build up the figurine of their hero and present a summary of the main tasks included under their respective role (organization, mentor, volunteer) as well as any item that were left debatable or unclear.
		Debriefing the long and intensive activity, the facilitators could suggest the following questions:
		How did it feel getting in the shoes of the other roles? / Has it clarified any issues? / Has it created new issues or concerns in your mind? /
		What were the arguments or disagreements? / Who has the most tasks? / Do you think that tasks might be the responsibility of 2(or more) different actors?

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
The Learning Process of the Volunteer	60'	What is the learning path of the volunteer? - the activity aims for the participants to get into the shoes of a volunteer and experience as closely as possible their complex set of emotions, challenges, ups and downs, during the volunteering project. It is suggested that they act as a volunteer and walk the path of a volunteer and try to experience and understand feelings, attitudes, potential reactions. A comprehensive debriefing process is needed afterwards. *Example*: The Learning Path - let's walk it together! Participants are split into 3 groups, being placed in different locations and doing the activity simultaneously, each guided by one facilitator. 3 paths with similar challenges and milestones are created. Participants received these instructions: "You are in the shoes of the volunteer. Act as a volunteer during this time. Walk the path of a volunteer and feel all its elements". If possible, try to create an atmosphere that brings participants as much as possible in the scenario you are creating. You can even do a guided reflection to take them back in time at the moment they started to look for the volunteering project and all the steps they took before they actually arrived in the home country to start the project. This is the moment they are in now.
	30'	The activity focuses on the following proposed emotional stages, which are usually experience by most volunteers, in a more or less chronological order (based on the curve of cultural adaptation): • Excitement/confusion/fear • Struggle/high motivation • Cultural shock • Feeling useless (confronting expectations vs reality) • Increase of motivation: fun activities together • Increased motivation – failure • Distraction Happiness/satisfaction The above stages could be experienced through assigned activities, challenges and tasks which are given out gradually to the volunteers on their learning path, by the facilitator who can play the Project coordinator role. After experiencing the activities, at the end of the journey, we ask the participants to note their personal emotions, thoughts and reactions and share them during a debriefing of the activity.

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Reflection	60'	Individual and group reflection process (as described above on Day 2) Personal reflection - a Postcard to myself. Group reflection - Reflection groups - Landscape of the day

Day 4 — Building the path brick by brick

Session 1

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Introduction	10'	Intro to the day – present agenda, short energizer, catching attention of the group and starting with a common energy.
Mentor Roles	80	Who is a mentor? How many faces does he/she have? - a deep analysis of the different roles a mentor can have and play in different phases of the project and depending on the needs of the volunteers. *Example*: Faces of Mentors - input and self-reflection Facilitators introduce different definitions of the mentor role as well as posters/testimonials/quotes reflecting varied interpretations of the role, showing who a mentor could be. Taking examples from bibliography or quotes from participants themselves or other mentors, trainees are presented with statements referring to the role(s) of mentors (for instance, being placed on the walls and inviting each of them to choose the ones they agree the most or that surprises them the most). A discussion follows, around what the quotes or statements reveal and make them think about, in an effort of finding the most suitable ones according to our understanding of what the role of a mentor could/should be. Guiding questions for the discussion could be: Which quote is worth a debate? / Do you recognize yourself in any of the quotes? / Do we need a definition for a mentor? / What is essential for being a mentor and what else do you need? Then facilitators can present the official phrasing of the mentor's role from the ESC programme guide and may decide as well the present what a mentor is certainly NOT, so as to clarify limits in the minds and expectations of participants. (a mentor is not a nanny, a surrogate parent, a therapist). Following the discussion, facilitators present a Diagram of 8 different roles a mentor could have (from theoretical bibliography) - guide / model / door-opener / teacher / coach / advisor / counsellor / motivator. Participants are asked to self-evaluate on the diagram, assessing the level (from 1 to 10) on which they think they currently are as mentors, in each of the 8 slices of the pie-chart. This individual process allows the participants to self reflect on their own performance as mentors and the balance (or lack of it) in between the different options of roles. If time allows it, it would be useful to follow with a more lasting discussion within a small group of other participants, sharing their thoughts. The next phase of the mentoring theoretical input is digging deeper, analyzing the cycle of volunteer's feelings during an ESC service, overlapped on the cultural adaptation process and the personal learning and development process of the volunteer. This cycle or curve is presented visually on a flipchart with 2 axes - the horizontal one is the timeline and the vertical one is the level of motivation of the volunteer. The motivation increases and decreases over time, depending on the external factors influencing the motivation, energy and enthusiasm of the volunteer for the project and their tasks. The zig-zag line that results resembles a lot an EKG or cardiogram, pin-pointing these main phases: - Excitement. —- Confusion / Fear —- Cultural shock —- Happiness —- Feeling useless / Unsatisfied —- Increased motivation. Reverse culture shock We ask participants to think back to these stages on the activities of Day 3/session 3, connect to what they felt and experienced and now look at it from the mentor's perspective and what they would do as mentors to support their volunteers going through each of these steps. The participants are split in trios and each discusses one of the phases of the Volunteer's Learning Path, coming up with a list of potential actions and suggestions for a mentor dealing with a volunteer with those specific needs of support. A short presentation of each moment and the examples the participants introduce is finalizing the session.

Session 2

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
The mentoring process	90'	Building the path brick by brick - mentoring cycle - a practical look into concrete situations that mentors can face in their work with volunteers, usually challenging ones. One of the important elements of the training is the experience and the knowledge the group has concerning experience or mentoring tools. It is important to allow participants to discuss potential solutions to such challenges in everyday mentoring work, based on their previous expertise but also on the learning points and discoveries from the first half of the training. *Example*: Case Clinic - mentoring case studies Introducing this session, we emphasizes the principle that "the group is a resource", also introducing the usefulness of a community of mentors, who can learn from each other and foster a rich exchange of ideas and solutions. Participants are asked if they want to share particular case studies that needed a certain crisis management process, in order for them to be tackled or resolved. Once volunteers offer their availability, the tool **Case Clinic** is introduced as a structured approach to be used in discussing the proposed cases. Groups are formed and teams follow the Case Clinic step-by-step model.

Session 3 +4

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Exploring local community and its connection to volunteering projects	180'	Discovering elements of the training within the local community where it is hosted – all these international learning mobilities are placed within local communities where participants could get a taste of local interactions, meeting the local people, understanding their reality and cultural aspects and how these influence their lifestyle and potentially their involvement in such projects, either as actors or as beneficiaries. It is very important to allow participants a chance to get out of the training room or venue and explore hands-on the external reality, having a learning task that places them in a position of interacting, asking questions, digging into the local needs, opportunities and difficulties and then applying all their recent discoveries and learning results and reflecting on how they can be transferred in concrete project activities either in the hosting country or in their home community. Moreover, during this self-exploration phase, participants unwind, enjoy the learning surroundings and communicate more meaningfully with their colleagues, strengthening their bonds. *Example*: Finding EVS/ESC traces in the local community - the afternoon was offered to the participants to explore the local community, one which has hosted tens of European volunteers in several generations of volunteering projects. The mentor participants have the opportunity to attend a local volunteering activity set up for them and similar to what short-term European volunteers get involved in in this location. They are asked to explore the local environment and investigate where they can find fragments of Volunteering in the area, how do the locals relate to the European volunteers, personal stories and experiences of local community members, which can give meaning and show the real impact the Volunteering projects may achieve. They can also investigate what are the local needs that the volunteers are responding to and the needs of the community in hosting such projects, but also what other projects could be suitable for them and their context. At the same time, they are invited to reflect on ways to apply their lessons learned and discoveries in the mentoring field to the projects they hear about and to meditate on ways they could perform their mentoring role better.

Day 5 — Sleeves up, Mentors! Open the TreasureBox!

Session 1 + 2

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Introduction	10'	Intro to the day – present agenda, short energizer, catching attention of the group and starting with a common energy
Challenges in Volunteering projects	25'	Discussing and concluding on potential challenging or difficult situations to be faced by mentors and/or other support-person when dealing with European Volunteers. Example: The Case Clinic was a new methodology for our participants, who needed more time to discuss the cases and apply the steps. As a result, they asked for more time in discussing the conclusions and solutions they reached. Referring back to the experiences from previous day, each team presents their case study, their experience in using the tool, its usefulness, as well as the potential solutions/ measures/ activities/ tools that would be used to resolve the situation and a plenary discussion highlights the main conclusions regarding conflict management and the more delicate situations mentors will face, as well as general working principles needed to keep the mentoring relationship professional and effective.
Mentoring Tools	10'	What is Tool? - To prepare the next session facilitators give a short input on what a tool i and what we refer to when we talk about mentoring tools. Defining the term and the meaning, participants are asked to contribute in the next activity, stepping forward and introducing tools they know or have used before, which could be useful for other mentors.
	45'	What do mentors work with? - an exploration of different mentoring tools and ways of working with them, to allow participants to experience and test a variety of tools, suitable in different situations and phases of the volunteering projects, but also to allow them to ask questions, exchange thoughts or suggestions and even create or develop new tools. Example: Mentors' Toolbox - Open Space Stage 1 - Wanting to give as many options of tools as possible, we created a grid with 9 slots divided into 3 working sessions (20' each), in which different mentoring tools could be presented and participants could choose to take part in 3 different workshops to get familiar with 3 different mentoring tools, through hands-on experience and even trying out some of the tools on themselves. Facilitators proposed some tools and some of the more experience mentors also proposed their own. Before the start of the 3 rounds which included also a coffee break, the tool facilitators briefly presented what tool they are offering and what topics it refers to, then participants each made their 3 choices writing their name in the grid.

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Mentoring Tools	90	Stage 2 - Discovering, feeling, creating mentoring tools and situations where to use them - Participants experience more tools, being able to choose whether to join a space of self-managed interaction with additional tools being offered for analysis (written descriptions) or to join the creative corner where new tools can be developed. The 2 choices were: **A. Moving amongst 10 stations** of various tools and self manage their time in getting to know them, take notes, comment and suggest improvements and ways of using them - having a tool suggestions sheet for each of them, with the following questions: • What were your feelings and reaction when you tried the tool? • In what situation can you use the tool? • Suggestions for improvement of the tool What would you change or add to make this tool more attractive and user-friendly? **B. Developing a tool:** Participants in small groups work on tools already used to create better or alternative versions, or on other tools mentioned or suggested during the training, aiming to develop them further (for example: on the Lego blocks exploring needs of actors and their tasks, Goal-Keeper for Volunteers Self-development process)

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Reflection	60'	Individual and group reflection process (as described above on Day 2) Personal reflection - a Postcard to myself Group reflection - Reflection groups - Landscape of the day

Day 6 — Harvesting the fruits and packing for the big journey

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Introduction	10'	Intro to the day – present agenda, short energizer, catching attention of the group and starting with a common energy
Training concept and main elements	20'	Trip back in time - Recap - Facilitators guide a trip back in time following the flow of the training program day by day, to see what was done, in what sequence, understanding the content and links between sessions and content topics or approaches. The path is revealed, the concept of the training makes more sense, and if there were changes in the process this should be mentioned and explained. No training can be a fixed rigid process, since it is based on the group of participants, their experiences, their interaction and needs, which in fact formulate the final path or training flow. It is a good time to make this clear to participants and make them understand their involvement in the development of the training process.
Working principles and minimum standards in mentoring	60'	Summary of learning outcomes and group definition of minimum standards in mentoring - Summing up on the findings of the week, by responding to the question: who is the mentor? So far along in the training, participants have built a cohesive group and it is empowering to allow them an open discussion and debate that confronts their view and personal conclusions on the topic. The training was not set up to give general truths set in stone or pour theory in the minds of the participants, but to create a framework where can analyze the topic and discover and define their own understandings, draw their own conclusions and formulate their personal mentoring style, that fits their beliefs, capacities and local reality. *Example*: Δεκάλογος - Mentors Decalogue - Following the need to develop a list of characteristics of a mentor as the group of participants of this particular training see it, we introduce the activity Dekalogos/Δεκάλογος (from the greek word which would mean 10 elements). Participants split into 3 groups and work on the following 3 questions, first collecting all group ideas, in a free brainstorming process and then agreeing and presenting a maximum of 7 responses per theme. • What is the minimum support a mentor must offer to volunteers? • What are the minimum requirements for attitude and abilities of a mentors? What is the minimum support a mentor should receive from the organisation? After presenting the responses of all 3 groups, they are merges on one large paper, the similar answers are combined and a list of most important principles and standards emerges. We then establish a Dot-mocracy, a voting system in which each Mentor community member votes with 3 dots the very most importants standard for them personally. After adding all the dots, the common result is a list of the 10 most important elements a Mentor should consider so as to achieve their work efficiently (taking into account how this specific group defined efficiency, which may be different in other groups with a different mix of experiences).

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Future steps	25′	Exploring further steps - on personal and organizational level - facilitators create a series of activities that explore the next steps the trainees will take after the training completion, to apply what they have learned and maximize the impact of the learning experienced (correlated also with the project requirements, if applicable). *Example*: A look to the future - Unwritten Fairy Tales On Day 2 of the training, we asked the participants to introduce their mentoring experience, through the collage posters they created under the caption "Me and Mentoring". It is time now to ask them about their future steps and thoughts, after the powerful and intense learning experience they have shared. Participants are asked to work individually, writing down on pre-cut footsteps their 3 immediate steps they will make once returning home from the training, meaning actions linked to the theme of mentoring. After a time for reflection, participants present their steps to the plenary, setting them on the ground and creating an intricate common learning and action path.
	25′	Official future steps in the project - facilitators make a short introduction about the long-term process of the project which made the training possible and the link amongst the activities, including changes in the landscape of European volunteering and tendencies in volunteering, encouraging participants to keep themselves informed and ask the project team for any information or details. Also, the other project phases are mentioned, indicating the need to evaluate the training experience, to test tools included in the Mentors TreasureBox and to offer feedback on them, to take part in the project multiplier events (on European and national level) Special attention is given to the encouragement of becoming active member of the Mentors Online Community and contributing actively to it with suggestions, comments, questions, dilemmas, resources and stories.
	40′	Commitment towards the future - participants are asked to make a personal commitment towards applying what they have learned, the steps they designed for themselves and the motivation they have gathered during the training, to not let it go to waste once they return. *Example*: Give and seal your pledge - to offer a playful ending - participants are asked to share verbally a commitment they will take responsibility for in the future concerning mentoring and then to make their pledge also visible by leaving a painted fingerprint on the Mentoring poster of the training.

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Harvesting and evaluation	90'	Evaluation and reflection process - Collecting feedback and first thoughts on the entire learning experience – a first layer of evaluation, focusing on some of the learning achievements *Example*: Silent floor – we took down from the walls the 3 posters we started with in the first day – regarding expectations, concerns and contributions, as well as principles of working. We invited participants to go back to all the elements written on them, and circle the ones that in fact took place, either positive or negative. During the silent floor, all other participants could walk around and see the encircled elements of colleagues and their comments, joining in a silent evaluation and reflection process. This is in fact a feedback of how the expectations of the participants were fulfilled or not. Epilogue… or a new beginning - Usually following a simpler evaluation method comes a more detailed one, which allows all participants to openly express their feelings and achievements at the end of the training, but also to point out things that could be improved or elements that were not so successful. Whatever method is used, it is important to create a trustful and comfortable atmosphere, where participants are willing to share honest feedback and also to express emotions concerning the other participants and the general learning environment. Final post card to myself - Each day, the participants wrote a postcard to themselves related to their learning experience on the day, answering a guiding question offered by us each time so that the focus is kept be on the theme of the day. All the questions given were in fact linked with the Youthpass certificate and at the end we revealed this choice and we explored together how are the reflection questions linked to which key competences. Participants are asked to write the last postcard to themselves and then receive the complete set of postcards from all the training days, to have an overall view on their own learning journey and to be able to refer to it later on and reflect calmly when at home. The importance and value of the Youthpass certificate is crucial and recognized among youth workers, as the ones facilitating its understanding for ESC volunteers. With this in mind, mentors need to know in detail the mechanism of self-evaluation and reflection on personal learning, because they are the ones facilitating this process with each ESC volunteer they mentor. As a result, having the opportunity to test during the training the implementation of Youthpass on themselves and go through a similar experience of filling in their own Youthpass certificate allows our participants to gain a more in-depth awareness of the way Youthpass works, to use the tool and realize how it can be better explained, so that when they help volunteers issue it, they relate to the same process and speak from their own experience, making it more accessible and understandable. As such, Youthpass must hold an important part in the Mentors' training and participants must be encouraged and stimulate it to complete the Youthpass self-evaluation process at home, after the training ends, to describe their acquired learning outcomes so as to have the full picture of the reflection and validation process of the non-formal learning. Group reflection closure process - Dixit cards - the cards with very vivid and imaginative drawings are used to inspire participants in a training to talk about their experience. They are all invited to choose 1 card referring to their own experience in the training - "A card that represents your journey here". Then one by one, everyone explains the chosen card, the symbols they reacted to and how they link to their learning experience, trying to create a sequence of the cards following one another and connecting elements or similarities in the symbols or experiences they express, so as to build a group story that has been told throughout the training and at the end, a story also opening a new future.

Topic	Duration	Description (step by step process for the facilitator, including debriefing question proposals)
Closing	60'	Closing the group – in the end of every such intense training experience, the closure process is very important, alongside the celebration of the achievements together. *Example*: Realm Celebrations – we gathered the group and after a short emotional speech as a testimony to the great joy we experienced in uncovering and walking the learning path together, we offered a surprise gift to everyone, from a magic TreasureBox - TShirts with the project visual elements, as a symbolic graduation gift for the participants – who concluded the Mentors Initiation Journey and finally became Masters of the Learning Path, following the project metaphor, being ready and even able to not only accompany and guide volunteers in their journey, but also to support their personal wellbeing, their personal development and learning process and to face challenging moments, respecting the main principles and core values the program stands for and contributing to quality European volunteering projects. Moreover, we had a second surprise and from our magic hats we miraculously took out a symbolic key to the EVS Realm offering it to all the Mentors having taken part in the training. We then finalized the ceremony by offering the set of Youthpass certificates testifying their participation, which they picked up randomly and offered one another with kind words and positive feedback. It was all closed with a group hug, several group photos and a lot of good energy.

Erasmus+ Programme Guide - http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/files/resources/erasmus-plus-programme-guide_en.pdf

ESC Programme Guide - https://ec.europa.eu/youth/sites/youth/files/library/documents/2018-european-solidarity-corps-guide.pdf