

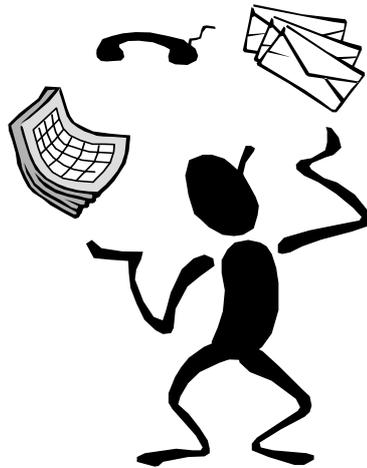


DJ/TC VOL(99)2

TRAINING COURSE ON  
"PROJECT MANAGEMENT &  
TRANS-NATIONAL VOLUNTARY SERVICE"

7<sup>th</sup> – 14<sup>th</sup> March 1999

FINAL REPORT



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## INTRODUCTION

Voilà, here is the final report of the "Training Course on Project Management & Trans-National Voluntary Service", also known in short as TC VOL in order not to trip over your tongue. It was a very intense, full week for all the people involved, but we managed to work through a multi-faceted programme of which you find a summary in your hands. I hope it will serve you as a guide when you are thinking of organising a Trans-National Voluntary Service (TVS) project. But a lot of the elements are also adaptable for any other international youth activity. The team made an effort not only to work thoroughly on the topic of TVS, but also to diversify the methods in order to inspire all youth workers reading this, to try out some new exercises and approaches in their own activities.

This document doesn't only give you the day to day report of the TC, but also the background of the course, an introduction to the participants & the team, the methods used, an overview of the projects worked out by the participants and a lot more... In the end you'll find a contact list of the participants & team and a bibliography for further reading, for the preparation of your next project...

Report compiled by Tony Geudens, with enormous thanks to the report committee!

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## PROGRAMME

TC VOL '99 Programme	Sun-Dim 7-3	Mon-Lun 8-3	Tue-Mar 9-3	Wed-Mer 10-3	Thu-Jeu 11-3	Fri-Ven 12-3	Sat-Sam 13-3	Sun-Dim 14-3
8.00h		Appel reveil	Wake up call	Appel reveil	Wake up call	Appel reveil	Wake up call	Appel
8.30h		Breakfast	Petit-déjeuner	Breakfast	Petit-déjeuner	Breakfast	Petit-déjeuner	Breakfast
9.15h	Arrival	Energissant	Energiser	Energissant	Energiser	Energissant	Energiser	Departure
9.30h Morning Session Matin  Coffee/café	of you  More Arrivals	Introductions  Expectations Attentes  Programme  EYC/CEJ	Trans-national Voluntary Service Volontaire Transnational  Grp de travail Working grps	Volontaire Ideal Volunteer  Gestion de Project Management	European Voluntary Service Volontaire Européen  Grp de travail Working grps	Introduction:  Groupes de Projets Groups	Presentations:  Groupes de Projets Groups  Analyses	Départ
12.30h	Arrivée	Lunch	Déjeuner	Lunch	Déjeuner	Lunch	Déjeuner	Departure
14.30h Afternoon Session Après-midi  Tea/thé	de vous  17.00h Coffee & Cookies Café & Biscuits	Team work Travail d'équipe  Trans- national Voluntary Service Volontaire Transnational	Intercultural Learning Apprentissage Interculturel  -Exercices -Theories -Applications	-Finances -Group dynamics de groupe -Fundraising Recolte fonds -Conflict -Evaluation	Free Afternoon  Après-midi Libre	Continuation:  Groupes de Projets Groups	Networking Mise en place de réseaux  Evaluations	Départ
18.00h		Groupes Clés	Key Groups	Groupes Clés		Key Groups	Groupes Clés	Departure
19.00h	Dinner Dîner	Dinner	Dîner	Dinner	Dîner en ville Town dinner	Dinner	Dîner	
21.00h Evening Activity Soirée	Soirée Intro Evening	Exposition Organisations Exhibition	Soirée Intercultureal Evening	Soirée Video Evening	Free evening Soirée libre	Excursion?	Farewell Party Soirée Adieu	

## AIMS & CONTENTS

Since their existence, the **European youth programmes** have been aimed at young people who are in a position to act as "multipliers". These opportunities for young people have been based on a philosophy of participation, democracy & intercultural exchange and have the ambition to build an open and just European society for all. In this spirit, experiences and the results of such specific international seminars and training courses can be used all over Europe by young people in their associations' work, adapted to the needs of the country. (Also see 'Background of the Course', p. 14)

**Trans-national voluntary service** (for a definition see p. 21) is one of the tools with which we can elaborate a just European society. It combines a new kind of intercultural learning experience, encouraging active social and occupational integration, with giving a helping hand to the development of local communities. Therefore this course intends to enable those actively involved in trans-national voluntary projects to improve the quality and the intercultural dimension of these projects.

### ❖ MAIN AIM OF THE COURSE

The main **aim** of this course is to give an introduction to the basic concepts and practice of organising international youth activities and in particular voluntary service activities. Following the questions of 'why?' and 'how?' to organise voluntary service activities, this training course will focus on the process of preparation and encourage reflection on intercultural learning.

### ❖ CONTENTS OF THE COURSE

The main part of the course will cover the **theoretical and practical aspects** of organising international voluntary youth projects as well as **skills-training**: setting objectives, project planning & monitoring, setting and managing budgets, group dynamics & conflict management, evaluation & quality management, working in a team, communication, follow-up & networking, etc.

Special attention will be given to possibilities, requirements, and challenges of organising **voluntary service activities** and to specific questions linked to the preparation process, such as the preparation of the volunteer and of the hosting organisation for the programme. Concrete exercises covering the various aspects of project management will enable participants to gain practical experience.

Guidelines and information on **fund-raising** and on obtaining resources from international structures will also be provided.

SUNDAY 7<sup>TH</sup> MARCH 1999

❖ ARRIVAL

On the day of the arrival of the participants, all activities were targeted at making the people feel **comfortable** at the new place and to get to know each other. For those who had already arrived in the morning and afternoon, a casual coffee/tea/snacks corner offered a first opportunity to make contacts and to learn a few names (and the spelling of the names ☺).

A big white paper, symbolising **Europe** with Strasbourg in the middle (of course?) was put against the wall. The participants were invited to take an instant Polaroid picture of each other (writing their name and country on it) and put it on the empty map according to their geographical perception of where they lived in comparison to Strasbourg (and I guess we redrew the borders of Europe completely new again...). Everybody also put their name, country, working languages, room number & food habits on a flip chart in order to facilitate contact within the group but also to ease up the division of key-groups and working groups for the team.

& Dinner &

❖ INTRODUCTORY EVENING

The official kick off to the training course started in the evening with a brief **introduction** of the team and exercises to get to know each others names. An inflatable globe was thrown around, with the person catching it stating his/her name and country of origin. After this first rehearsal of names, it was time for a test. A **balloon** was tossed up into the air with a name being called out; the person called upon then had to quickly deliver another blow to the balloon to prevent it from touching the ground, calling another name, etc. etc.

To get some more **information** about each other, groups of three had the task to find two things they had in common (and not such obvious things like 'having travelled to Strasbourg', of course). With this accomplished, each group stated one of the things in common, holding a string on both ends. Whoever shared the thing pointed out was asked to hold on to the string as well, so the group was soon tangled up in a wild construction of strings, arms and smiling faces.

The most important practicalities to survive the first night were introduced, and then a **treasure hunt** through the house provided a first chance to get to know all the corners of the European Youth Centre.

Drinks and snacks rounded off the introductory evening and allowed for more intense chats to get to know each other.

MONDAY, 8<sup>TH</sup> MARCH 1999

θ Breakfast θ

✎ Energiser ✎

HOW TO MAKE A FORMAL SETTING LESS FORMAL: LESSON 1

We all stood on the chairs in a circle in the plenary room (blasphemous!); the goal was then to arrange ourselves in alphabetical order, according to our first names (or you could take birthday, age, shoe size, annual income,...) without touching the ground. This asked both for careful body co-ordination (and support from each other in order not to fall of the chairs) as well as for recalling the first names (and finding out whether someone had his/her birthday during the course, etc). Most of the bubbles around the participants got pierced and the plenary lost some of its formal character: mission accomplished.

INTERPRETATION? HELP!

Since there were two working languages at the Training Course (international French and international English and not native French or English), we were going to work with interpretation. The basic principle was to put the microphone on when you speak (so that the interpreters can do their job and so that the other people can have a translation) and to put it of when you are not speaking (because the interpreters don't need to hear the stories you tell your neighbour or other disturbing sounds you make in the microphone).

In order to practice this we played "Zoof". Every person in turn says "zoof" (the sound of a fast car flashing by), putting the microphone on and off as one is supposed to. When the "zoof-car" is going fast around, you can introduce the "Eeeep": the car stops and the "zoof" turns around and continues in the other direction (where it came from). Another variety could be a hole in the road. A person says "bump" and the next person is skipped. It is the second person in line that should continue with the "zoof" (or "eeep" or "bump").

Also fun to play without microphones.

❖ WHO ARE THOSE TEAM MEMBERS?

In order that the participants could place the team members a bit better, they gave a short introduction of themselves. That way the participants also got to know who they could run to in case they chop their head off or to ask other practical things.

**Caroline Vink** is the head of the National Agency of Youth for Europe and European Voluntary Service in the Netherlands. Her first European youth work experience took place in 1988 when she took part in a training course at the Council of Europe as a volunteer in AFS. She was very active in '31', the national youth council in the Netherlands, and ran several international training courses and seminars. Her work consists nowadays in 'bringing Europe to the local level'. She lives on a dike in Amsterdam with her Australian husband and two cats.



**Luba Pavlovova** is Bulgarian, studied in Russia and works and lives in Bratislava, Slovakia today. She studied subjects as diverse as science, languages and European Studies. This explains her knowledge of the European programmes. She has participated a lot in European and international seminars and training courses before she started running them herself as a trainer. She is the author of a publication on fund-raising and project development, which will certainly be of use in this training course. Luba has got one son.



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**Martin Schneider**, from Switzerland is an active AFS volunteer and trainer. He has been himself to the States on an AFS exchange programme for a year where he got the intercultural microbe. He's been involved in a whole series of different training courses and seminars, dealing with topics as diverse as marketing, project management, ICL, motivation, etc. He is studying Media, Communication & Computer Science in Zurich. At the same time he's running a little web-design and IT-consulting company with his brother and being a light & video jockey in a big discotheque.



**Helmut Fennes** is the director of the Intercultural Centre in Austria, which he helped to found. He also started of as an AFS student going abroad for a year before he worked as a project manager for AFS. Helmut got more and more involved in intercultural exchanges and wrote some publications about the topic. He has nearly 25 years of experiences in international seminars and training courses, both in youth work and in teacher training. Helmut is married, has two children and his favourite hobby is singing.



**Mark Leyboldt** graduated as a social worker in 1996, after which he worked in youth clubs and with disadvantaged young people in Germany, where Mark is living. Last year he went back to university to study French interdisciplinary studies, in order to move more towards international and intercultural youth work. For his studies he did a traineeship in a youth exchange organisation in Carcasonnes, France and in the European Youth Centre in Strasbourg, where he could take advantage of the opportunity to look behind the scenes of this training course.



**Tony Geudens** has a background in international youth work & work camps through Service Civil International and the Federation of Youth Clubs in Belgium. On a Training for Trainers course of the Council of Europe, he heard about the possibility to do a traineeship at the European Youth Centres, which he did. After this 3 month traineeship, he got offered a contract to work as a tutor in the educational team. Having a degree in social psychology, he loves to work with groups, particularly in the field of Intercultural Learning and project management. Tony is living in England, Belgium & France at the moment.



❖ INTRODUCTION TO THE PARTICIPANTS

And to get a better view on the participants, here are some statistics.

With 31 participants, 2 guest speakers and a team of 6 trainers, the TC VOL represented not less than 25 countries. The gender division in the group of participants was 9 male to 22 female youth workers, and the team was composed of 2 women and 4 men. Considering there were only 43 men among 110 applicants for the

course, the gender division of the selected participants is in line with the offer. There was clearly more female interest in this course than male, which seems to be a tendency in most of the Training Courses of the Youth Directorate. 16 of the participants came from what traditionally is called the "East", and 14 came from the "West", with one leftover Maltese which I didn't know where to put ("South" perhaps). The average age was 25 years old, with the youngest participant being 19 years old and the oldest 32. As for the channels that the selected course-goers came through, it can be said that roughly one third of the participants received the information through the EVS structures. The two other thirds of the group represented the traditional partners of the Youth Directorate, namely the International Non-Governmental Youth Organisations (INGYO) and the National Youth Councils (NYC). Having written this, the distinction is often not so clear since an organisation might be both a member of an international umbrella structure and their national youth council, and at the same time it might be in touch with the EVS structures because they're organising a voluntary project.

For the purpose of remembering who is who, most of the participants wrote a couple of lines about their organisation and the work they are doing. This might also help you for future networking (see p. 69), to find the right organisation for your voluntary (or other) project and the right person to contact (see Address List, p. 89).

Elen Trputec: Croatian Red Cross Youth

*Health protection, community help, dissemination of information. Current project: spreading the ideas of humanity among young people and including young people in spreading those ideas. We would like to protect life, nature, family and disabled, to prevent drugs, alcohol, violence and hunger and to share knowledge, blood, food and clothes.*

Lisa Miebach: Youth For Understanding (YFU), Sweden/Germany

*Youth For Understanding is a non-profit organisation established after the Second World War, in 1951, in order to promote international understanding and peace. It mainly does so by the exchange of young students who find a new home in volunteer host families. Many returnees (like me) join the YFU volunteers to take part in all the different areas of the youth exchange.*

Arnaud Walbecq: Coordinating Committee for International Voluntary Service (CCIVS), France

*Created in 1948 by the UNESCO. Co-ordinates a network of 137 organisations in Europe, Asia, Africa & Americas, active international voluntary service. (International work camps, short, medium and long term voluntary service) Organises seminars, conferences & voluntary service publications.*

Florentina Bodnari: Youth Club "Ignis", Moldova

*Youth Club "Ignis" has the goal to familiarise the new generation with existing problems in European integration issues and to contribute to the awareness of the subject. We think that the youth European integration can be a first step of the European integration. We are a member of the National Youth Council.*

Virpi Siiskonen: Finnish Federation of Youth Work – Allianssi & Finnish Cerebral Phalsy-Association

## *Training Course on "Project Management & Trans-National Voluntary Service": Report*

*"Seitti-The Web" is a youth project between 5 disabled organisations. The main aim of the project is to encourage young disabled people to do youth work within all youth organisations on a local, national and international level.*

**Maija Laitane: Latvian Young Farmers' Club**

*Main activities: education, information and advertising (seminars, courses, competitions); agricultural training programs; co-operation (projects with different youth organisations, participation in National Youth Council, international rural youth exchange programs, International Farmers – 4H Youth exchange).*

**Foudhil Moussi: Xarxa, Spain**

*"Xarxa" is a member of the NGO Youth Action for Peace (YAP) and the Federation of National Homeless Organisations. It takes care of disadvantaged groups of people, for example ethnic minorities (gypsies), and carries out socio-professional integration activities. We are looking for partners to work on European projects as part of a network.*

**Ekatarina Marinova: Rehabilitation and Social Integration Fund, Bulgaria**

*The Rehabilitation and Social Integration Fund is an agency that is working in the disability field and provides employment opportunities to persons with disabilities. The organisation will become a partner of the "Big Orange Bus"-project and establish a Bulgarian "Big Orange Bus": a double-decker toy library for children with disabilities.*

**Fay Orfanidou: World Wildlife Fund for Nature, Greece**

*WWF Greece is involved in many projects in Greece (Dadia Forest Reserve, Prespes etc.) either on its own or in a co-operation with the Ministry of Environment and other environmental organisations. I work as a volunteer in the Forest Campaign. I have participated in summer camps, worked in a kiosk selling products and done a lot of office work, including translations for WWF Greece.*

**Stine Lange: Kandersteg International Scout Centre, Switzerland**

*I work at Kandersteg International Scout Centre in Switzerland. The Centre is part of the World Organisations of the Scout Movement (WOSM) and every year, we accommodate thousands of scouts from all over the world. They come to the centre to get an international experience and to discover the mountains. Can you also come on holiday there? Yes, but only in the summer and you have to be a scout.*

**Slava (Iaroslav) Oleinik: League of Youth Voluntary Service (LYVS), Belarus**

*LYVS is a non-governmental and non-profit organisation. It assists young people in accomplishing initiatives based on voluntary work. It is a member of the Alliance.*

**Giedre Tumosaite: Agency of international Youth co-operation, Lithuania**

*This is an NGO, dealing with the Youth for Europe program in Lithuania. I am the project co-ordinator.*

**Gunnar Einarson: American Field Service, Iceland**

*Gunnar is working as a volunteer for AFS Iceland, preparing outgoing students and helping out with the incoming students.*

**Justin Vallo: Birdlife, Malta**

*ecological & ornithological organisation*

Tanja Gorenc: MSS, Slovenia: work camp organization

Diana Joldea: Tinerii Prieteni ai Naturii (Young Nature Friends), Romania

Maria Magureanu: Youth Action for Peace (YAP), Romania

George Kakachia: NCYOG, Georgia

Anna Ianeva: Federation of the Young European Greens (FYEG), Bulgaria

Sabina Otonicar: VITRA Centre for Sustainable Development, Slovenia

Renatina Athanasouli: Filoxenia Youth Information Centre, Greece

Maja Paripovic: OSS Youth Council, Serbia

Cathérine Lerat: working as European Volunteer at Youth for Development and Co-operation, Netherlands

Rossitsa Panova: Red Cross, Bulgaria

Miguel Angel Ortega Guerrero: FCPN, Spain

Kaisa Leväinen: Virpi's Assistant, Finland

Dita Nimante: NGO Centre & School Support Centre, Latvia

Beatriz de la Calle: Solidaridad Internacional, Spain

Naoise Kelly: Glencree Centre for Reconciliation, Ireland

Jovita Praneviciute: Young Christian Democrats, Lithuania

Torben Simonsen: Youth for Understanding (YFU), Denmark

#### ❖ EXPECTATIONS & INTRODUCTION TO THE COURSE

To screen the **expectations** of the participants for this training course, there were five flipcharts set up around the room, each featuring a sentence to complete by the participants. The sentences started as follows:

- ◆ *"This seminar will be successful for me if..."*
- ◆ *"I'm ready to contribute to this seminar with..."*
- ◆ *"From this seminar, I would like to take home..."*
- ◆ *"My question is..."*
- ◆ *"I'm worried about..."*

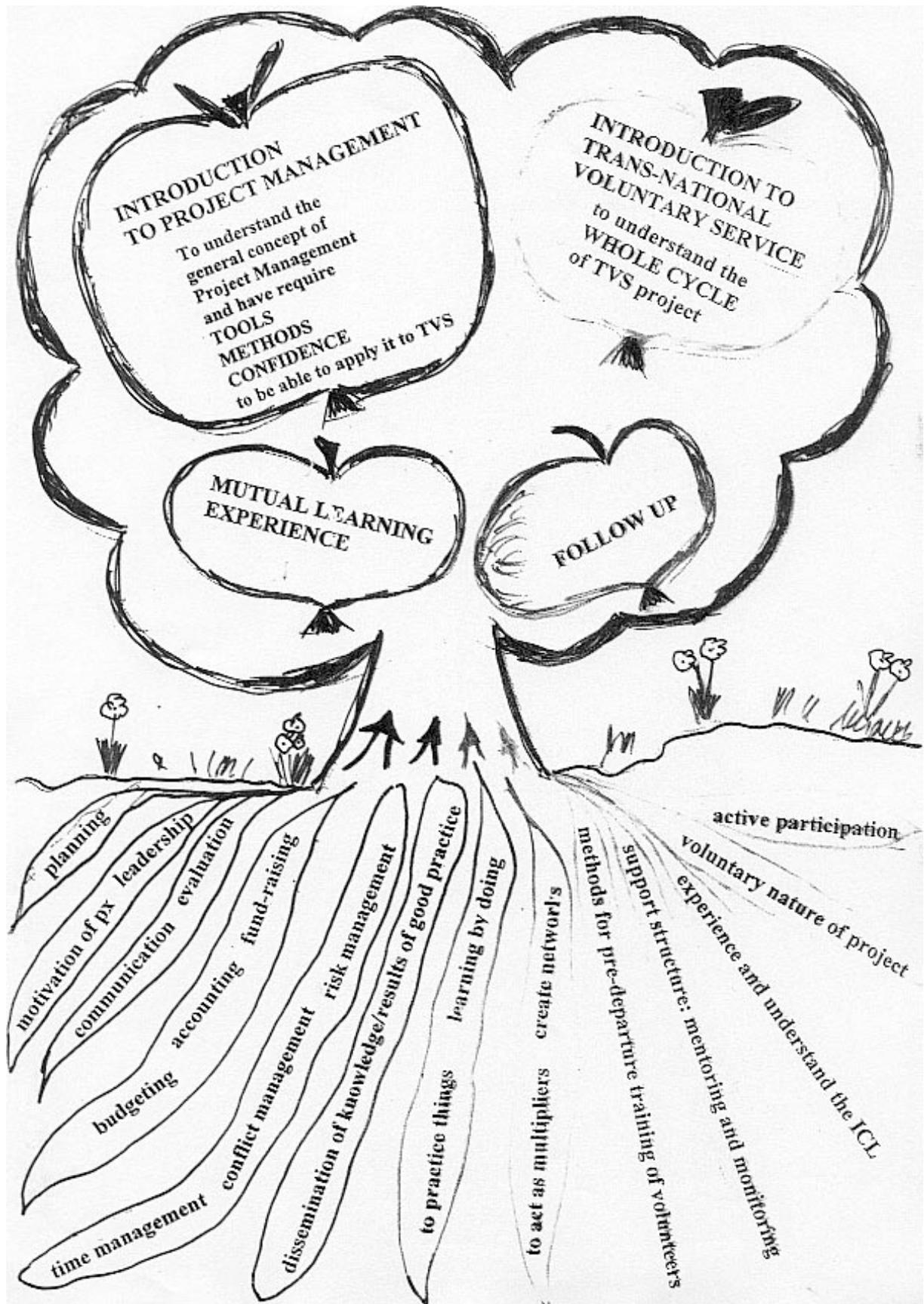
The completed sentences were then shared in **buzz groups** of four participants.

*Buzz groups are small groups of people sitting close together in the plenary that exchange shortly ideas or opinions on a certain topic, in order not to break up in working groups and to leave to separate rooms. Everybody' buzzes' together in the plenary room.*

Among the most often stated expectations were: *“establishing contacts & getting to know other organisations, to be able to carry out my trans-national voluntary project, to receive methods, knowledge & skills, ICL, making friends, information about EVS, building up more confidence, good co-operation,...”*

In order to achieve this, participants were willing to contribute with: *“their own experiences, humour, active participation, mutual help, the will to communicate, giving information about my voluntary projects and about my country...”*

Luba then introduced the **aims and objectives** of the training course (see also Aims & Contents, p. 5) in the form of an apple tree. *“Indeed, this training course is like an apple tree with deep roots of fundamental skills, which are needed to make a project tree grow. The roots lay at the basis of this training course. They represent the starting point, the reason for existence of this course. It took some time to let the idea of a course on the management of trans-national voluntary service grow – like it does as well for a tree. But we hope that after some time the training course will produce some delicious apple results: We hope to provide the participants a general introduction to project management and trans-national voluntary service, and this in the format of a mutual learning experience. But once the apples are ripe, picked and eaten, we hope that the cores are not just thrown away, but that their seeds are sown in order to grow more apple trees and juicy apples for other people as well, who didn't have the chance to participate in this course.”*



Alongside these aims, the '**working philosophy**' as planned by the preparation team was introduced:

*"Although the team established some programme elements that form the backbone of the training course, the whole course is in fact perceived as a mutual learning situation based on participants' experience in youth work. Great emphasis will be placed on working from and extending this experience. Active participation, group and team work, and learning-by-doing form the basis of the course. So after this week your behind will hopefully not look like this cartoon."*



Last but not least, the **programme** for the whole week was presented by Caroline with a short explanation of the ideas behind each item on it (see Programme, p. 4):

*"After a day of arrivals and first steps to get to know each other, we will build on group dynamics in order to create an atmosphere which will make the week of working together more comfortable, fruitful and pleasant. We will have daily key groups to get & give feedback on the day. Next, we will dive into the theme of Trans-National Voluntary Service and what it actually is and what it implies. Once we all have a common understanding of what we are talking about we move into the development of your project & volunteer management skills. After this there will be some time for reflection at the mid-term evaluation. Thursday is the day of information about funding opportunities, before we give you an afternoon off to recover, because the next two days we will put all the knowledge and skills into practice in the project phase. Saturday we will have feedback about your work in the project groups before rounding off with a session about networking and the final evaluation. This is one concept of the course waiting for your suggestions and amendments."*

#### ❖ THE BACKGROUND OF THE COURSE: A PARTNERSHIP AGREEMENT

Vegard Hølaas from the Directorate General of Youth, Education and Training of the European Commission (DG XXII) and Patrick Penninckx of the Youth Directorate of the Council of Europe gave an overview of the new partnership agreement in the field of training for youth between the Council of Europe and the European Union under which this training course took place.

The two institutions involved might be mixed up a lot, but apart from the European flag they cover quite different realities & histories. Whereas the **European Union** (EU) has got 15 member states, the **Council of Europe** (CoE) counts 41 member countries at the time of writing of this report. The EU evolved from the Treaty of Rome (1957) in which some countries decided to work closer together in the economic field (coal and steel initially). The CoE saw the light in 1949 when some Western European countries were horrified about what had happened in World War

II, and they created an institution to safeguard the Human Rights of all citizens, Pluralist Democracy and the Rule of Law.

Both institutions started working with youth as a target group to strive for their objectives. Parallel youth programmes developed, but they often covered the same realities, target groups or geographical regions (EU countries are also member of the CoE, both work with Eastern and Central Europe, with the Mediterranean, etc...). Therefore this partnership was established to make the 'European approach' to training in the youth field more coherent, by combining the strengths of the two institutions. It is no use to run similar activities separately, if you can do them better together. An amount of approximately 5 million Euros has been budgeted for the first phase of this partnership agreement.

The main aim is to provide high quality training to youth workers who support and foster the idea of active participation of young people in Europe in their work. Furthermore, efforts are being made to establish a standardised recognition of youth worker training throughout the various European countries; a research project is currently screening the different systems of certification/recognition of youth worker qualifications among the various European countries.

A collection of high quality, up-to-date educational material is being developed, as well as a network of Trainers and Trainees to update methodologies, materials etc. and to obtain feedback on each other's work (see the publication 'Coyote' at [www.coe.fr/youth](http://www.coe.fr/youth)). It is therefore essential to collect and evaluate the already existing training material which then can be re-edited and distributed in an organised way to make these 'Educational Binders' available for anyone interested in youth worker training.

In the first stage of this partnership agreement, there is already quite a number of Training Courses scheduled to take place in the near future, with the respective trainer teams being composed of well qualified trainers coming from both partners, being the Council of Europe and the European Union. The feedback from these activities will be very important to set up a planned long term co-operation between these two institutions for the years 2000 to 2004, as they can provide fruitful recommendations for this promising future.

A very important principle of the partnership agreement is the idea of training **multipliers**; with limited resources, it's of course impossible to train all youth workers in Europe directly. Therefore, the privileged people who are selected for these training courses should multiply what they learned within their environment to ensure a wide dissemination of the information, methodologies and examples of good practice.

For more detailed information about the Youth Directorate of the Council of Europe, you can consult the following web site: <http://www.coe.fr/youth> and for more specific information about the Directorate General XXII 'Education, Training &

Youth' of the European Union, you can surf to <http://europa.eu.int/en/comm/dg22/youth.html> . For more information on the Partnership Agreement and its activities & educational publications between these two institutions, you can contact either one of the partners.

❖ GROUP DYNAMICS

The afternoon was dedicated to Group Dynamics with the aim to form a group who can work together well for the rest of the training course.

A first exercise put the participants into the roles of penguins swimming (in the funny-feet-together & arms-against-the-body-flapping-hands fashion) around floats of pack-ice (simulated by big pieces of paper); as soon as the trainer yelled '**Sharks! Sharks!**', all the penguins had to move onto the ice as quickly as possible to avoid ending up as the shark's lunch. After each round, the pieces of ice got smaller and smaller (tearing pieces of paper off), forcing the 'penguins' to move together closer and closer to be safe. It was great fun and nobody got eaten by the dreadful shark ☺

A more elaborate exercise called '**the Sinking Sands**' (also know as 'the maze'), was played in two groups (because it is best done in groups of 7 to 15 persons). To prepare the exercise, you draw, stick or glue a grid of squares on the floor, and you copy the same structure on a piece of paper, with the difference that you draw a path through the grid on your paper that you don't show to any participant (see example below).

	1									
		2	3						14	
				4	5				13	
A						6			12	B
					7				11	
						8	9	10		

And now the story starts (speak to the group in a mysterious but clear voice):

*"You went for a walk through the woods and it was good fun... up to the moment that you realised that you got lost... The night is nearly falling and you know that you will never find the way back in the dark. One of you knows a shortcut to get back home before dark but it will lead you through a swamp, called the 'Sinking Sands', for obvious reasons. There is only one path through the Sinking Sands which can bring you safely to the other side (from side A to B). The path is made up out of squares that are adjacent (touching one another). Members of the group can try in turns (one after the other) to find a way through the sinking sands, but when a person sinks stepping on the wrong square, s/he has to return back to the beginning (side A) and someone else has to try. The aim is that everybody of the group reaches the other side (side B) safely over the path. There can be only one person on the path at the time, otherwise it will collapse and sink. Once a person has reached the other*

*side (B), s/he is not allowed to return. From the moment you start crossing the swamp nobody is allowed to talk because otherwise you would wake up the ghosts of the swamp who will come and take you to their underworld. You have now 10 minutes of talking to quickly develop a strategy how to get from A to B, before the evening falls. Once the 10 minutes are over, silence must reign for the swamp ghosts' sake and you start trying to cross. May god be with you..."*

It is important that you have some persons observing the process of negotiation in the group. These helpers can also help you to check on a copy of the sinking sands plus path if the participants stepped on a wrong square (and make appropriate sinking sounds). It is also interesting to notice the reactions on one another during the crossing.

This exercise put the focus on working together towards a common goal and the communication and group dynamics involved. So for the debriefing you can use questions such as:

*How did you feel during the negotiation / the exercise? Did people listen to you? What was the group atmosphere like? Was everybody involved in the decision-making? Did you make rules? How did you make them? What made the process go forward? What stopped the process? What worked and what didn't? Did you see a difference in acting between the people that were focused on the process (caring about the group) / task (achieving the aim)? How could we have done the task more pleasantly / more efficiently?*

... and you are at the core of group dynamics in action.

#### ❖ BRAINSTORM ON TVS

To enter the actual subject of the training course: Project Management focused on Trans-national Voluntary Service (TVS), four groups brainstormed on their ideas and understandings of TVS: What elements make a project a TVS project?

*To form the groups, pictures of four different animals were handed out, one to each participant. Everyone then walked around the room, making the noise of the respective animal, with the goal of finding those representing the same creatures. But those Finish roosters and the French pigs surely make strange sounds...*

Each group prepared a flipchart to present the outcomes of the group work to the plenary. The results would be the basis for a more elaborated discussion on the subject of TVS projects and its elements the next morning (see The TVS Cycle p. 21).

#### ❖ KEY GROUPS

Key groups are present all over the programme. Every day around 6 o'clock, a small key group of the same participants would meet with a team member to have some key reflections on the day. Key groups were supposed to



create a key environment of trust and confidence (and fun) where the programme of the day or the atmosphere in the group could be discussed in a critical manner. It is also a system of feedback to the team which can be taken up in the team meetings and consequently have an influence on the further programme. It is an escape valve for the participants to let steam off. And it is an hour where you can chat about anything or nothing. After the first day(s), participants can be asked to take over the preparation of the evaluation of the day, so that the key group becomes their key group. Each key group was also responsible for the report of one day of the week.

For recollection:

- ◆ *Helmut's: Diane, Virpi, Kaisa, Rossi & Justin*
- ◆ *Caroline's: Elen, Jovita, Gunnar, Stine & Arnaud*
- ◆ *Luba's: Maria, Giedre, Torben, Naoise & Maija (LV)*
- ◆ *Tony's: Florentina, Foudhil, Beatriz, Renatina, Florentina & Cathérine*
- ◆ *Mark's: Slava, Fay, Ekatarina, Lisa & Maja (YU)*
- ◆ *Martin's: Sabina, George, Dita, Tanja & Anna*

& Dinner &

#### ❖ EXHIBITION EVENING

The evening was dedicated to a big exhibition of each participant's **organisation, background and planned projects** which would stay up for the rest of the week. With half an hour delay, as it is appropriate for this kind of official occasions, the ribbon was cut by one of the European VIPs, Patrick Penninckx, who addressed us a word of support for our present & future projects.

The main idea behind this exhibition was for the participants to have a resource area to find out about possible partners and references for future projects and networking in general, making mutual interests and working fields apparent to everyone. It also allowed the participants to get a feel of the different realities in youth work and trans-national voluntary service (TVS) in different parts of Europe.

Drinks and snacks, served by the team for the occasion, catered for a pleasant atmosphere to walk around and look at the numerous colourful presentations put up by the participants.

In order to give more guidelines and to ensure that most of the people will have a chat with most of the people, the following exhibition task sheet was given out:

#### EXHIBITION – EXPOSITION



Try to find amongst the people present 5 organisations or projects that have something in common with your organisation or project. Of course, these things in common shouldn't be obvious things (such as being a youth organisation, being an international or a voluntary project). The aim of this exercise is to get to know most of the participants and their projects.

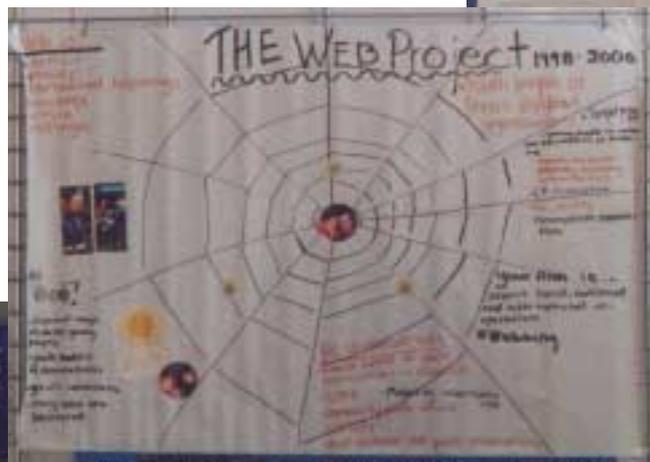
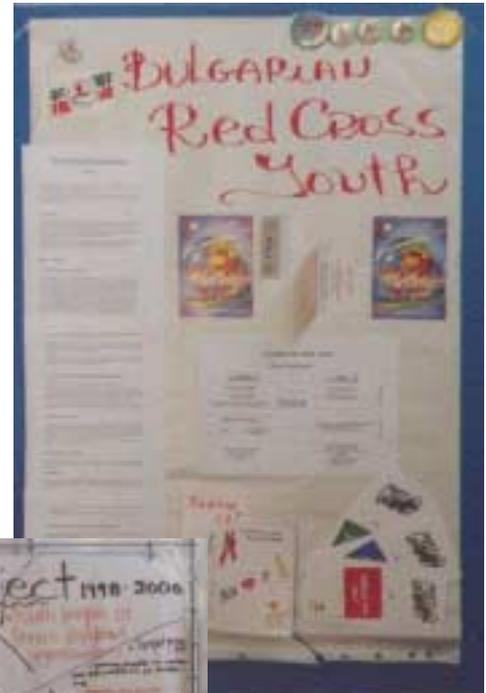
*Training Course on "Project Management & Trans-National Voluntary Service":  
Report*

*Training Course on "Project Management & Trans-National Voluntary Service":  
Report*

Write down the organisation/project and what you have in common.

Organisation/Project	Element(s) in common/Element(s) en commun
...	...

A sample of fine examples of exhibits...



TUESDAY 9<sup>TH</sup> MARCH 1999

Ø Breakfast Ø

✎ Energiser ✎

THE SITTING CIRCLE (if everything works out): by Florentina  
Everybody stands in a circle (which is different from an egg shape!), all looking in clockwise direction, holding the shoulders of the person in front of them. Everybody takes a step sideways into the centre of the circle, until your front touches the back of the person in front of you (warm & cosy). At a sign everybody sits down on the lap of the person behind. Useful exercise if you don't have chairs in your plenary room...

### ❖ THE TVS CYCLE

What is a Trans-national Voluntary Service (TVS) project? When the team designed this course, they had a long discussion about this. Yesterday we had a brainstorm about it in working groups. And the following elements came up.

The concept of TVS can be divided in two different segments:

1. "**Trans-national**" first of all doesn't only mean international, but it involves two or more countries in interaction with one another. To make it clear: a British football team going to play in Germany is not trans-national, but only international (no real interaction).
2. "**Voluntary Service**" secondly implies that the project is about work, and not about studying for example. Voluntary work is the backbone of the project.

The TVS cycle consists of three parts:

1. **The volunteer leaves from a place:** The 3 members of a TVS project (sending organisation, hosting organisation and volunteer) have to agree on the content of the project. It is important to pay attention to everybody's expectations and tune them in on the same wave length. The sending organisation takes the main part of the preparation of the volunteer on its shoulders.
2. **The volunteer goes somewhere:** For this part the hosting organisation carries the main responsibility. They will set up the support structure for the volunteer and provide work which is both useful and interesting for the volunteer and the organisation. They will provide food and accommodation and take care of the practicalities on the spot. They shouldn't forget the personal & psychological well-being of the volunteer either.
3. **The volunteer comes back:** The project doesn't finish after returning. There has to be a thorough evaluation by the three partners. The volunteer should be given some guidance for readjusting to his/her native country and to take up his/her life where the volunteer left it. The end of TVS should be the beginning of something new (new initiatives, etc).

A TVS project should be an **ACTIVE LEARNING PROJECT** with the following characteristics:

- ◆ There has to be a decent **pre-departure preparation**. Going to a different country to do some completely new job requires well planned preparation in fields such as ICL, language skills, job related training and preparation, etc...
- ◆ It has to be **community and/or organisation based**: The volunteer has to become an integrated part of the organisation, its work and the local community. The volunteer shouldn't be placed in a vacuum.
- ◆ It has to be **voluntary work**: The volunteer cannot! be a substitute for local paid workers. The voluntary work should not be something the local community or organisation would otherwise hire paid staff for if they wouldn't have the volunteer. A volunteer doesn't equal cheap labour! At the same time a TVS project is about working and not going to school.
- ◆ It is about **active participation**: The volunteer has to take active part in the project and not only receiving or doing what he/she is told to do. He is an actor in the construction of the project.
- ◆ It should be a **structured intercultural learning** experience: The volunteer and the local community and organisation learn from each other. It shouldn't be a one way learning process with the volunteer being immersed in the host culture without being able to contribute with his own cultural background. Different cultural approaches create a fruitful synergy. The cultural learning experience shouldn't be left to coincidence or chance. It has to be structured and organised to get it on the road.
- ◆ There has to be a **support structure** for the volunteer: The sending and hosting organisation should set up a support structure for the volunteer, to deal both with practical help (logistics) and social/psychological support.
- ◆ The project should be **well planned**. The project is not left to coincidence but well thought through and planned with all the partners involved, in order to cater for everybody's expectations so that everybody gains from the project.
- ◆ The project shouldn't stop after the volunteer returns home. The **return home** should be carefully guided. It should be a beginning of new projects and not the end.

It is important to note that Trans-National Voluntary Service is a wider concept than EVS (European Voluntary Service: see p. 56). The latter is only one of the funding possibilities for a certain kind of TVS.

❖ TVS WORKSHOPS

1. PRE-DEPARTURE TRAINING

The workshop was held in two parts. The first one focused on predeparture training<sup>1</sup> in general, whereas the second part took a specific look at the importance of intercultural learning within such a training.

A brainstorming session identified the most important fields of topics to be covered in such a predeparture training (also see 'Pre-Departure Preparation' in the Annexes, p. 78):

- ◆ Motivations/Expectations of pax, sending organisation, hosting organisation and the local community
- ◆ Know your culture(s)!
- ◆ Organisational practicalities (e.g. visas, insurance, travel documents/arrangements, financial aspects, medical regulations etc.)
- ◆ Habits like drugs (esp. Smoking, alcohol), eating (diets), sexuality/dating or hygiene.
- ◆ Medical precautions (e.g. required/recommended vaccination, medication, doctor/hospital procedures etc.)
- ◆ Language and Communication
- ◆ Intercultural Learning

Each of these fields contains many topics that need or may not need to be covered in predeparture training, depending on the project; it's important to make *active* decisions when planning the training: which topics need to be addressed? Which do NOT need to be addressed?

Only after this selection process you can start to look for ways and methods to cover the chosen topics.

After these fields of topics had been identified, methods to cover the topics were discussed and exchanged. While topics such as travel arrangements, insurance or medical information can easily be covered by passing along information (e.g. on paper or in a lecture), topics from the fields like communication, ICL or motivations/expectations often ask for more complex and active methods. Role plays, simulation exercises and similar activities were found to be most helpful in such cases. Several specific methods were introduced.

Focussing on Intercultural Learning, the general features of simulation exercises, their advantages and risks and dangers were discussed in groups to raise awareness of possible conflicts that may arise when using such methods. It got clear that

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<sup>1</sup> Predeparture training' means the preparation/training that TVS project participants go through before leaving.

although everyone agreed on ICL being one of the most important topics in predeparture training, finding the 'right' method isn't easy at all.

## 2. SUPPORT DURING TVS PROJECTS

We divided the TVS projects according to their duration (although this is probably a continuum):

- ◆ Short Term (up to 6 weeks)
- ◆ Long Term (up to 1 year)

Which **elements of support** can we use:

- ◆ Training to get to know the job and on the job training
- ◆ Showing the town, the working & living environment
- ◆ Activities to get to know the members of the hosting organisation
- ◆ Structured and regular supervision of the volunteer regarding the job and his experience
- ◆ Social activities - among different volunteers & volunteer integration in the community
- ◆ Time off in order to allow to get to know the culture
- ◆ Practical arrangements such as insurance, social security, medical treatment
- ◆ Provision of accommodation and food
- ◆ Introduction to the practicalities of every day life
- ◆ Transparency about allowance and financial arrangements
- ◆ Language training
- ◆ Information and explanation of rules and regulations
- ◆ Existing emergency procedures
- ◆ Create space for establishing peer relationships
- ◆ Conflict crisis support
- ◆ Dealing with stereotypes & prejudice

There are different approaches in support to the individual volunteer or to a group of volunteers, therefore the methods need to be adapted to the target group.

### **Short Term**

Support measures you can take at a short term international work camps (in the fields of getting to know the social environment; job related issues; cultural issues; language and organisational & technical issues):

- ◆ Contact with local community: sightseeing, visit local authorities, invite local volunteers
- ◆ Presence of camp leaders and local resource persons
- ◆ Establishing links & contacts with similar organisations or projects
- ◆ Put people in host families

- ◆ Organising social & leisure activities
- ◆ Country briefing and introduction
- ◆ Treasure hunt in the town
- ◆ Talking about each others motivation and expectation
- ◆ Interaction on the job
- ◆ Key groups
- ◆ Safeguarding private space and time
- ◆ Organisational aspects: divided, updated & transparent responsibilities, qualified experts, accessible contact persons

**Activities, Structures & Resources (Long Term):**

Structured introduction to the environment:

- ◆ Well developed job description
- ◆ A cultural habits- course for the participants,
- ◆ Individual coaching
- ◆ A mix of the above

Social activities:

- ◆ Helping build up relationships
- ◆ A cultural introduction
- ◆ Regular group events
- ◆ Excursions
- ◆ Social evenings
- ◆ Basic introduction

Language learning:

- ◆ Should be needs oriented
- ◆ Should be ongoing for the long term volunteer
- ◆ A family stay would improve language skills
- ◆ Intensive/full immersion course
- ◆ A mixed format

Job supervision:

- ◆ Develop a detailed work plan
- ◆ Work on role clarification
- ◆ Pay attention to the volunteer's motivation & skills
- ◆ Think about the project needs
- ◆ Provide on the job training
- ◆ Install a tutoring system
- ◆ Agree upon a job description
- ◆ Regular one to one meetings

Volunteer mentoring & guidance:

- ◆ Space for reflection
- ◆ Evaluation of the project
- ◆ Dealing with crisis & conflicts
- ◆ ICL course
- ◆ Contact persons/ counsellors/ "mentors"
- ◆ Group meetings (with other volunteers) for reflection & evaluation
- ◆ Written evaluation

### 3. INTEGRATION IN LOCAL COMMUNITY

In a trans-national voluntary project, it is very important that both sides get something out of it (this is often described as **mutual benefit**). Therefore it is necessary to have a clear identification of both sides' needs to avoid misunderstandings which then could become an obstacle in the process of integration in the project or in the local community.

In order to make the integration in the target country & community smoother, the volunteer could try to find out in advance as much as possible about the country, its people & culture, the mentality, language courses... Sessions about ICL are also primordial. They prepare the volunteer in the sense that s/he will know better what to expect and s/he will be less likely to make intercultural mistakes which could hinder the integration process. The host culture will have less secrets to the volunteer and as a consequence the volunteer will feel more secure in his/her interactions with the people on location. Hence the importance of good pre-departure training (see workshop 1, p. 23)

For the integration in the local community, good communication skills are a must. You don't have to start talking to just anybody on the street, but the volunteer should have a keen interest in interaction with the locals. They might have just as big problems taking the first step as the volunteer (because of language & cultural differences, because of the 'new' person, etc) but someone has to make a start. Just go for it.

The volunteer should also be willing to work, since he/she is not there on holidays. Work is one of the gateways to interaction and integration into the local habits and customs... Working together with colleagues of the host country gives you a common base of understanding and common affinities. Therefore good contacts with the hosting organisation are a good starting point.

Cultural activities & visits also provide opportunities to meet other people and to see how life functions in the new country. Visits to families open up another door to yet another part of society. Or becoming member of a sports club, a youth club or any other activities you would normally do at home will make you feel more at home and

will at the same time provide you some opportunities to get to know local people. Bit by bit you will build up a social network like the one at home.

Of course integration into a new environment, whether it is work or a new (socio-cultural) surrounding, is not easy and takes a lot of energy. Therefore it is important to build in and negotiate periods of rest or contacts with your home culture (reading your favourite magazine that your parents/friends send you, meeting a friend from your country, speaking your own language,...) to recharge your batteries.

A lot of the time the volunteer just enjoys the new experience, but the motivation for the interaction should be kept up at both sides: the volunteer could also do something for the host community (a party with typical things from her/his country, a slide show,...), just as the hosts provide the volunteer with a special experience. That way the volunteer gains the interest of the host community and this will trigger more interaction. Of course this takes a bit of courage and sense of adventure to organise something in an unfamiliar environment, but the (learning) experience will be all the bigger.

#### 4. POST-RETURN: AFTER COMING BACK

The project is not finished when the volunteer returns to his/her own country: this is only the beginning. The volunteer can do something with or **share his/her experience** in different ways.

- ◆ Helping to prepare other volunteers leaving on a trans-national voluntary project
- ◆ Giving feedback to the organisations involved in the voluntary project so that they can improve their work
- ◆ Giving information about the possibilities & opportunities of voluntary service: spreading the word about the intercultural experience (slide shows, writing articles,...)
- ◆ Using the skills s/he learned in his/her own organisation
- ◆ Bringing home new approaches and views, new ways of working
- ◆ Setting up one's own (international) projects
- ◆ Getting more involved in the home organisation taking up new responsibilities
- ◆ Helping with the hosting of a volunteer in his/her organisation (as mentor, support person or like-minded friend that understands what it is like to live & work in a different country)

\* Lunch \*

#### ❖ THE CARD GAME

After lunch, the participants were taken up to the fourth floor and were seated in smaller groups at a table. On the table there was a number (going from 1 to 6), paper and pencil and a bunch of rule sheets. The participants were asked to learn to play a simple card game, for which they had received the rules lying on their table. After a

period of reading, explaining & practising a card tournament would start, during which the participants were not allowed to speak, nor use any written words anymore. The players had to start counting the scores and the sheets with the rules were taken away. Each group had one observer whose task it was to examine the reactions of the group. After a round of the tournament (10 minutes), the loser of each table would go a table down (the tables were numbered) and the winning person would go up one table (of course the highest table couldn't send anyone further up, nor could the lowest table send anyone further down). After changing tables the second round of the tournament started. Cards were dealt as normal, people started playing but bit by bit they started protesting, some started giggling, some fists banged on the table. The newly formed groups of players realised that the rules were slightly different at each table (although some didn't), but the aim was still to play the card game. Through non-verbal communication, the groups agreed on rules and continued playing. After the second round of the tournament, the winners and losers changed tables again as before (winner up one table, loser down one), being confronted with different rules at the other tables. People got better and better at the game, explaining and negotiating the rules.

You can find a description and ordering information about this game called "Barnga, a game about cultural clashes" at [www.bookmasters.com/interclt/](http://www.bookmasters.com/interclt/)

The card game was a **simulation of cultural encounters**. Everybody has an own set of rules (cultural norms & behaviour) which you acquire in a first round of practising of the card game at your own table (socialisation during childhood into your own culture). The rules become yours and you don't need the sheets of paper anymore to be able to play the game (the parents don't have to tell you anymore how to greet visitors or how to eat appropriately for example). You take your rules for granted, they are like water to a fish (it surrounds you and you don't notice it until you are lifted out of it). It becomes more complicated when you change tables (meeting different cultures) or when someone else from a different table comes and visit yours (immigrants or tourists for example). Sometimes players didn't even realise that the rules were different at another table (ethnocentrism: 'of course everybody has the same rules as me') and just thought that the players there had misunderstood the game. There are different strategies in order to be able to continue playing a game (managing cultural differences). You can impose your original rules, you can take the rules of the other (in order to win) or you can create a new game with new creative rules. Important in this process is communication, which was non-verbal in this simulation. The more you change tables (travelling, living in different countries, doing exchanges), the better you can deal with the differences, because you already expect them to be different and you create some skills in discovering the rules (intercultural sensitivity) and in negotiating them or adapting to them. This is exactly what we try to do with intercultural learning in international youth activities: to make people more skilled in deciphering cultural rules more easily and to negotiate them in a respectful way.

❖ INTERCULTURAL LEARNING THEORIES

*Summary of Helmut's presentation*

**Culture**

In order to describe the concept of Intercultural Learning one needs to develop an understanding of the concept(s) of culture. There are many ways to define the concept of culture, all of which face the same dilemma: we are trying to reflect on something which we are part of. Such reflections will never be absolute:

***The fish-in-water analogy***

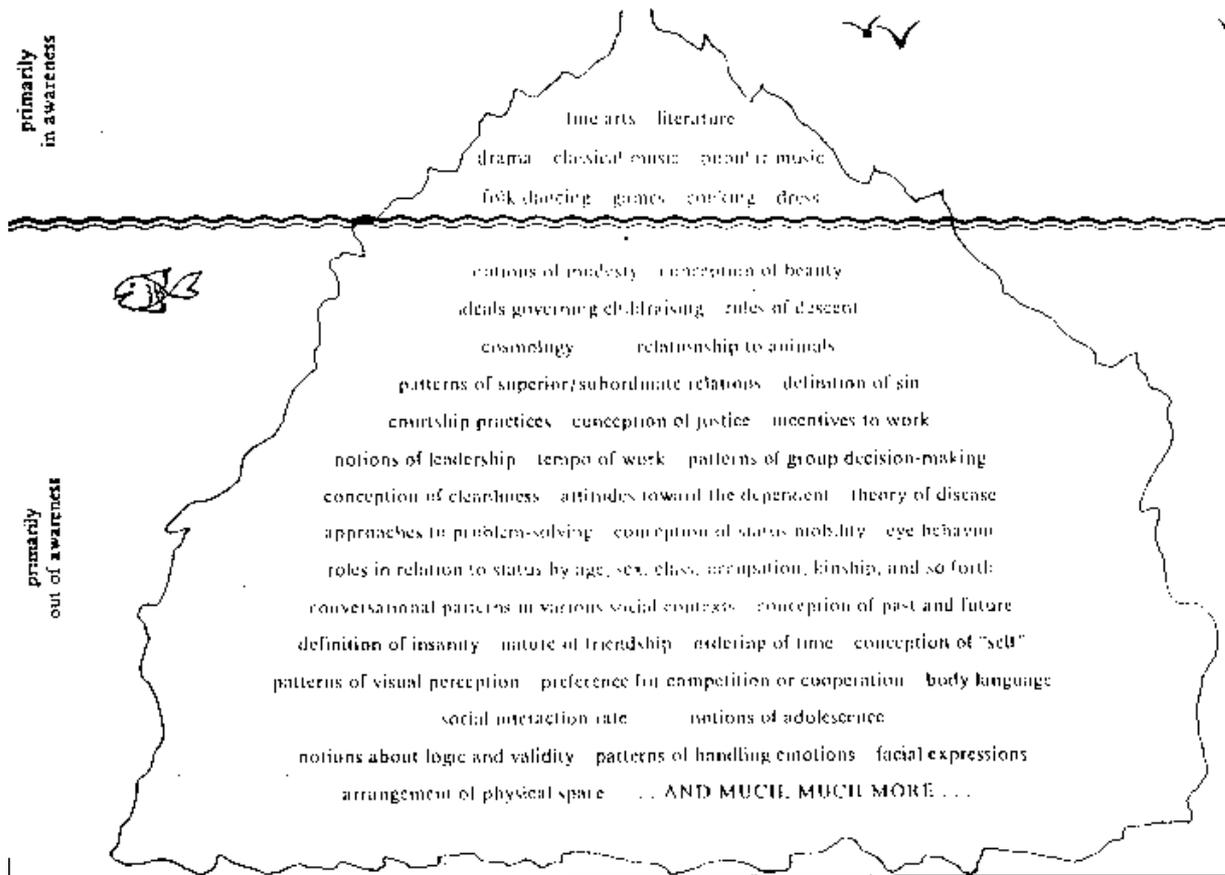
For a human being trying to understand culture is like for a fish trying to "understand" water: the fish is always surrounded by water and can not live outside of it. The existence of culture is to a large degree not noticed by those who are part of it (like the existence of water for fish).

The existence of culture is only realised when we are confronted with the presence of something else. For the fish, this might be fresh water instead of sea water. For a human this might be different norms, values, lifestyles etc.

In extreme cases, it is possible that one is not able to cope with this "other" surrounding (culture/water). While for the fish the consequence might be death, for a human this can result in "culture shock".

The analogy only applies to a limited extent because a fish does not shape the water in which it swims, whereas culture is shaped by those who are part of it. Culture is not static but dynamic!

***The iceberg analogy***

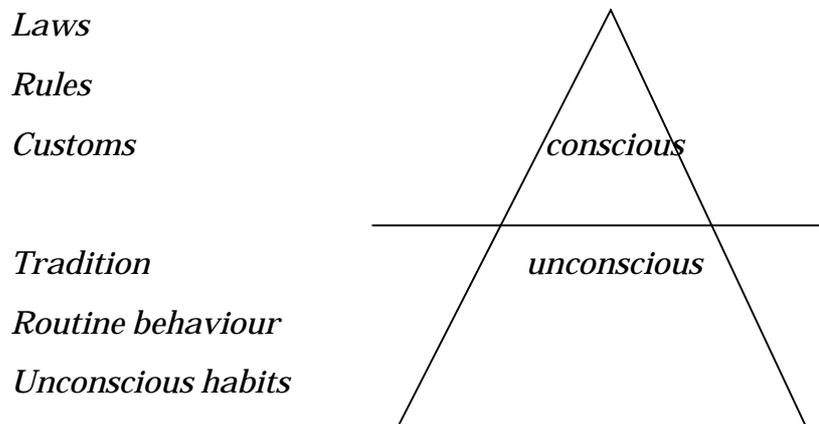


Just as nine-tenths of an iceberg is out of sight (below the water line), so is nine-tenths of culture out of conscious awareness. The out-of-awareness part of culture has been termed "deep culture."

Culture is like an iceberg in the sense that only 10 per cent of culture is visible. A large portion of what constitutes culture is beyond or below our conscious awareness (see graph). Nevertheless, what is beyond our awareness has an influence on our daily lives.

***Culture as a continuum***

Culture can also be described as a continuum. At one end there are the cultural rules which are considered to be "natural". At the other end there are those rules which societies have consciously formulated to direct the relationships between it's members such as laws. This concept can be related to the iceberg concept of culture:



### ***Manifestations of culture at different levels***

Geert Hofstede defines four areas in which cultural differences manifest themselves: Symbols, heroes, rituals and values. Cultures can be compared along these manifestations.

### ***A psycho-analytical approach to culture***

According to Freud culture is everything that regulates the relationships between it's members. Coexistence of human beings is only possible if there is a majority that is stronger than any individual. The power of the community ("law") confronts the power of the individual ("raw violence"). One cultural demand is the suppression of violence against other members of one's own culture. This is the basis of co-operation between people.

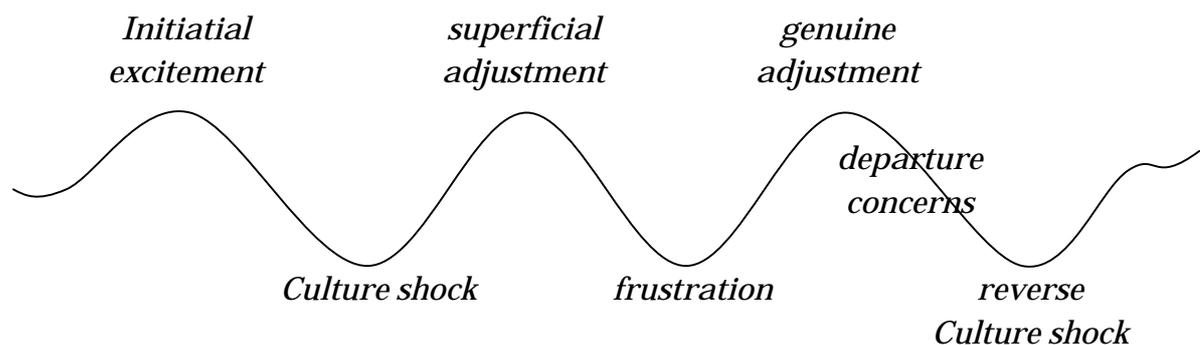
### **Confrontation with other cultures**

There are two aspects to the confrontation with other cultures:

It can mean a **threat** since the other culture could provide different answers to existential questions than one's own culture. This can result in insecurity and, in extreme cases, in "culture shock".

It can also provide an **opportunity** since other cultures bear possibilities which one's own culture does not offer.

Organisers of (long-term) exchange programmes observed that participants are going through a similar sequence of ups and downs in experiencing the perplexities of the culture they are visiting. This sequence is referred to as "adjustment cycle" (see graph).



### **Intercultural learning**

Intercultural learning has become a fashionable term, has been used in an inflated way. The term is not very precise in it's meaning, and can cover many generalities.

An important principle of intercultural learning is that there is no hierarchy of cultures. Another principle is that of reciprocity: Intercultural learning is – as the prefix "inter" suggests – a process between cultures.

Intercultural learning requires the confrontation with the foreign. Only when confronted with another culture and thus realising cultural differences can I become aware of my own culture. This enables me to reflect on what has been unconscious to me so far or what has been perceived to be "natural" and evident. What I perceive to be "natural" or "normal" is determined by my experience and my socialisation (analogy with the Card Game, p. 27). This is also true for (visual) perceptions which tend to be selective based on previous experiences.

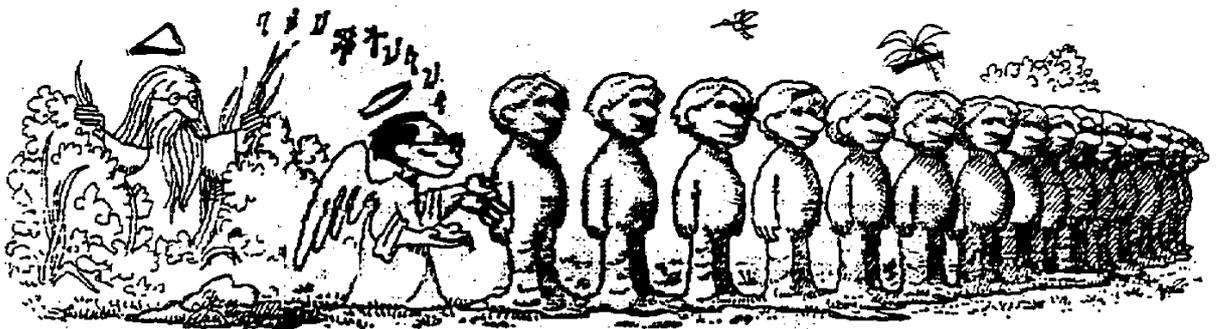
Therefore, the confrontation with another culture can imply not-understanding and mis-understanding. The confrontation with other cultures can also imply tensions and conflicts, specifically if it concerns areas which are primarily out of awareness (see iceberg concept of culture).

Intercultural learning implies "dialogic learning": the comparison of the own culture with the foreign, the communication and negotiation of conflict with another culture, the comprehension of own and other culture as well as the interrelationship between them, and co-operation between cultures.

& Dinner &

#### ❖ INTERCULTURAL EVENING

The Dining Hall was buzzing, tables were being prepared, numerous bottles and snacks came from the dark of the suitcases, and the Intercultural Evening was ready to go. Everyone got the chance to present her/his country briefly and to perform a game or dance. We had Latvian traditional dress, French wine, Austrian yodels, the Netherlands annexed Belgium, games from around the world, smoked cheese & ham, strong drinks from the East & North, etc etc etc. Enough to become a full time world traveller, just to go and taste a bit of every culture...



WEDNESDAY 10<sup>TH</sup> MARCH 1999

Ø Breakfast Ø

✎ Energiser ✎

DESIGNING THE IDEAL VOLUNTEER (BUT DOES S/HE REALLY EXIST?)

In couples we were asked to describe our concept of an ideal volunteer by writing at least two of his/her qualities on one body part of the « paper volunteer ». Afterwards the bodily parts of the volunteer were put together and the different ideas were read out loud. So do YOU look like this?

❖ MANAGING VOLUNTEERS

**Mary Gannon**, was invited as an expert on Volunteer Management to enlighten us on how to deal with those volunteers... After numerous years of work and training with volunteers in 'Intercultural Ireland' and as a free lance trainer, she was the right person to question about the how & why of managing volunteers.

When we are talking about an international volunteer programme, we should have a look at the things that can be offered and that are requested, both by the hosting organisation as well as the volunteer, to make ends meet in the middle. What are the challenging obstacles in this TVS project and how can we learn from them in order to solve these problems.

The group was split into groups who brainstormed on the different questions and came up with the following results.

1. Point of view of organisation

- ◆ I want... *responsibility, self-orientation, commitment, co-operation, self-education, motivation, active participation and work skills*
- ◆ I can give... *cultural and language knowledge, opportunity for responsibility, sharing experience, chance to make a project, dream come true, future work, opportunities, clarify objectives, support, training*

2. Point of view of volunteer

- ◆ I want... *well organised project, support, training, introduction to country, have fun, acceptance of project leader, safety, work experience, language skills, experience to put on CV, learn about other countries, get away from problems at home, get more open-minded*
- ◆ I can give... *knowledge, experience, work, motivation, new ideas, bring my culture, my personality*

3. The problems that can arise

- ◆ Point of view of organisation... *homesick volunteers, non-motivated, addicts, lac of information, bad training for organisation*
- ◆ Point of view of volunteer ... *conflict with organisation rules, different expectations, culture shock, financial problems*

#### 4. The possible solutions

- ◆ Point of view of organisation... *friendly, comfortable atmosphere, structure, support, detailed information, share expectations, structured meetings, good planning*
- ◆ Point of view of volunteer... *get information, share expectations, flexible, keep calm, discuss problems, look for support*

After the reporting back we did a short **communication exercise** ;

*Two people work together . They sit back to back. One gets a (simple) drawing and the other one gets a blank piece of paper. The person with the drawing now has to explain to the other person how to make an identical drawing . It is not allowed to look at each others papers and to make gestures. You can only talk back to back .*

The debriefing of the exercise showed how important communication is. Getting a message across or accomplishing a task is quite difficult, especially if you are limited in your ways of communication. In this exercise talking back to back was an obstacle, in the TVS project this could be an insufficient command of the language, differences in non-verbal language, different social habits, etc... People may understand or tell the same things in different ways, and what do you do then... **Meta-communication** is the answer (asking or explaining what the words and gestures mean for each other).

#### ❖ TIPS FOR MANAGING AND MOTIVATING VOLUNTEERS

At the end of the session Mary rounded off her input with a list of recommendations about how to obtain a good volunteer and a good relationship between the volunteer and the organisation. They were divide in three parts:

##### PREPARATION

**Questions** to ask yourself before requesting or taking a volunteer:

- ◆ What precise work or project do we want the volunteer to do? Is this the kind of work that a volunteer new to the organisation could reasonably be expected to do?
- ◆ How would working on the project benefit the volunteer? How can we cater for the wishes and expectations of the volunteer (see brainstorm above)?
- ◆ What problems could arise and what would it take to solve them (see brainstorm above)?
- ◆ What skills would be needed to carry out this work in terms of...
  - ◆ *Language ability*
  - ◆ *Interpersonal skills*
  - ◆ *Relevant training and qualification*
  - ◆ *Relevant work experience*
  - ◆ *Office and computer skills*

- ◆ What support structures do we need to put in place for the volunteer and can we provide them?
- ◆ What level of training can we offer a volunteer? Can we carry the costs, either in time or money?
- ◆ Can one staff member be assigned to act as a support or trainer for the volunteer and have we accurately estimated how much time this will take from his/her regular work?
- ◆ On a practical level, do we have a designated space, desk, computer, room etc for the volunteer to use?

#### ARRIVAL

Planning an effective **orientation programme** for the volunteer is essential. This must cover the following areas:

- ◆ Expectations on both sides
- ◆ Anxieties on both sides
- ◆ Organisational information and introduction to all the staff with an explanation of their roles
- ◆ Work programme information
- ◆ Setting out of clearly agreed aims and objectives for the programme, ensuring that the main expectations of both the volunteer and the organisation are met
- ◆ Setting out of criteria for evaluation and a system of feedback on both sides
- ◆ Clear statement of financial issues (what is covered?, when and how are allowances paid?, etc)
- ◆ Information on insurance and health cover, setting up a bank account and other logistics
- ◆ Cultural orientation
- ◆ Guidelines for living with a host family for the volunteer and guidelines for the family hosting a volunteer
- ◆ Social activities
- ◆ Language training where necessary
- ◆ Formal or informal work related training where necessary

#### DURING THE PROGRAMME

Open and honest **communication**, along with structures to facilitate this, are the best way to promote a successful relationship, although they obviously cannot guarantee it. Some ways to ensure this are:

- ◆ Set up clear structures, so the volunteer knows which staff member has responsibility for her/his work, who can assign tasks and who the volunteer can go to with questions around work issues

- ◆ Agree a system of regular feedback between the volunteer and staff e.g. a meeting every week or two to discuss how everything is going, looking at any difficulties that have arisen and answer questions about cultural and host family issues etc.
- ◆ Depending on the situation, it is often good to ask a staff member who does not work with the volunteer to act as a mentor or informal contact person. This way the volunteer can discuss difficulties or conflicts at work with a third neutral person who can function as intermediate
- ◆ Include the volunteer in the general organisational activities, e.g. staff meetings, staff training, turns for making coffee, etc. Give the volunteer a fair and reasonable amount of responsibility (which motivates the volunteer and incites commitment).
- ◆ Arrange regular social events, especially in the first few weeks to help the volunteer make friends and feel welcome. One of the biggest misses in a new country is the lack of your familiar social circle.
- ◆ Check regularly with the host family, who might be aware of problems which you (as work supervisor or mentor) have missed.
- ◆ Giving substantial information on the host culture makes the volunteer feel more comfortable and at ease. But also be open-minded and interested in the culture of the volunteer (no one way interest)

#### ❖ **BASICS OF PROJECT MANAGEMENT**

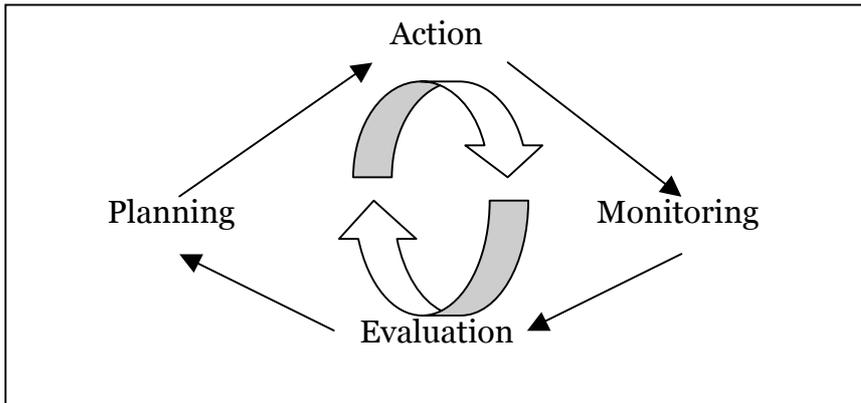
Before splitting up and going into the different workshops, Martin went through a couple of key points on project management. Here's a summary:

#### **What is a Project?**

- ◆ It involves different people, organisations or departments working together to find solution to a problem
- ◆ It is different from routine work
- ◆ A project always involves some risk
- ◆ It is limited in time (it has a clear start & end)
- ◆ You need resources to organise and run your project (time, money, people, effort,...)
- ◆ It should produce a specific result (specified before starting the project: clear aims)
- ◆ A project can be broken down to several phases (milestones)
- ◆ It involves a change (usually)
- ◆ Problem => project => solution (and not the other way around e.g. planning a project without knowing why you organise it nor what you want to reach)

### **The Project Cycle**

The project cycle (see below) involves planning, action, monitoring, and evaluation, and again planning action, monitoring and evaluation, and again... It is a process that goes on and on.



### **What is Management?**

- ◆ It involves careful planning
- ◆ A strategy towards goals
- ◆ About organising
- ◆ Co-ordinating the different elements
- ◆ Directing the project
- ◆ It involves change
- ◆ Parallel activities in a project need co-ordination
- ◆ Controlling or monitoring is a vital part
- ◆ Evaluation determines the future steps

### **Basic Elements in Project Management?**

- ◆ Planning & Controlling
- ◆ Budgeting & Accounting
- ◆ Leadership, Teamwork & Group Dynamics
- ◆ Risk & Conflict Management
- ◆ Quality Management & Evaluation
- ◆ Communication

### **Interdependencies in Project Management**

The following elements are often contrary or at least interdependent (the more you focus on the one, the less you can take the other one into account). It can lead to serious dilemmas that ask to be solved. A golden rule might be the balance between the two.

- ◆ Idea/Plan ⇔ Budget/Funding
- ◆ Idealism ⇔ Reality
- ◆ Tasks ⇔ Processes

### **❖ PROJECT MANAGEMENT WORKSHOPS**

The rest of the day was devoted to workshops on the basic elements of Project Management. Here they come:

❖ PLANNING, CONTROLLING AND BUDGETING (BY HELMUT)

### Planning

To enter in the matter, we had an introductory brainstorm on what planning elements are. Participants were asked to think about what exactly they practically planned in their projects. The main elements in the planning of a project are:

- ◆ Idea/ content
- ◆ Objectives
- ◆ Schedule, plan of actions
- ◆ Strategy
- ◆ Who will responsible for what
- ◆ Who will work with whom
- ◆ Impact on society
- ◆ ...

Planning a project is a complex and non-static process, as Martin pointed out when talking about the project cycle (see p. 38). The plan and budget you draw up for a project is merely an assumption about how things will go in the future. After each step a planner needs to receive feedback about what he/she has already done and adapt the further plan accordingly. While working on a project, we have to keep in mind that the plan or idea on the one side and the reality on the other side are often two different things, which sometimes can contradict each other.

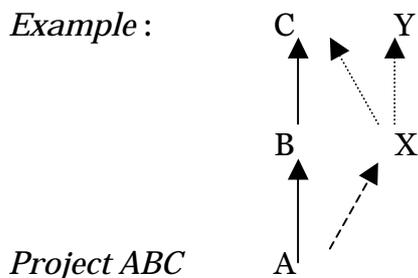
### What needs to be planned?

Here is a list of things to think about when planning your project:

*Content & theme(s) # aims & objectives # target group & participants # structure of the project: activities, programme(s), timing, locations # methods & methodology # finances: cost & income # reporting & accounting # evaluation & monitoring # responsibilities (who does what until when) # communication & information flow # co-operation # publicity & PR # assessment of needs & resources # ...*

### Monitoring

Example :



Project ABC

If your project aims to reach B before it reaches C, but after a first period of time you find out that your project is actually well on its way to X. Monitoring and evaluation stands still every once so often to reflect on where the project is going and to consider

what to do next. If the project indeed got to X unintentionally, you will have to decide whether you change the aims of the project (reaching Y which perhaps is a more realistic aim or an equally worthy aim as C) with all the consequences this might have (will the funders and the volunteers still be satisfied now that you changed course?). Or on the other side new measures can be taken to get the project back on track in order to reach C after all. Monitoring and evaluation after each step enables us to keep in control about our project.

A scheme you could use for monitoring and controlling your activity is to make a list of what you actually planned and what turns out.

Planned Activity	Actual Activity	Budgeted Cost & Income	Actual Cost & Income
...	...	...	...
...	...	...	...

### **Budget**

A budget is a financial mirror of the activities you are preparing, running & evaluating. It is a matter of big importance and should be discussed in great detail before (setting it up while planning), during (accounting which is a part of monitoring) and after the project (financial evaluation and rounding of). Accounting is a useful tool if done regularly and properly. It is important to collect proof on all costs and income (receipt and used ticket hunting!) and to photocopy it before sending it off as part of a financial report to funding organisations for example. Don't forget to account for staff-time allocation which also costs your organisation money. And a last golden rule is to check in the beginning what you will need in the end of your project (the receipts, copies of produced materials, etc).

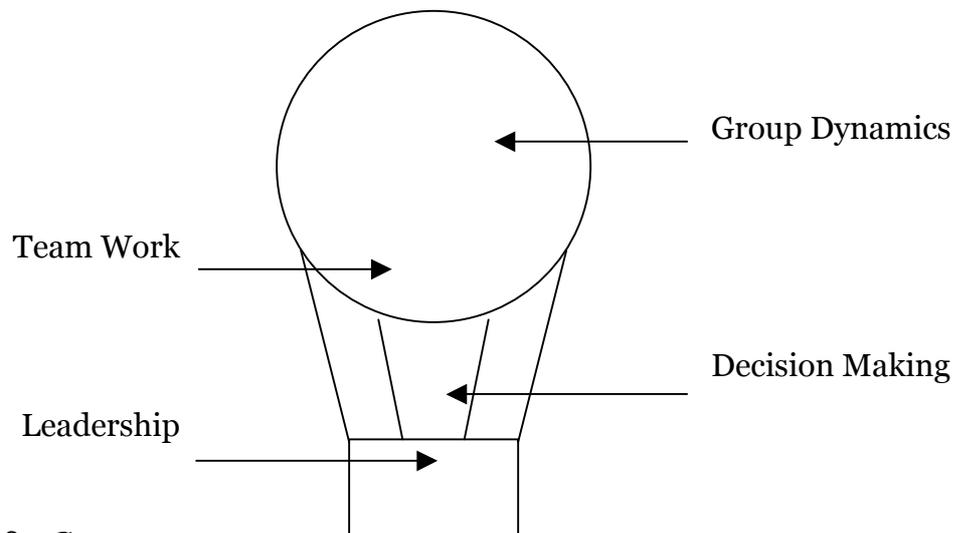
### **Which items need to be put into a budget?**

Here is a list of elements that you should think of when drawing up a budget for your TVS project. This list is not complete and its format needs to be adapted to the funder's criteria. Remember that the income comes in three types: money, in kind and own contribution (staff's work time, national volunteers' work time).

<b>Income/Revenue</b>	<b>Sending Organisation</b>	<b>Hosting Organisation</b>
Own Contribution		
National/Regional/Local Grants		
European Grants		
Private Contributions		
Corporate Funding (Companies)		
In-kind Contributions		
Other income:		

<b>Expenses/Costs</b>	<b>Sending Organisation</b>	<b>Hosting Organisation</b>
Pre-Departure Preparation		
International Travel		
Insurance		
Allowance/Pocket Money		
Accommodation		
Food		
Local Transport		
Language Training		
Introductory Training		
Training on the Job		
Reflection & Evaluation Meetings		
Training for Project Supervisors		
Other Training Activities		
Social Activities		
Administration (phone, fax, copying, postage,...)		
Personnel		
Other Costs:		

❖ LEADERSHIP, GROUP DYNAMICS AND TEAM WORK (BY CAROLINE)



### **Stages of a Group**

The following input is one way of mapping or tracking group dynamics. This theory has been developed by a social scientist and outlines five developmental stages in the life of a group: Forming, Storming, Norming, Performing & Mourning.

This frame has the intention to make you more aware of the dynamic processes in groups and this knowledge can help you to be less anxious in the early stages of group development, which can be – out of necessity – a little difficult. Having understood these five stages, they will also enable you to guide the individuals to become an efficiently functioning group by engaging as fully as possible in each stage.

It is nevertheless important to keep in mind that these stages are only a generalisation and that they don't account precisely in this way for all groups. However, this frame can still be useful to predict and describe group processes.

#### **1. Forming**

This stage is usually characterised by greetings and welcomes. People are generally checking out whether and how they can fit in the group, what roles they might take and they are making assumptions about what they are supposed to be doing or how they are expected to behave.

During this forming stage people start sharing some (superficial) information about themselves and ask questions to others to get similar information from them. This is the time to find out what limits and boundaries there are and what the purpose and nature of the group might be. The members of the group check each others' expectations and form an image of how they could comply with them.

#### **2. Storming**

This stage involves competition for positions in the group. This can be an overt negotiation or more often an unconscious process, so it is difficult to recognise.

During the Storming phase people may attack, withdraw or assert themselves. Some may try to set up cliques or absent themselves physically or emotionally. Others may try to dominate in an effort to ensure that their needs are met.

This phase can also include a rebellion against the leader, against the ground rules or against how things are done. It is a time of testing the limits and of exploring what is possible. Usually this is an uncomfortable moment in the group's development. However, it is necessary to go through this phase, otherwise rebellion might emerge at later stages and could result in a lack of group cohesion. The Storming stage is the crucial process in which the members of the group come to terms with each other.

### **3. Norming**

In the initial stages, the people have checked out each other, the roles and the limits. Conflicts were dealt with and the group now starts to find a way of functioning. The members usually agree on ways to work together (group norms) which will guide their collective behaviour towards effective performance.

At this stage people begin to take responsibility for certain roles in the group. They conform to what is wanted by the group and ask themselves the question: What can I do and what not in this group? The group norms can be useful or on the contrary counterproductive for the aims you've set.

### **4. Performing**

The group members start to co-operate actively with one another to achieve the goals of the group and they will look to each others' needs. The group is functioning well and takes care of Nurturing (caring for, helping and informing each other), Energising (planning, imagining and challenging), Performing (carrying out plans and implementing solutions) and Relaxing (celebrating, reflecting and reviewing).

The group strives to fulfil both the needs of its members (process) and to complete the task (product).

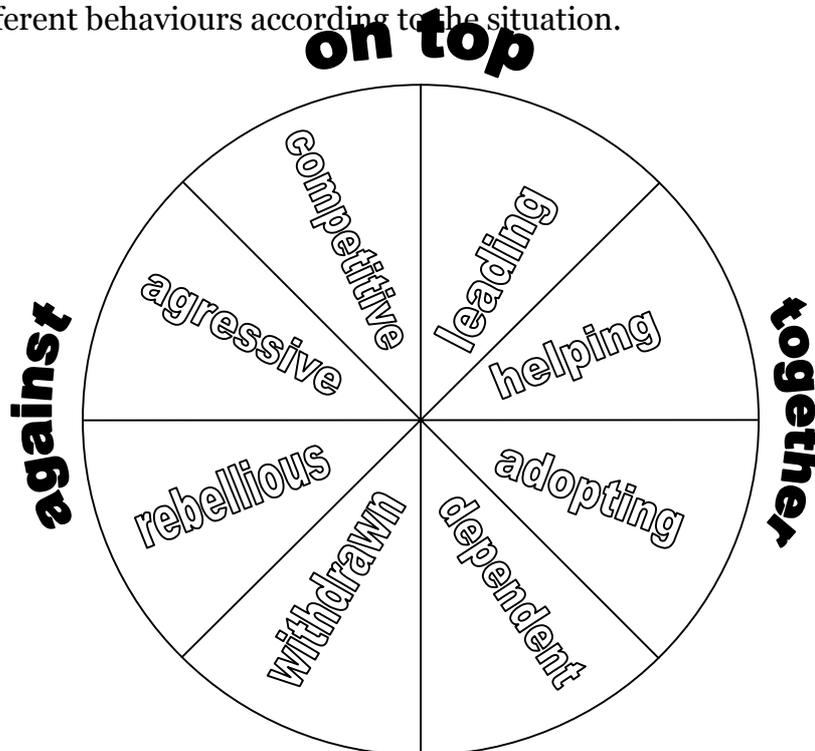
### **5. Mourning**

The group arrives at its end. The bonds between group members are loosened and they have an increased tendency to exclude themselves from the business of the group. The need to belong to the group and the fight for roles and influence is reversed. Often there is a reluctance to come to terms with the fact that the group is ending and many do not want to face the personal loss or perhaps face the fact that the membership of the group was not very satisfactory.

Group members may feel that there is still business to finish, both on the interpersonal as well as on the task level. It is important to persevere and finish unfinished business and to be able to celebrate before leaving.

## Behaviour in a Group

The following diagram is called "the Rose of Leary" and can help you situate yourself or others, according to the axe of dominance (being on top) or submission (underneath) and the axe of co-operation (together with others) or competition (against the others). Of course you can not lock people up in one of the labels, people can have different behaviours according to the situation.



## Exercise: the Hot Air Balloon **under**

*Jules Verne has written about a trip around the world in a hot air balloon. At this moment several people are trying to do the same thing. Imagine that your group is making such a trip...*

*You are in a hot air balloon above the Pacific Ocean. You are drifting over the ocean and you can see a lot of little islands beneath you. Most of them have no people on them. Something is going wrong with the balloon: there is a leak which can not be repaired... Slowly the balloon is starting to loose height: it is clear that you are going to land in the water. But in order not to plunge too hard and to sink, you have to throw some ballast over board. Via the radio you have heard that there are not many ships in the area and that it will be difficult for boats to come to rescue you. The little cabin from the hot air balloon can only float on the water for one day before it will sink.*

*You have already thrown away most of the equipment of the balloon, but the items below you still have left over. You have to prioritise the 15 items (which is most or least important) so that you know which object to throw out of the balloon first and which one you want to keep until last.*

*Here is the left over equipment in random order: first decide for yourself how you would rank these materials (1 is most important, 15 least important) and afterwards do the same exercise in group.*

- ◆ *A copper compass, 10 kg*
- ◆ *A can with 10 kg of food*
- ◆ *A barrel with 10 liter of drinking water*
- ◆ *A radio (sender & receiver), 10 kg*
- ◆ *A first aid set, 10 kg*
- ◆ *Cooking equipment, 10 kg*
- ◆ *A light gun, 10 kg*
- ◆ *A box with powder milk, 10 kg*
- ◆ *A pickaxe, 10 kg*
- ◆ *Desalting tablets, 10 kg*
- ◆ *30 meter of thick nylon rope, 10 kg*
- ◆ *Special model binoculars, 10 kg*
- ◆ *A one person rubber boat, 10 kg*
- ◆ *Fire rockets, 10 kg*
- ◆ *A silk parachute, 10 kg*

### **The Decision Making Process**

Think about the following questions after the group exercise:

*Did you feel that the group listened to you and that they understood what you wanted to say? How much influence did you have on the group decisions? Did you feel involved in the group decisions? Did you feel responsible for the decisions that have been made? Are you satisfied about your participation in the decision making process? Describe in one word the atmosphere in the group? ...*

### ❖ **RISK AND CONFLICT MANAGEMENT (BY LUBA)**

#### **Reasons for Conflict**

Luba made a short introduction to the elements involved in conflict/risk management. The following items could be at the basis of conflicts in a project:

- ◆ **Aims**
- ◆ **Methods**
- ◆ **Procedures**
- ◆ **Structure**
- ◆ **Resources**

#### **Methodologies for solving a problem/conflict**

There has to be a negotiation process between the conflicting partners. The conflicting partners must share their feelings through open communication. In general conflict solving goes through the following steps. This is a cyclic process that can be repeated and repeated and repeated...

1. Realise or point out that there is a conflict. Are all parties involved aware of the conflict?
2. Do we want to solve the conflict and do we have the time and energy to solve it? Who is going to solve it? We or an outsider?

3. Get information about the conflict. What is the conflict about? Between whom? (ex: individuals or the whole group) What happened and why according to the different sides? What do they see as the reasons for the conflict?
4. Invent and discuss any possible solutions. What are the options to solve the conflict?
5. Choose the option that all parties are most comfortable with or less resilient towards.
6. Try out the agreed solution.
7. Evaluate the results and check if the conflict is out of the way.

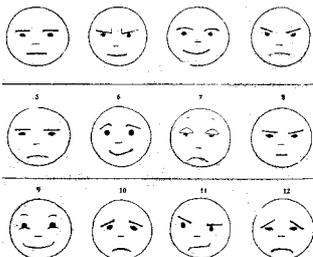
If there is still a conflict, go back to number one and start all over again, bearing the previous reflections and evaluations in mind. Go through this process till a successful solution has been reached.

### **Role Play**

*After this introduction we talked briefly about our own experiences in the field before going on to play a role play: The situation was a meeting with all the inhabitants of a residence building because some were complaining about the foreign volunteers which were said to make a lot of noise. We all played different roles and we did not know what the others' roles were. In the beginning everyone was trying to get his/her own arguments through and to get a solution that was favourable to him or her. After a while Luba gave everyone a paper which said we should try and listen to each other and to obtain consensus. Afterwards most people tried to compromise and we reached a solution that all (except one) was happy about.*

We then had a discussion about what we learned from the play:

- ◆ In projects we should all try and compromise
- ◆ Negotiation is very important
- ◆ All have to give something and not only getting something
- ◆ Conflicts can be solved positively
- ◆ The cultural background of the people involved in the conflict plays a big role



The session ended with an evaluation, where we had to choose the most appropriate face expression on a piece of paper, i.e. the expression that best reflected our feeling about the workshop.

❖ QUALITY MANAGEMENT (BY MARTIN)

### **The Silent Floor Discussion**

There's a big sheet of paper on the floor on which is written: "Quality Management and Evaluation". We write our comments and ideas on it. We don't seem to know a lot about the subject. A discussion of the things written down follows. For Martin, quality management is one of the most important part of a project, no matter what kind of project.

### **What is Quality?**

Everything has a quality (low or high). We have certain expectations, certain standards we want to meet; therefore, quality is **relative**. For example we expect different quality in different restaurants: when we go to eat at McDonalds, a burger in a styrofoam box is great since that's what we expect. In a five-star restaurant, we would never accept this, since we expect decent cutlery, candles, personal attention from waiters etc.

### **What is Management?**

We can dissect three phases in management:

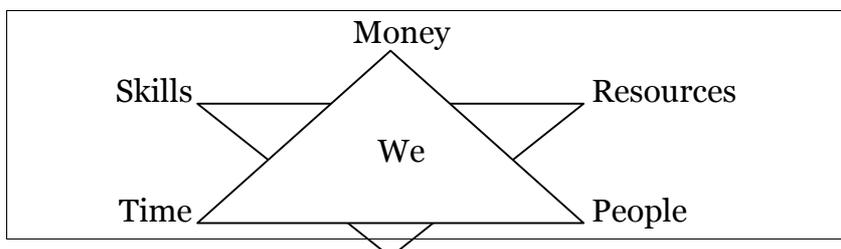
- ◆ Planning (a strategy)
- ◆ Organising & Running the Project (an operation)
- ◆ Controlling (to have an overview to be sure we stay on track as planned)

Quality management is the combination of these 3 processes (one after the other). It's vital that a quality management strategy is developed in the planning phase of a project already.

To measure quality, we need **evaluation techniques**. These are methods to measure the actual quality of certain aspects of a project against the standards defined in the planning phase. There exist whole sets of such tools. However, depending on the project it can be wise to develop a new specific tool to evaluate a certain aspect.

### **Why is Quality Management so important?**

We should *learn* from our mistakes. We need to ask the question "How can we improve?". Quality Management tries to create the most ideal situation possible with the triangle of resources: Money, Time and People. Three important factors intervene on the triangle: the resources, the skills and the interest.



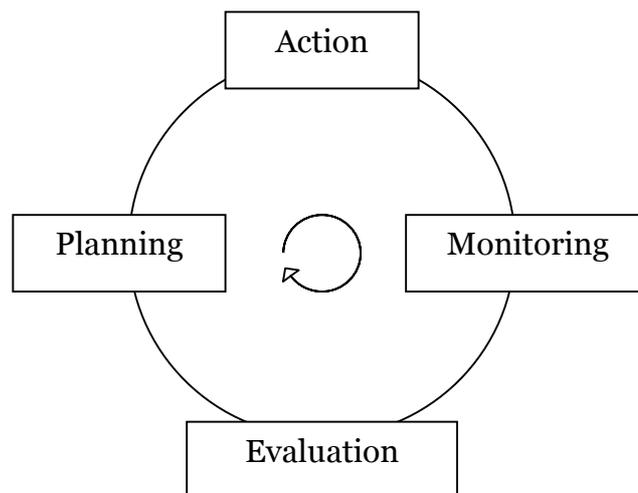
Interest

A project is always somewhere in the middle of these triangles.

How can we *manage /balance* this triangle?

- ◆ In the case of a TVS project, the resources are quite limited. This needs to be kept in mind when defining the quality standards you want to achieve within the project. If expectations rise too high, disappointment is guaranteed... So how much time is there? How many people? And how does the financial side look? All three resources are interlinked: if you don't have enough time, more people might be the solution, but that's likely to cost more money, etc. An honest analysis of the resources available is very important.
- ◆ We have to justify our interests in running the project and we have to make the people who have the resources interested as well. Why do we want to do this project? How can we tell and motivate others so they 'catch fire' as well? Communication is often the weakest spot in projects...
- ◆ Skills need be acquired: books are a good way to get skills or workshops when possible; but sometimes, you can't do everything with your own means and skills: Don't be shy to look for help from people who have the skills you need!

Quality improvement works in **circles**.



We do the project and evaluate it. We judge it. We compare it to our standards and expectations. This is where many people stop while they shouldn't! We'd better plan for a better next time. Quality improvement should be combined with on-going evaluation (don't wait until the end of the project to evaluate). The earlier we see the problems, the earlier we can solve them.

**The Four Phases Of An Evaluation:**

1. Planning the evaluation. It starts at the same time as the project.

- ◆ **WHY?** : Why do I want an evaluation?
- ◆ **WHO?** : Who will do it? Me? Somebody from my team? Other organisation?
- ◆ **FOR WHOM?** : Who is going to get the results of the evaluation?
- ◆ **WHEN?** : When do I want to have the results?

2. Design the evaluation. Find the right **indicators** to get the right information.
3. Collecting the data: this can happen in many forms: written questionnaires, interviews, read-outs from machines, reports from people etc.

4. Assessment.

- ◆ Standards
  - ◆ Expectations
  - ◆ The values.
- } compare with data and draw conclusions

Any project can be broken down into several 'sub-projects'. This means that the main goal is broken down into several small goals that will make up the main goal all together. The project will likely be more successful if dealt with in smaller and better structured parts. It's easier to evaluate on a small, simple goal than on a complex one.

### **Tools**

These are the methods, the ways of doing things. Any tool is designed for specific tasks, therefore one tool will work great for certain tasks, but never for all tasks. Choosing/developing the tool(s) that's right for your needs is one of the key success factors. Let's introduce two tools here that proved to work great as planning tools for quality management (as well as project management in general):

### **The OPA principle. (by Anthony Robins)**

The OPA stands for 'output focussed, purpose driven and action oriented'.

- 1- What Output do you want to achieve?
- 2- What is the Purpose behind this output? (Why do you want to achieve it?)
- 3- What Action leads to the desired output?

We answer these questions and then find which are the priorities. We can readjust this order of priority later during the project.

### **PPO & OP – Project Planning Overview and Operational Plan**

For each desired output listed in the OPA table, there is a row to fill in: What's the desired result/output? (copy from OPA!). What activities are needed to achieve the result? (again copy from OPA). Which indicators tell you whether you achieved the result/output, and to which extent? (This is the core of our quality management planning!). Which external factors<sup>2</sup> might influence the successful achievement of the result?

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<sup>2</sup> 'external factors': factors that can not be influenced/controlled by the project team (e.g. new laws, bad weather) but might threaten the success of the project. They are extremely important in case of an unsuccessful project when you have to justify the failure(s)....

*Training Course on "Project Management & Trans-National Voluntary Service": Report*

***OPA - Outputfocused © Purpose driven © Action oriented (by Anthony Robbins)***

Priority	What Output do you want to achieve?	What is the Purpose behind it?	What Actions lead to the desired Output?
...			

From here, it's a piece of cake to deduce an operational plan (OP):

***Operation Plan (Activity Planning Sheet)***

Project: \_\_\_\_\_ Valid From \_\_\_\_\_ To \_\_\_\_\_

Activity	Person in Charge	Deadline	Resources	Comments
...				

What's to be done (Activity, copy from PPO)? Who's in charge of doing it (person in charge)? By when is this action to be taken (deadline)? And what resources will be needed (resources)? This makes up the project planning overview. It tells you who's doing what by what time using which resources. It can also be used to backtrack the project (or parts of it) in the evaluation phase.

***Project Planing Overview***

Project: \_\_\_\_\_

Results/Outputs	Activities	Indicators	External Factors
...			

In order to put all these principles to the test, we did the following exercise, or rather "egg-cercise".

**The Egg-cercise**

There are eggs on a string hanging from the ceiling. Little groups (4-6 persons) are formed and each group gets the following materials: a newspaper, a string, a piece of tape, a piece of cardboard & a marker. The aim of the groups is to construct something that will prevent the egg from breaking when the trainer cuts the string and the egg will fall. The groups get 10 minutes to agree on a strategy... In order to make the task even more complicated, you could decide that the egg should end up touching the floor or a plate after falling.

The idea was to find a strategy and to manage our project qualitatively well (meaning not breaking the egg) using the tools that were just introduced. Only one out of four eggs broke...

❖ **FUNDRAISING (BY TONY)**

First of all we had a brainstorm about where we could possibly look for money.

### **Who gives \$\$\$ money \$\$\$**

If you are looking for money for European or International Youth Activities, there are lots of sources available, some are international organisations or institutions, but other times these funders depend on your local reality and contacts. There is about everything in the range of big international often bureaucratic institutions who give rather big sums of money, to the local smaller organisations or individuals who can be made warm for your project by personal creative initiative for relatively smaller amounts of money. *(this list is not necessarily in the right order in all cases, it depends strongly on local realities)*

\$\$\$\$\$\$\$\$

Bureaucratic  
Strict



United Nations: see [www.un.org](http://www.un.org), [www.unesco.org](http://www.unesco.org), etc.

European Union

International funds

see [www.eurodesk.org/eusum/eusumen.htm](http://www.eurodesk.org/eusum/eusumen.htm)

European Youth Foundation &

European Mobility Fund

see [www.coe.fr/youth](http://www.coe.fr/youth)

National Authorities

Local Authorities

Foundations

Companies

Organisations

Creative  
Personal

Individuals

\$

The internet is also becoming more and more a source of information. A philanthropic organisation recently put a collection of funding possibilities on the web at [www.fundersonline.org](http://www.fundersonline.org)

### **Golden Rules (or perhaps silver) for Fundraising**

#### **↻ Planning**

- ◆ Don't do it alone: Get a group of motivated people (volunteers) to help you
- ◆ Plan & co-ordinate your fundraising activities
- ◆ Don't get yourself in a position that you might get accused of fraud: keep everything transparent in the group
- ◆ Keep the group updated on progress (how much you've got-how much you still need)

#### **↻ Project**

- ◆ Convince yourself of your own project

- ◆ Explain why donors should give to you and not to someone else (describe your aims & objectives, the disadvantages & advantages)

#### ↪ **Funders**

- ◆ Personal contacts work best: contact the one person responsible and stick with her/him
- ◆ People give to people and not to organisations
- ◆ Follow up on your actions: call the people you send letters
- ◆ Use the language & words the donors use: adapt the description of your project to the funders

#### ↪ **Return**

- ◆ Thank people for their donations
- ◆ Give something in return for the contributions
- ◆ Motivate your fundraisers: keep them updated on the project

#### ↪ **Last but not least**

- ◆ Don't give up!

#### **Some CRAZY IDEAS (?) for fundraising**

These ideas focus on the creative ways of fundraising you can do on a local level, since the funding of the big institutions have a detailed set of criteria and application procedures, which will be shortly explained on Thursday (see p. 54). Here we go...

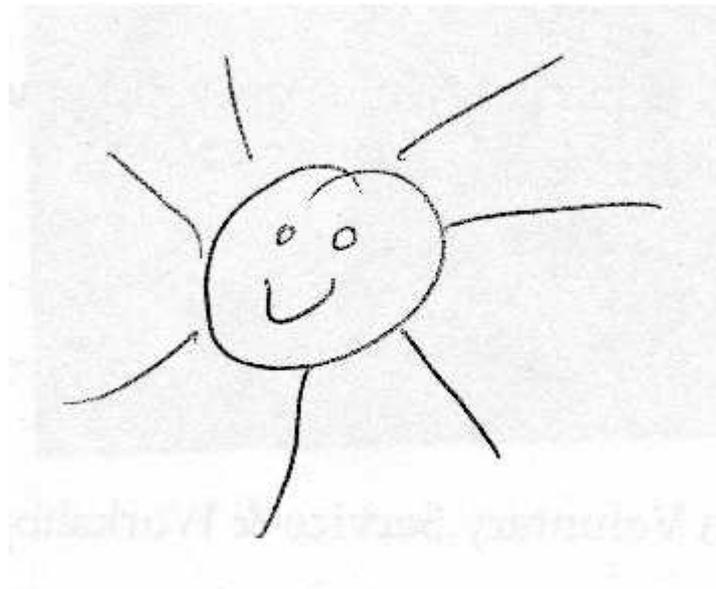
*\$ sell home made postcards \$ sell your mum's cookies \$ babysitting \$ wash cars \$ write to companies for sponsoring \$ local charities \$ church / mosque \$ flea market \$ a cow bingo (sell squares meters of a football field and where the cow makes a dump first, this square meter wins the price: fun) \$ ask the local youth club or bar for a small contribution per drink sold (10 centimes per beer) or the local bakery for every bread sold \$ exchange fair for stamps or telephone cards \$ garage sale \$ auction of drawings \$ a party \$ concert \$ local authorities \$ put a money box for donations \$ sell tickets or drinks for an event you organise (theatre, concerts, parties,...) \$ ask people to sponsor every km of a marathon you will run/bike \$ sell every km of the trip you're going to make for the project \$ ask people to become member to your organisation \$ find contributions in kind from companies (free website from computer company, free bread from the local baker, etc) \$ raffle or lottery \$ door to door selling \$ competition or treasure hunt with different teams paying participation fee \$ personal donations \$ make your project known so that people know why and whom they are giving the money \$ donations from political parties right before elections (is this selling our soul?: discussion arose) \$ and many many more ...*

And if you want to find a similar list of funny creative ideas collected from around the world, you can surf to <http://www.fund-raising.com>. Get those euros, francs, crowns, marks, zloties etc rolling.

& Dinner &

❖ VIDEO EVENING

Those who were not too tired (already!?), were invited to come and have a look at different TVS project videos on the big screen, in which the participants themselves were involved. Group dynamics did its work for the rest of the group...



THURSDAY 11<sup>TH</sup> MARCH 1999

⊖ Breakfast ⊖

✎ Energiser ✎

THE INCREDIBLE HUMAN KNOT (just hope you manage to get untangled...)

Ask the sleepy people to stand in a circle. They are requested to close their eyes and to stretch their arms in front of them (crossing them at the same time adds a bit more funny entanglement). Then, everyone moves slowly towards the centre of the circle and grabs some other people's hopefully not too sweaty hands, but it should not be the neighbour's hands. When everyone has found two hands, everybody opens their eyes again and try now to loosen the knot and get back in a circle without letting go of the hands.

This morning was dedicated to funding possibilities of the two organising instances of the training course: the European Youth Foundation and the Mobility Fund of the Council of Europe and the European Voluntary Service programme of the European Union. Even though there are more sources of money for projects, we had to limit ourselves to these three.

#### ❖ EUROPEAN YOUTH FOUNDATION

##### **Criteria**

- ◆ At least 4 countries involved
- ◆ 75% of the participants should be under 30 years old
- ◆ Activity should take place in a member state of the Council of Europe
- ◆ Own contributions should be proved
- ◆ 5% is reserved for non-traditional organised youth

##### **Deadlines**

- ◆ 1 April & 1 October

##### **Activities**

- ◆ International Youth Activities: seminars, camps, festivals,...
- ◆ Documentation, research & publications
- ◆ Administrative support for International Youth Organisations

##### **Not**

- ◆ Statutory meetings
- ◆ Sport activities
- ◆ Tourism

Further details on [www.coe.fr/youth](http://www.coe.fr/youth)

❖ EUROPEAN MOBILITY FUND

**Beneficiaries**

- ◆ Group of minimum 10 people
- ◆ Rail travel
- ◆ Disadvantaged youth
- ◆ Mobility project

**Disadvantaged Youth**

- ◆ Economically disadvantaged regions
- ◆ No full education
- ◆ Peripheral regions
- ◆ Apprentices

**Deadlines**

- ◆ A month before the meeting

Further details on [www.coe.fr/youth](http://www.coe.fr/youth)

❖ EUROPEAN VOLUNTARY SERVICE

**Luis Amorim** joined us from the Structure for Operational Support (SOS) for the European Voluntary Service (EVS), to explain us what the European Voluntary Service is all about and how to go about organising a voluntary project which would qualify to get EVS funding. Before Luis started working for SOS, he did some research in co-operation with the European Youth Forum on the effect of EVS on disadvantaged young people. This makes him the ideal person to shoot your questions at.

Here is an overview of the slides he used in his presentation.

STRUCTURE FOR OPERATIONAL SUPPORT FOR THE EUROPEAN VOLUNTARY SERVICE

**What we are:**

The Structure for Operational Support of the European Voluntary Service (SOS) operates at European level helping the different actors involved in the EVS. We offer a contact point for projects and volunteers, a reference for National Structures and we collaborate with the European Commission on co-ordination issues.

**What we are not:**

The SOS does not aim to influence the decision making process, nor is it a part of it. We are not a lobby group or a technical unit and do not have funds available for financial support.

**The three principal objectives of the SOS are:**

- ◆ Supporting projects, volunteers and national Structures

- ◆ Information and monitoring
- ◆ Guidance and Mediation

## **The European Voluntary Service (EVS)**

- ◆ EVS is a programme of the **European Union**, developed by DGXXII of the European Commission in Brussels
- ◆ EVS aims at providing young people with a new kind of **intercultural learning experience**
- ◆ EVS aims at encouraging young people's **social and occupational integration**
- ◆ EVS aims at giving a helping hand for the **development of local communities**

### **Easy to Participate:**

- ◆ All you need is to be between 18 and 25
- ◆ Live in one of the Member States of the European Union, or Norway, or Iceland
- ◆ Important: there are no pre-conditions in terms of nationality, qualifications or social background
- ◆ You need to be enthusiastic, motivated to learn new things, and willing to live abroad for a period of 6 to 12 months, working in a local project

### **Misunderstandings about EVS:**

- ◆ No Military Service!
- ◆ EVS is not a replacement for military service or for alternative civilian service systems which exist in some Member States
- ◆ Young people taking part on EVS do it on a completely voluntary basis and not because of any type of other compulsory system in their countries
- ◆ EVS wishes to be a new kind of opportunity, based on a true motivation for personal growth
- ◆ No Job replacement!
- ◆ EVS is not a substitute for existing or potential paid jobs
- ◆ Volunteers cannot be used as cheap labour force, or as a way of relieving existing staff;
- ◆ EVS main aim is to provide educational opportunities for the young volunteers
- ◆ Volunteers should not be required to take on mainstream activities, but rather to bring a fresh perspective and a new source of enthusiasm to local projects

### **A Solid Tri-Partite Partnership as a Base**

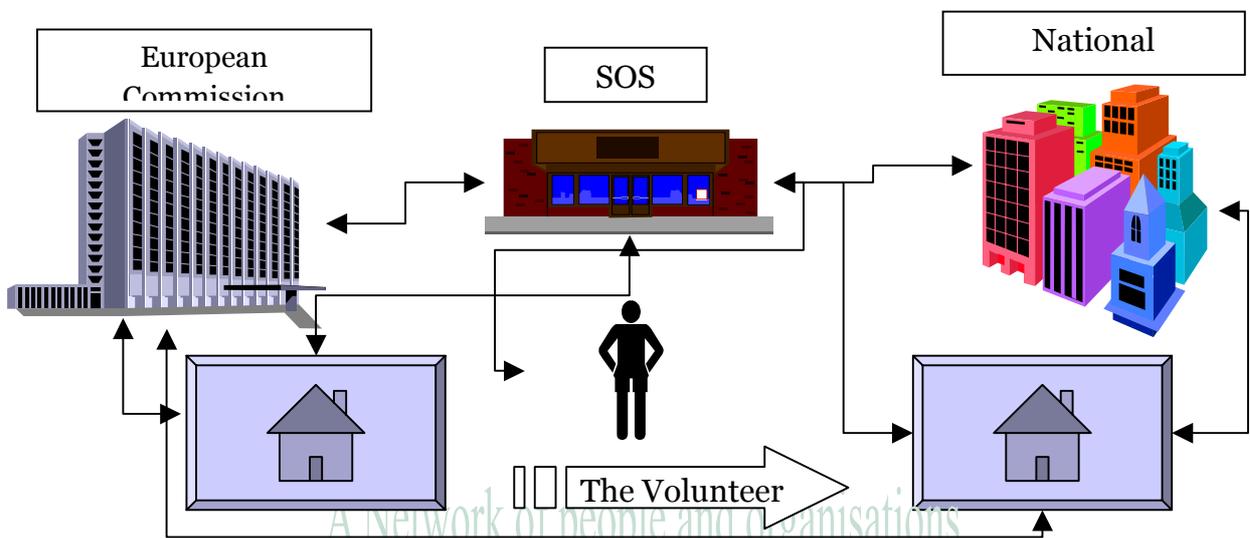
- ◆ EVS is based on a solid partnership between the **young volunteer**, the **hosting project** and the **sending project**
- ◆ Other important actors at European level, help to consolidate and develop this partnership: the European Commission, and the Structure of Operational Support

- ◆ At national level, the National Structures provide these different partners with information and support to develop their projects

**Different Responsibilities:**

- ◆ The **Sending Project** is responsible for: preparing the volunteer before departure and to help the volunteer after his/her return to make the most out of his/her EVS experience, including looking for a job or going on to further education
- ◆ The **Hosting Project** is responsible for providing an educational framework, ensuring that the volunteer's stay is truly a learning experience, while providing technical and personal support throughout the stay

**The Partners and the Actors:**

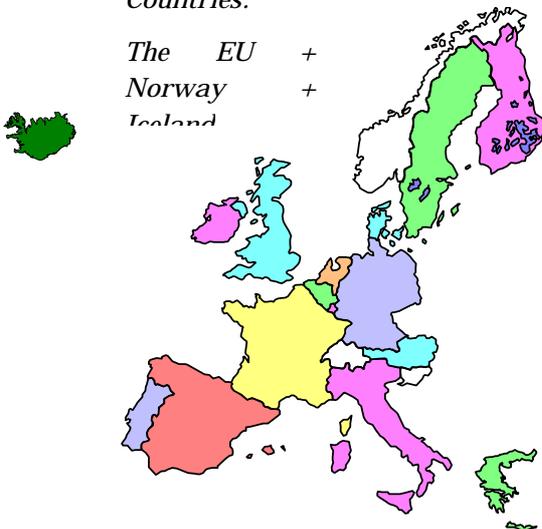


*A Network of people and organisations*

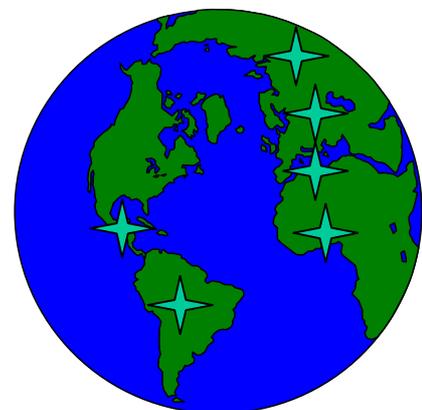
**The Eligible Countries in EVS:**

*Programme Countries:*

*The EU +  
Norway +  
Iceland*



*Third Countries: Central & Eastern Europe + CIS + Mediterranean + Latin-America + Sub-Sahara*



### **The Different Types of EVS:**

All EVS activities must be of a non profit nature!

- ◆ Provision of assistance to the elderly, sick or disabled
- ◆ Creation of a drop-in centre for the homeless, or a catering facility for the destitute
- ◆ Development of a multi-purpose youth centre in an urban area
- ◆ Entertainment for children or educational support for large families
- ◆ Working in a day centre for disabled people
- ◆ Helping to prevent pollution and protect the environment
- ◆ Develop local facilities and infra-structures (transform a piece of wasteland into a public garden for instance)
- ◆ Urban renovation or restoration of rural habitats
- ◆ Intercultural activities helping to promote integration and the fight against racism
- ◆ Etc...

### **Understanding the jargon:**

Decentralised strand?

- ◆ This strand of the programme relates to all EVS exchanges that are developed on a bilateral basis (one-to-one projects). They are managed by the different National Structures in the programme countries.

Centralised strand?

- ◆ This strand of the programme relates to all EVS exchanges that take place on a multilateral basis (networks of organisations at European level), projects that take place in Third Countries and special events. They are managed directly by the European Commission.

### **Inside the main strands of EVS:**

One to One Projects

- ◆ A local sending organisation in one country, sends one or more volunteers to a local hosting organisation in another country. The respective National Structures co-ordinate this process.

Multilateral Projects

- ◆ This strand involves partners from several different countries which exchange volunteers amongst each other. At least 4 countries and 6 volunteers must be involved in a multilateral activity, co-ordinated by a European organisation. The European Commission is directly responsible for this strand.

Special Events

- ◆ This project consists of several volunteering places which are linked to some specific high profile national event, such as the Football World Cup, for instance.

All Projects can be long term: 6-12 months or short-term: 3 weeks-3 months

### **How the selection is done:**

#### Decentralised strand

- ◆ For the sending project to be selected it needs to contact the EVS National Structure in its country that will assess its motivation and capacity to send volunteers (different countries have their own procedures)
- ◆ For the hosting project to be selected it needs to contact the EVS National Structure in its country and fill in a form called "Manifestation of Interest" where detailed information must be given about the type of activities on offer, number of placements, type of supervision and training, community life, etc.
- ◆ The "Manifestation of Interest" is encoded in a special database and sent to the SOS office in Brussels that processes the information and convenes together with the European Commission a selection meeting (on a monthly basis).
- ◆ The Selection Committee is composed by the European Commission, the SOS, the National Structures and the Youth Forum of the European Union.
- ◆ The Selection Committee gives each decentralised project a colour according to its status



Red - rejected

Orange - on hold

Green - approved

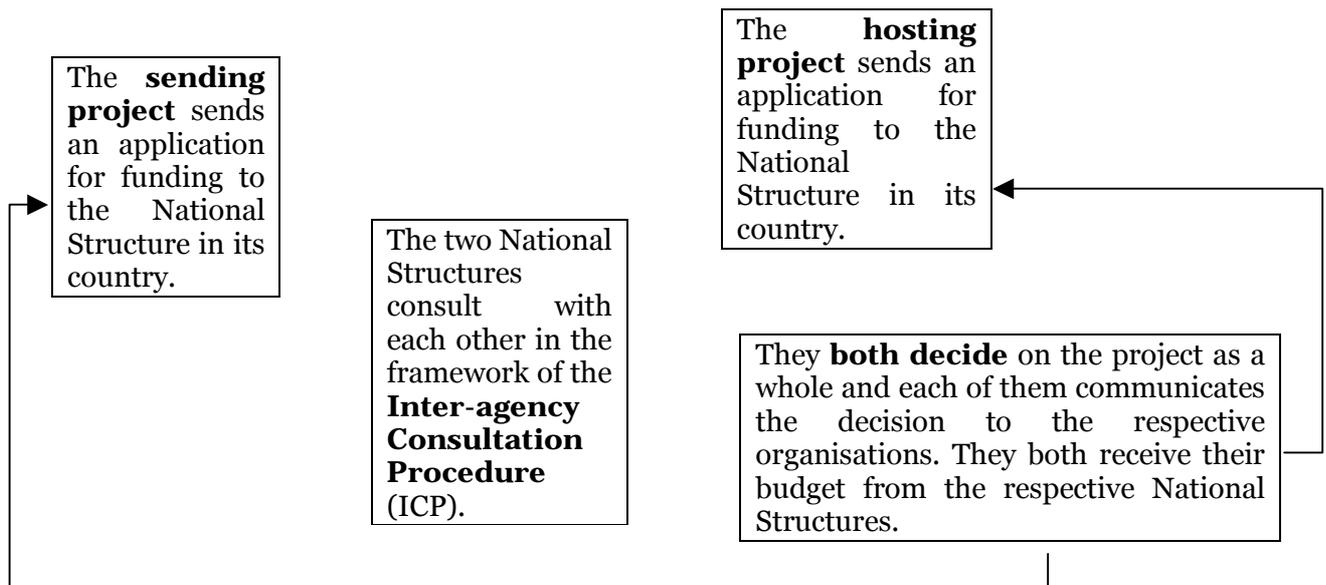
#### Centralised strand

- ◆ Network co-ordinators must submit their applications to DGXXII in Brussels.
- ◆ The Selection Committee is composed by the European Commission, the SOS, the National Structures and the Youth Forum of the European Union.

### **Funding of Projects:**

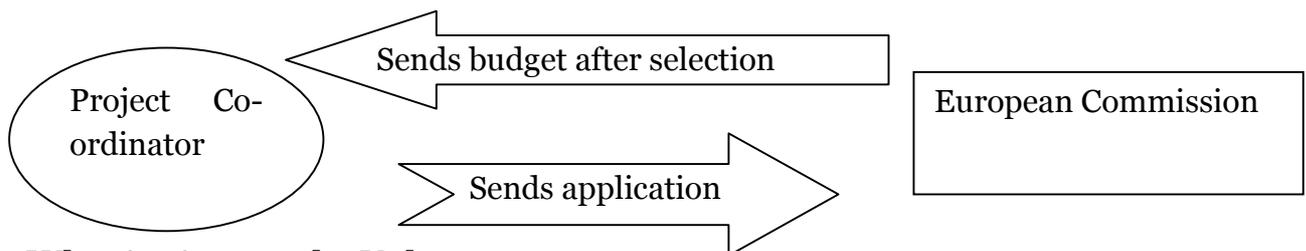
#### Decentralised strand

- ◆ After having received a Green Light projects must apply to their respective EVS National Structures through the 'Split-funding system'. How does this work?



Centralised strand

- ◆ Projects must apply directly to the European Commission (DGXXII, Unit C 2) in Brussels.



#### **What is given to the Volunteer:**

- ◆ Pre-departure preparation
- ◆ On-arrival training session
- ◆ On going training and support (linguistic training, technical/pedagogical training)
- ◆ Personal support
- ◆ Mid-term Evaluation meeting
- ◆ Certificate
- ◆ Follow-up activities
- ◆ Future Capital
- ◆ Insurance cover during EVS, as well as pocket money, free travel costs, free accommodation and food costs

#### **What a Volunteer gets from EVS:**

- ◆ Personal Development
- ◆ The satisfaction of helping people in need
- ◆ The chance to live and work in a challenging environment
- ◆ The chance to find out more about yourself and others
- ◆ The chance to make friends from all over the world

- ◆ New Skills
- ◆ The chance to learn another language
- ◆ The chance to develop new ideas and interests
- ◆ The chance to develop communication skills
- ◆ The chance to develop practical competencies in many different fields
- ◆ Intercultural learning

**Now, What is the Real Impact of EVS Locally Speaking?**

EVS projects are anchored in the community, they are about doing things with and for the people in a certain area, a volunteer can make it fun, challenging, different and enriching...

The friends of the volunteer decide to go on EVS, another exchange or voluntary work programme, or get inspiration to start a new area of studies with what they have learned from their friend's experience...

Hosting a volunteer leads the hosting project into looking for other partners in the community to provide for services/activities that they cannot...

The family of the volunteer suddenly discovers through him/her a different culture and country, learning also about their own...

The people in the neighbourhood have the opportunity to meet someone from abroad, perhaps revise their stereotypes, their fears, feel encouraged eventually to go abroad, learn the language of the volunteer, start doing voluntary work...

The hosting project improves the quality of its activities and services, due to the specific talents and skills of the volunteer

The hosting project target population gets to know through the volunteer a different culture language, way of living and seeing things...

**Further remarks on EVS:**

- ◆ Short term projects can only be supported when they involve disabled young people
- ◆ As to projects involving the so called third countries, the application for financial support shall be sent directly to the European commission
- ◆ The so called third countries (except the Meda-countries) can not send volunteers; they can only host volunteers from the EU member states and from Norway and Iceland
- ◆ EU countries and Meda-countries can both send and host volunteers (reciprocity)

- ◆ Food and lodging shall be normally provided for by the hosting organisation. Exceptions can be made when this is very complicated or impossible for the hosting organisation

#### ❖ WORKSHOPS ON THE EVS-PROGRAMME

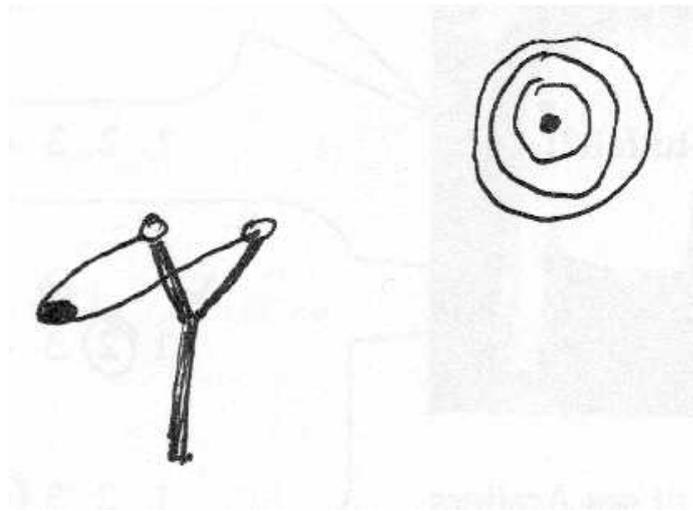
The workshops offered the possibility to ask detailed and special **questions** about EVS

Here are some of the answers:

- ◆ Support limit: there are different allocations for different concepts; e.g. 350 ecu/project for the management and administrations costs (for disabled persons the amount allocated is usually higher.)
- ◆ In principle; there is no compatibility of evs support with other support programmes of the European Union.
- ◆ Usually, money comes late and it is necessary that the hosting organisation will be able to give money to the volunteer in advance (at least the money for 2 months)
- ◆ Future capital: money given to the volunteer, if he and the sending organisation ask for it from the EVS programme. This money shall give the volunteer the possibility
  - ◆ to personal development, e.g. study some subject related to his experience as a volunteer in order to get a diploma.
  - ◆ to spontaneous actions, e.g. to found a company.
  - ◆ the future capital is limited to 5.000 Euro/volunteer.

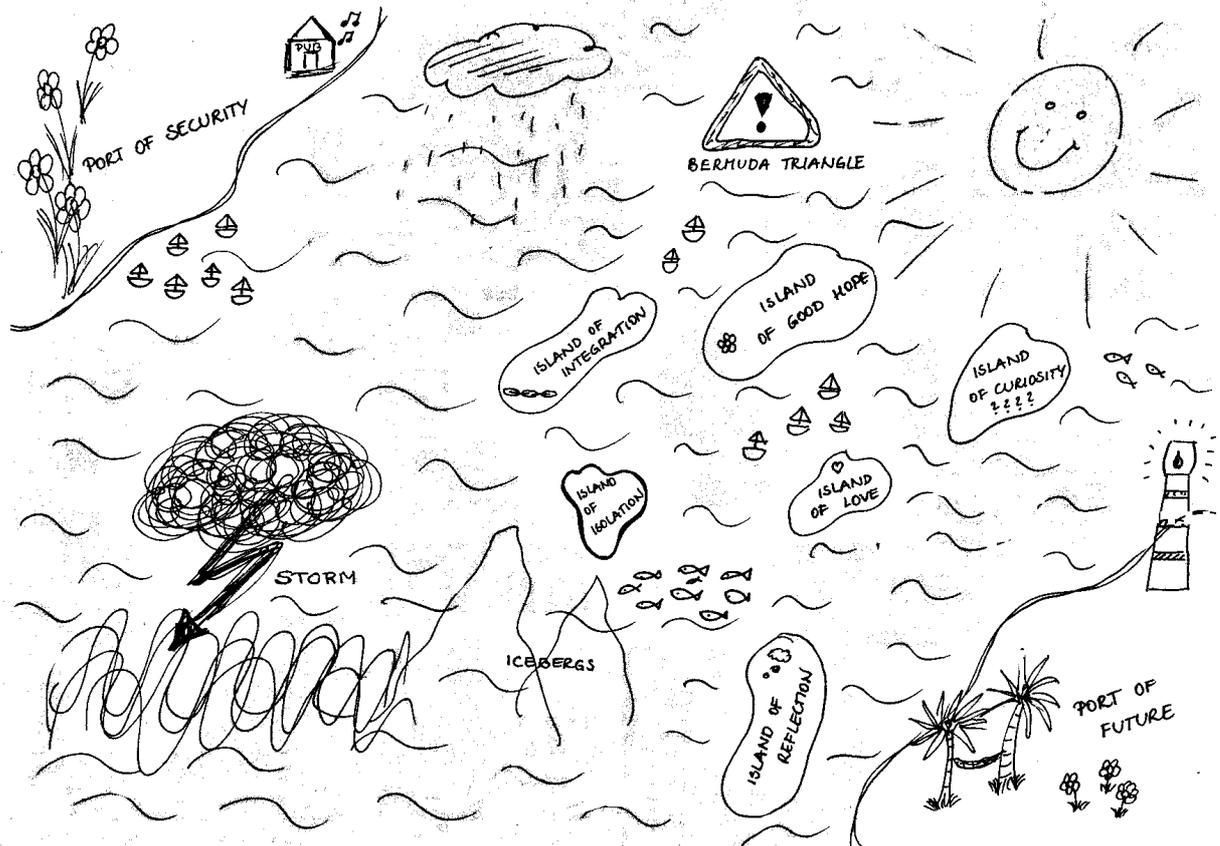
#### **Volunteer's rights:**

- ◆ Administrative tasks have to be less than 30% of his total work.
- ◆ Training
- ◆ Free time
- ◆ The volunteer's working journey has to be lower than the working journey of the staff.



❖ MID-TERM EVALUATION

Luba had very artistically painted an ocean on a huge paper sheet. Everybody could select a type of boat and put it somewhere in the ocean, explaining why they chose their boat and what their position in the ocean meant. The ocean can be adapted to your wishes.



\* Lunch \*

Free afternoon.

Time to breathe.

Spring is in the air.

Isn't Strasbourg beautiful?

& Dinner in Town &

The visit to Flam's started of with green, red & white salad but soon turned into an unstoppable stream of Tartes Flambées, which a participant described as "a pizza but then different", with cream, onion, cheese, bacon, mushrooms, cut in pieces to be rolled up and eaten with your hands. Our visit to Flam's ended with one big table of people telling jokes, singing songs and having a great time.

FRIDAY 12TH MARCH 1999

Ø Breakfast Ø

✎ Energiser ✎

LEANING CIRCLES: by Justin

First call Justin over the intercom (he had overslept...). We all stood in a circle with an even number of people (try to do the exercise without and you'll know why you need to be an even number). On a sign every other person in the circle leaned forward and the ones in-between leaned outwards. The result was a complete chaos at first, but after some co-ordination we managed a spectacular choreography. Great group co-operation & trust exercise.

### ❖ WHERE ARE WE?

*"At this time we were on a turning point in the programme. Up to now we had been mainly giving things. Collecting information about the different elements of a TVS project. On Monday, after the necessary introductions to ourselves and the programme, we cleared out what TVS means to us (TVS Brainstorm, p. 17): what can be considered to be a TVS project and what not. On Tuesday, after dissecting a TVS programme in different elements, which are structured in a cycle (TVS Cycle, p. 21), we took up every one of these elements to develop methods to enhance the preparation & the support for volunteers, their involvement in the community and follow-up after their return home (TVS Workshops, p. 23) and how does Intercultural Learning influence or complicate these processes (ICL, p. 29). On Wednesday we moved on to Volunteer Management (Mary Gannon, p. 34) & Project Management in all its facets (Workshops, p. 39). Thursday was dedicated to funding for voluntary projects (EYF & EVS, p. 55) and after a relaxed free afternoon, it is now time to move into action: your action & your projects."*

### ❖ PROJECT GROUPS



Everybody was invited to put ideas for **projects** on a big sheet of paper. These were hung in the Austrian room, and everybody was looking at them for some time, asking questions if necessary to the one who had written the proposal down. After some time, when everybody had a chance to look around, the ideas were collectively grouped per theme and more or

less 4 thematic groups came into being: Environment, Refugees, Multilateral Long Term Projects & Training. In those groups the members further developed on their plans and visions, until smaller working groups were established that would work on one particular project, which could be either real or an exercise to gain skills for a

similar project they are involved in at home. They found themselves a cosy spot in the house to work as hard as they wished. The team set up a crisis centre in the Austrian Room where participants could drop in for advice or information of any kind.

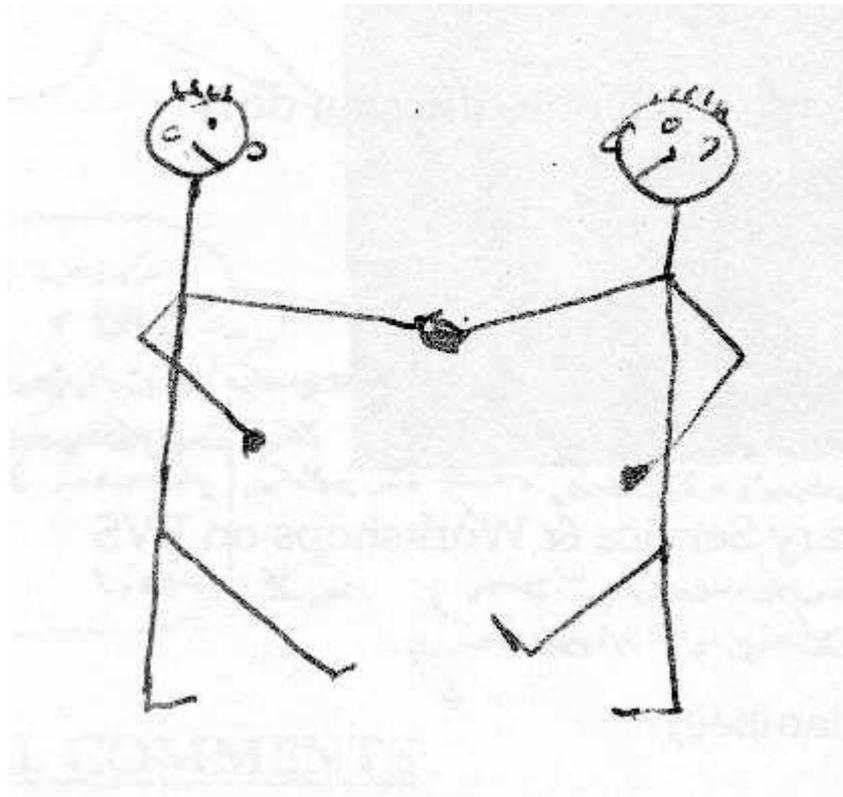
\* Lunch \*

After the lunch we had a short session in the plenary during which the groups briefly presented their projects so far. In the afternoon the team members floated around to see if any help was needed or wanted. The **group work** continued until the key groups, where people could let off some steam. (International) Group work didn't turn out so easy after all.



& Dinner &

Although we had planned an excursion to a European Voluntary Service project in the area, most of the participants were tired from the hard work and the long nights (chatting) and short nights (sleeping). Therefore the visit was cancelled and participants could chill out (till late at night again?).



SATURDAY 13TH MARCH 1999

Ø Breakfast Ø

✎ Energiser ✎

WAKING SHAKING, by Kaisa:

You need a group of sleepy people standing in a circle, a square or any other form. These people need to have 2 legs, 2 arms and a head (or other body parts can be used). You start shaking your left arm 16 times, then your left leg x 16, the right arm follows before the right leg, and you round of with 16 head banging shakes. You then shake your left arm 8 times, the same for the legs, head and remaining arms.

You do another round of 4 shakes, then 2 and you round of with 1 final shake with the desired body parts.

(Appropriate awakening music can be used in the background or if you're at the end of a seminar you can start the exercise at 32 shakes, 64 or 128 etc. Success guaranteed)

After the energiser, we met in the Plenary Room where precise **instructions** were given on how to present the projects that the different groups had been working on the day before for the report (it would be a pity to loose all these ideas):

- ◆ Title
- ◆ Project description
- ◆ Short summary of project
- ◆ Participants and countries involved
- ◆ Dates/Places
- ◆ Organisers and Project group

Each project description should be no longer than one page.

Then all participants went back to their project groups in order to round of the preparation of their projects and to think about an original presentation in plenary.

Back in the plenary, there were twelve **creative presentations** of the projects developed in the four groups, including a funny role play (by Torben and Naoise). For a summary of the projects, please have a look at the annexes, p. 72.

Helmut followed with some **suggestions**:

- ◆ Try to make your project interesting to others in your organisations after having returned home
- ◆ The best ideas often are those that others have as a reaction to your own original ideas, so don't be too possessive or rigid about your ideas
- ◆ Be open for communication
- ◆ Be ready for the case that the plans you've made might have to be alternated during the implementation phase of the project
- ◆ Keep looking for partners, don't give up

After the coffee break, the project groups evaluated the group processes they went through during their work the day before. They could use the following questions to have a closer look at how the group work went:

EVALUATION PROJECT GROUPS TC VOL

Are you satisfied with the outcome of your project group? Why (not)?  
What did you feel good about and what not?



How did you work together in the project group? Which are the different stages you went through as a group? What were the different roles you took on in the project group? How did the group dynamics of your group go?



Was it difficult to work in an international group? Did you bump into cultural differences? How did you deal with them? Did you find the ICL session during the TC VOL useful for working in this intercultural project group?

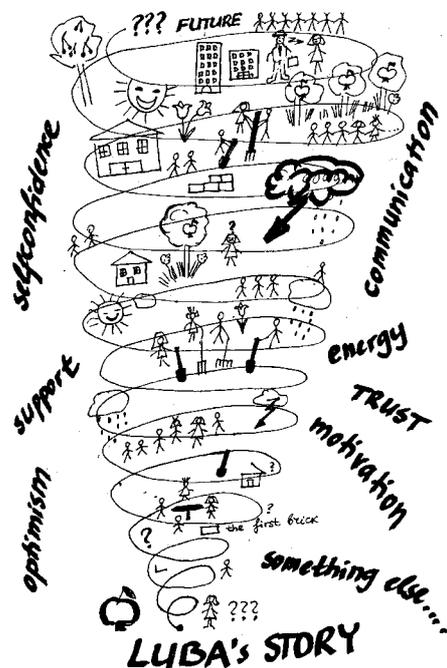
Can you use the work you have done in the project groups in your youth work back home?

\* Lunch \*

❖ MULTIPLYING & NETWORKING

The afternoon started with '**Luba's Story**', pointing out that when we achieve positive results from a learning experience, it's necessary to go on and share it with

others in order to enrich them with new ideas, to spread them around. It's called **Multiplying**, meaning that the few privileged people who can attend a training course like this pass on what they learned to others, as there are not enough resources to provide direct training to all youth workers.



Doing this, it's important to keep your

- ◆ Optimism
- ◆ Courage
- ◆ Motivation
- ◆ Trust
- ◆ Support
- ◆ Communication
- ◆ Self-Confidence
- ◆ Energy

Martin introduced the concept of **Networking**, meaning that after the Training Course we should act as Multipliers and keep alive the connections that have been built up between the participants during the training course. A network (three or more people and their connections to each other) provides a structure to do that.

A network can also be used to share experience (did you organise a TVS project and how was it?), to share material (this new simulation game I played!), to share opportunities (did you hear about this new Training Course?) and ideas. It can also be a massive help in finding resources (people, information, material, money, ideas,...). A network is there to ask questions and to get the answers!

A network can provide several things: it can be a tool for the future, it can be a pool of resources or a support structure for your youth work. The only thing it takes is **an effort from your side!**

In order to make networking a bit easier, Martin has set up an email list (for those in cyberspace) and an explanation how it works on web-page [www.cyberbull.ch/tcvol](http://www.cyberbull.ch/tcvol) . An email list enables you to reach everybody on the list by sending a message to one central address (in stead of typing 35 different email addresses) which is [tcvol@cyberbull.ch](mailto:tcvol@cyberbull.ch) in this case. In order to subscribe to this mailing list and get all its messages, you have to send an empty message to [tcvol-request@cyberbull.ch](mailto:tcvol-request@cyberbull.ch), with nothing in the subject line and only - *subscribe TCVOL* - in your message, written exactly like that and nothing else. The server will then automatically put you on the mailing list. To unsubscribe you do the same thing but put - *unsubscribe TCVOL* - in the message. Martin can help you if you would have any further questions.

Thank you for your valuable contributions to the TC VOL forum.

#### ❖ EVALUATION

To evaluate the training course, the participants were handed out a **questionnaire** to fill in (see Annexes, Evaluation Form TC VOL, p. 81).

Furthermore, a **visual exercise** was used to evaluate the course: Keywords were called out, and according to how people felt about this topic, they either climbed on a bench (positive) or ran away from it (negative). Here we go: wake up call, food, rooms, energisers, group life,... etc. Just in case you want to do this exercise, make sure you specify how far is the maximum that the participants can run away...

After all this running and snuggling up on the bench, we were lucky enough that the interpreters finished their duty and passed by, so that we could kidnap Olivier for taking a **group picture** in front of the EYC ...in thirty-fold...

And then our last key group were held ☺.

& Dinner &

#### ❖ CLOSING CEREMONY

A filled out evaluation form was considered being the **entrance ticket** for the Closing Ceremony (this way we got back most of the evaluation forms), for which the team especially dressed up. Music played, but what the participants didn't know is

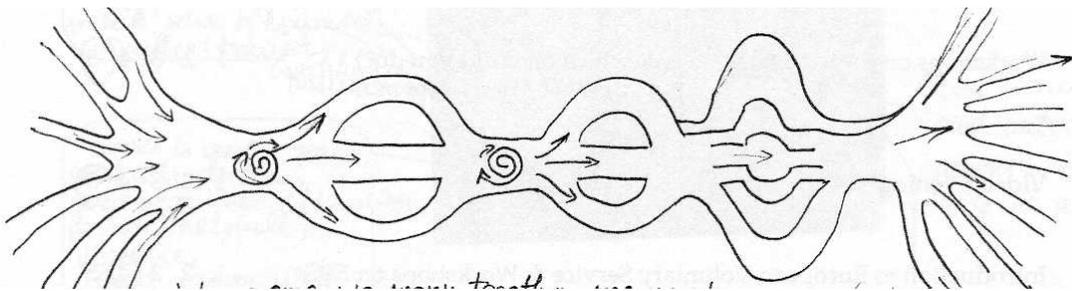
that the team had a certificate and a last word of encouragement for each and every participant.

Another goodbye activity was also set in motion. For each participant, an A3 paper with his/her picture on it, was put up against the walls of the Austrian room. Everybody got a pen and could write a last **personal message** on the papers for the road. A nice way of saying goodbye.

#### ❖ FAREWELL PARTY

All the official interventions finished, the farewell party could really begin, and also the first goodbyes of people that had to leave early. Some last chats were held, some last crazy dances danced, the last promises made, the last kisses and hugs given,... It had been one hell of a good week.

But still I don't want to say farewell, but rather goodbye and see you again some day; you never know when our paths will cross again... (as the drawing of a participant shows well)



## ANNEXES

### ❖ THE PROJECTS OF THE PROJECT GROUPS

#### TVS FOR PEOPLE WITH DISABILITIES

By Virpi Siiskonen

#### **Aim:**

The aim of this project is to promote awareness about TVS among young people with disabilities aged 20-29.

#### **Programme:**

Giving basic information about TVS: What is TVS? How can one participate in it? How to organise a TVS project practically? How to organise assistance in the day to day life in a TVS project? How to apply?

Motivating and trying to increase self confidence amongst the target group to participate in voluntary service.

#### **Timing:**

Sometime in the future, before the end of the year 2000

#### **Partners:**

We will co-operate in the WEB-project (co-operation project for young disabled people 1998-2000) and in a national CIMO

#### YOUTH PARTICIPATION IN LOCAL COMMUNITY DEVELOPMENT: EUROPEAN AWARENESS DEVELOPMENT PROJECT

By Arnaud Walbecq, Florentina Bodnari, Maria Magureanu, Tanja Gorenc, Rossitsa Panova, Ekatarina Marinowa & Elan Trputec

EVS long term multilateral project & volunteer exchange

#### **Sending Organisation:**

3 countries from CCIVS-Co-ordinating Committee for International Voluntary Service-Paris

#### **Hosting Organisations:**

- ◆ Youth Club "Ignis", Chisinau, Moldova
- ◆ Youth Action for Peace Romania, Galati, Romania
- ◆ Mladinski Svet Slovenije, Ljubljana, Slovenia
- ◆ Bulgarian Red Cross Youth, Sofia, Bulgaria
- ◆ NGO Anti-Poverty Development, Sofia, Bulgaria
- ◆ Croatian Red Cross Youth, Zagreb, Croatia

**Participants:**

15 specialist volunteers from Western European countries sent through CCIVS aged 18-25.

**Objectives:**

- ◆ To provide qualified assistance to the communities where the project is to be implemented through a one year placement of EVS volunteer specialists;
- ◆ To provide volunteers from EVS countries with the opportunities to get hands-on experience and skills in Eastern Europe with regards to their future work in this field;
- ◆ To enrich and develop both sending and hosting organisations, to establish permanent lines among them and follow up activities of co-operation

**Programme:**

- ◆ Pre-departure training
- ◆ Training for hosting organisations (within the countries)
- ◆ Information exchange
- ◆ Initial professional training (on the job)
- ◆ Permanent supervision (mentor)
- ◆ Language training
- ◆ Voluntary work
- ◆ Social integration

**Timing:**

- ◆ Preparation October-December 1999
- ◆ Voluntary service: January 2000 - January 2001
- ◆ Follow up: January & February 2001

**Responsibilities:**

- ◆ Hosting organisations: identify projects & needs, send a request for volunteers and a qualification profile, provide food & accommodation, evaluation, communication, assessment of needs, monitoring
- ◆ CCIVS: identifies sending organisations, filing the application form for EVS (funding)
- ◆ Sending organisations: finding suitable volunteers, preparing the volunteers, evaluation, follow up on volunteers, communication

**Evaluation:**

- ◆ Hosting organisations: planning evaluation, collecting data, finding the INDEX, assessment
- ◆ Sending organisations: evaluation during monitoring, feedback, workshop after coming back

INTEGRATION OF DISADVANTAGED YOUTH IN THE EUROPEAN VOLUNTARY SERVICE

By Faudhil Moussi, Cathérine Lerat, ...

**Aim:**

The aim of this project is to make disadvantaged young people aware of the possibilities of the European Voluntary Service programme and to integrate them in it. On top of this, it will aim to transfer and exchange the different methods used to reach these aims by the participating organisations.

Therefore the project will be divided into two parts. One part will be composed of a long term voluntary service project and the other of a short term project.

**The project will look as follows:**

One phase of 6 months 2 volunteers will be hosted in Spain.

A second phase of 6 months divided in periods of 2 months.

**First Phase:**

Two Dutch volunteers who are social workers or students will be selected and will be prepared for the task they will fulfil in Spain. A meeting with the co-ordinator of the host country will be organised. After this preparation the volunteers will be in charge of 6 youngsters whom they will make aware of the European integration and of the benefits of voluntarism. The volunteers will assess the needs of the youngsters and help them in their choice.

**Second Phase:**

The youngsters that have been the focus of attention of the first volunteers, will get the opportunity to go the country of their choice for a period of voluntary service of 2 months. They will go in couples to the following projects: Ireland-environmental ecological project, France-renovation work camp, Netherlands-vocational training and job advice.

**Involvement & Timing:**

The countries involved in this project are France, Spain, the Netherlands and Ireland. The project will start in January 2000 and will end in December 2000. The co-ordination will be done by the Dutch organisation and the promoter will be the Spanish Organisation.

PILOT PROJECT TRAINING COURSE ON VOLUNTARY WORK ORIENTED TO TRANS-NATIONAL ACTIVITIES

By Giedre Tumosaite

**Situation in the Country:**

- ◆ there are several existing youth organisations that send and/or host volunteers
- ◆ there is no a clear developed system supporting the activities of those organisations
- ◆ no co-ordination or co-operation among those organisations exists
- ◆ a legal basis for voluntary work is underdeveloped

However, participation in national or trans-national voluntary service (TVS) projects would be a great challenge for youth organisations and young people in Lithuania.

**Aims:**

- ◆ develop a permanent support system for volunteers/Sending Organisations/ Hosting Organisations running or preparing VS/TVS projects
- ◆ encourage youth and youth organisations to take part and/or initiate VS/TVS projects
- ◆ provide information and knowledge on the following topics:
  - idea of volunteering*
  - motivation*
  - main elements of VS and TVS*
  - ICL*
  - conflicts/problems resolution*
  - possibilities to take part in voluntary activities*
- ◆ create favourable conditions for sharing the experience and examples of good practise
- ◆ ensure the multiplying effect

**Work to be done before the Project takes place:**

- ◆ contacts with Lithuanian voluntary youth organisations and organisations dealing with issues of voluntary work would be helpful in order to co-ordinate work in the field of voluntary service
- ◆ analysis of needs should be taken into consideration
- ◆ handbook/guidelines including the general information on voluntary activities and procedures for volunteers as well as Sending and Hosting Organisations should be prepared

**Participants:**

22-24 young people and/or representatives of youth organisations willing to run TVS projects.

**Dates & Place:**

2<sup>nd</sup> semester of 1999 ; duration 5-6 days ; Lithuania

**Organisers/project group:**

Agency of International Youth Co-operation in co-operation with Volunteer Centre  
(to be discussed).

ENVIRONMENTAL PROTECTION AND ECO- TOURIST DEVELOPMENT OF THE AREA OF TRIZINA,  
GREECE.

By Renatina Athanasouli (Greece), Slava Oleinik (Belarus), Justin Vassallo (Malta),  
Diana Joldea (Romania), Fay Orfanidou (Greece), George Kakachia (Georgia), Anna  
Ianeva (Bulgaria) & Miguel Angel Ortega Guerrero (Spain)

**Short Description:**

Hosting in Greece of volunteers from 7 countries to work on environmental  
protection, eco- tourist development and fund-raising. It is a pilot programme, our  
wish is to repeat this kind of experience in each participants' country.

**Participants:**

2 volunteers from each of the following countries:

- ◆ Belarus
- ◆ Malta
- ◆ Romania
- ◆ Bulgaria
- ◆ Spain
- ◆ Georgia
- ◆ Greece (4 volunteers, 2 from the project area and 2 from Korinthos)

**Dates:**

Two weeks in the Summer of 2000

PRE-DEPARTURE PREPARATION

By Lisa Miebach (Germany/Sweden)

During the afternoon session of project work, some members of our « mixed reference group » gathered together to talk especially on topics of the pre-departure preparation. Especially Gunnar and Lisa, but also the others, had lots of own experiences and experiences of their organisations to share and discuss with the others.

Of course, different TVS projects need different kinds of preparation according to the duration of the stay abroad, the tasks, the special situation and surrounding of the volunteer in the host country. But we collected some examples of what we think is useful to prepare a volunteer for his/her TVS in another country.

1. The volunteer should be provided with information about his/her host country and its culture. If the volunteer is supposed to get in close contact to the local population, this is of an enormous importance.

Besides information about the host country's language, history, social and political system, national traditions etc., it can be very useful and interesting to get an impression on every day life in this country, about the food, the way of greeting, the social life, some common habits etc. Information about living costs, leisure time activities etc. should also be given.

2. Intercultural learning should always be a part of the preparation.

What is culture? Which culture do I come from? How and to what extend are we influenced by our own culture (unconsciously ?)? The aim is to arise awareness of cultural determination, of cultural differences and the problem of intercultural misunderstandings.

3. To explain those topics and to make it clear what is meant by these abstract questions, simulation games can be used to show problems and challenges of intercultural communication. (e.g. « Albatross », « X-people », « Barnga » ...)
4. If the volunteer is supposed to represent his/her own country (perhaps during long term projects), such a presentation could be discussed (which elements, which material) and also trained to develop interesting and attracting methods and ways of presentations.
5. Another topic that is necessary to deal with, especially if the volunteer will be in close contact with the local culture, is the adaptation to a different culture. How can we adapt (unconsciously/consciously)? Do we have to adapt and if yes, to what extend?
6. Especially for TVS projects, a session for practical advises can be very useful for the volunteers; e.g. presenting the E.V.S. program, explaining the rights and

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duties of the volunteer, the responsibilities of the sending and the hosting organisation etc.

THE EUROPEAN SCOUT VOLUNTARY PROGRAMME

By Stine Lange

**Organisation:**

World Organisation of the Scout Movement/Kandersteg International Scout Centre,  
Switzerland

**Aim:**

To provide an opportunity for young people (scouts) from all over the world to come to a European scout centre and work as a volunteer. The idea is that the participants become more open-minded and go through a process of intercultural learning. At the same time as the participants benefit from their stay, their work makes the centres able to give other scouts, who come on a camp, an international experience.

**Description:**

The participants apply directly to the centre they would like to go to, and once they have been accepted, they become registered in the programme, which is administrated from Kandersteg International Scout Centre. The participants obtain some funding to help covering their travel expenses.

All participants get a pre-departure package with information about the aspects of working as a volunteer in a foreign country. They also get some practical information that relates to the place they are going.

During their stay they will receive training on intercultural interaction, practical matters, etc. They should also get a regular day off, profound support and of course food and accommodation.

**Dates:**

The programme will run every Summer starting from Summer 2000. The volunteers have to work a minimum of 4 weeks. The development of the programme starts in April 99.

**Organisers:**

Stine Lange and other people from the European Scout Office.

**Future Possibilities:**

I would really like to look into some training for trainers with other organisations. I imagine a one week course with group dynamics, conflict management, ICL, planning and time management and probably a lot of other things.

❖ EVALUATION FORM TC VOL

TC VOL '99 CLOSING CEREMONY

ENTRANCE TICKET

Please fill out this evaluation form of the TC VOL. You will need the completed form as an entrance ticket to the TC VOL 99 Closing Ceremony in the Austrian Room on Saturday 13 March '99 at 20h.

Name: .....

Generally speaking, how far has the TC VOL responded to your needs and expectations? (put a cross on the line)

0% (not at all)                      (totally) 100%

--	--	--	--	--

Draw a symbol for the course and explain why you chose this symbol.

**Programme Elements**

Give your evaluation of the different elements (circle the appropriate number: 1 being very bad ☹, 5 being very good ☺, comments & explanations can be written under the individual programme elements)



Welcome evening (name games, treasure hunt,...)	1	2	3	4	5
Introduction (expectations, objectives of the TC, programme)	1	2	3	4	5
Team building exercises (sharks, the maze)	1	2	3	4	5
Introduction to Trans-National Voluntary Service	1	2	3	4	5
Exhibition about your Organisation & Project	1	2	3	4	5
Working Groups on Trans-National Voluntary Service	1	2	3	4	5
Intercultural Simulation (Barnaga)	1	2	3	4	5
Intercultural Theories & applications to TVS	1	2	3	4	5
Intercultural evening (food & drinks)	1	2	3	4	5
Intercultural breakfasts	1	2	3	4	5



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The Ideal Volunteer & Volunteer Management (Mary)	1 2 3 4 5
Workshops on Project Management (which ones did you do?)	1 2 3 4 5
Video Evening	1 2 3 4 5
Introduction to European Voluntary Service & Workshops on EVS	1 2 3 4 5
Dinner in town (Flamm's : tarte flambée)	1 2 3 4 5
Project Groups (what was yours about?)	1 2 3 4 5
Networking	1 2 3 4 5
Energisers	1 2 3 4 5
Free time	1 2 3 4 5
Group life	1 2 3 4 5
Key groups	1 2 3 4 5



**Team**

Write in the text bulbs what you think of each team member

Mark

Tony

Helmut

Martin

Luba

Caroline

Team Picture

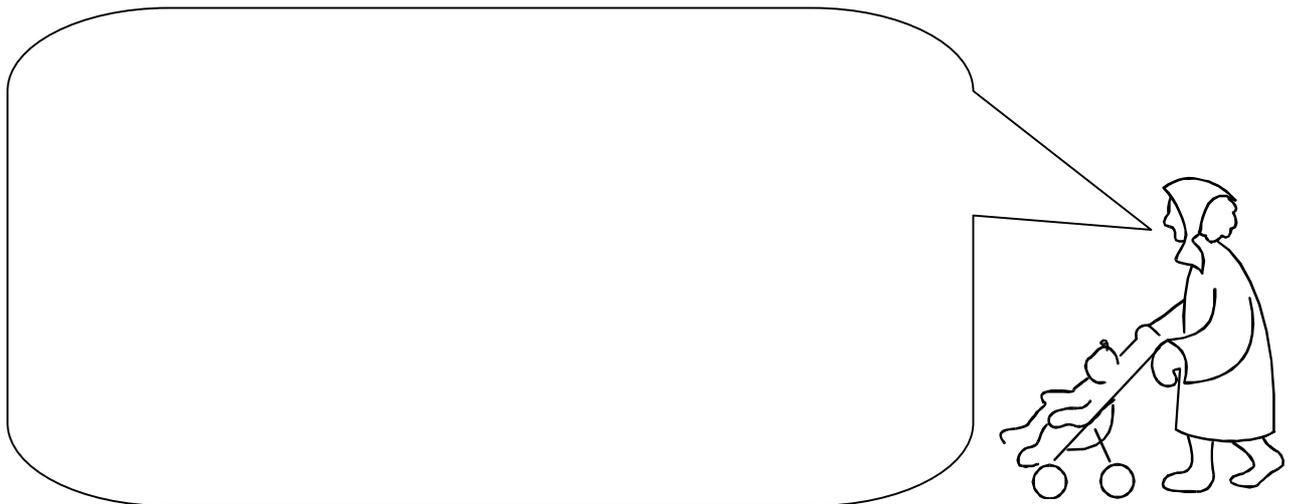
**General comments**

Which were the programme point(s) that you liked most? Why?

Which programme point(s) do you want to throw in the rubbish bin? Why?

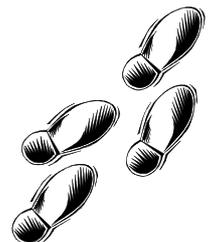


What will you tell your grandchildren about the TC VOL?



How did you like the final project groups? (working together, outcome, creative presentation, evaluation and feedback) Why?

Did you miss anything in the programme? If yes, what should be added?



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Describe what the TC VOL contributed to your personal development?

How would you describe your own participation in the TC VOL?

How useful was this course in your (future) involvement in Transnational Voluntary Activities (knowledge, skills, motivation,...)? What do you plan to do with the things you learned at the TC VOL?

Do you have any recommendations for next year's participants? (*add pages if needed*)

This Training Course was a Partnership Agreement between the Youth Directorate of the Council of Europe & DG XXII of the European Union. What do you think of this co-operation? Did it have an effect on the Course? Why?

Any other comments? (use backside if necessary)



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**Directory of Social Change - <http://www.d-s-c.demon.co.uk/>** *An independent charity which works to promote U.K. company giving in a variety of ways. Publishes guides and directories of UK sources of funding.*

**European Foundation Centre - <http://www.efc.be/>** *Links to other funders' sites and many corporate funders in Europe.*

**The Foundation Center - <http://fdncenter.org/>** *Based in the United States. Information on charities and private foundations. Advice on proposal writing and links to other sites. Includes an online bookstore and possibility of submitting questions to a reference librarian. Also gives information on funding outside the United States.*

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**PROJECT MANAGEMENT**

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