



VALUE

**INTERNATIONAL VOLUNTEER
COMPETENCE DEVELOPMENT AND SUPPORT**

THIS IS ME!

Before my adventure

Name:

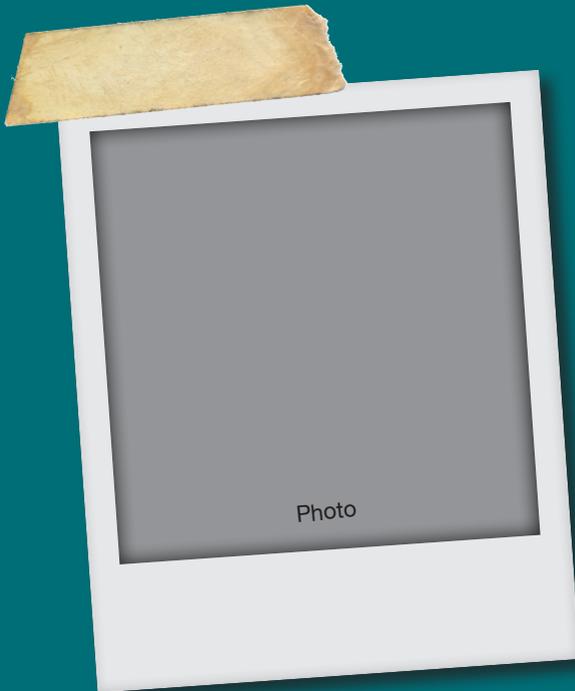
Date of birth:

Nationality:

What I like in this world:

What I dislike in this world:

This makes me unique :



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INTRODUCTION

You may wonder; what is the purpose of VALUE and what do I gain from it? This workbook has been created to be an easy and fun to use **reflection tool** on the **competences developed during an intercultural experience**. This booklet also gives you, as an international volunteer, **general support before, during and after your intercultural experience**. In addition to this workbook you can find theoretical frameworks supporting the following methodologies and teaching methods on the website of summer exchange of animators. What is the summer exchange of animators? *“Don Bosco Youth-Net (the international network of Salesian youth work offices and youth organisations which work in the style of Don Bosco) wanted to collect the fragmented information about international exchange possibilities to make those unique voluntary opportunities easier to find. Summer Exchange of Animators is a general concept that includes all projects that meet the following requirements: the project has to be a short-term voluntary commitment that lasts for only a couple of weeks, the volunteer will be active as an animator, the project has to be linked to the Don Bosco network and it has to take place during the summer holidays.”*

On the website, under the section “Tools” you will find information provided by the Don Bosco Youth-Net partners regarding international volunteering, tools for youth workers (game APP) as well as documents/articles discussing the subject of intercultural exchange. If you are interested to learn more about the subject or participate in a summer exchange of animators project, please visit the website:

www.summerexchangeofanimators.eu.

The main goal of VALUE is to motivate international volunteers to reflect on their own position as an international volunteer and the competences gained from the experience abroad. Other than that the Salesian values of Don Bosco have been integrated in the methodologies used in this booklet. Even though VALUE is based on Christian values it is intended for every international volunteer, regardless of their religious background. VALUE is partly based on a Belgian Booklet called “het groeiboekje”. “Het groeiboekje”, literally translates as “growth book”, is a reflection tool on the competence development of animators/instructors in local Don Bosco youth organisations. By making VALUE we wanted to create a similar reflection tool but in an international volunteer context. For that reason VALUE discusses subjects such as expectations, stereotyping, culture shock, and reverse culture shock. As you will notice, there are two characters that will guide you through this workbook. Emma and Peter are fictitious characters but are



based on very realistic international volunteer backgrounds. They will provide examples of other international volunteers to support you during your intercultural experience. We have chosen to name this workbook VALUE because this refers to multiple aspects of international volunteering. First of all the core value that motivates and drives a lot of international volunteers is "helping others". International volunteers take it to the next level by taking action, investing time and money for this value. Next to that value refers to cultural value, the value of the intercultural experience for your (future) professional career (competence development), the value of the intercultural experience for your personal life... and last but not least the value that this booklet will hopefully have for you during your intercultural experience. International volunteering is simply building on value(s), which is the reason why we have chosen to name this booklet VALUE. To make sure this booklet is an easy and fun to use tool, the content has been structured in a logical, chronological way (before, during and after the intercultural experience) and text has been minimized.

We hope you have a great intercultural experience!

*"Never believe that a few caring people can't change the world.
For, indeed, that's all who ever have."*

Margaret Mead



BEFORE DEPARTURE EXPECTATIONS

Write down 5 learning expectations you have for your intercultural experience as a volunteer.

Example: I will spend a lot of time with my host family and learn Spanish by speaking with them.

- 1.
- 2.
- 3.
- 4.
- 5.

IMAGE FORMING

What are the stereotypes surrounding the people living in your host country/region?
Which stereotypes do you expect to be true?



Below you will find cartoons of situations which international volunteers might be confronted with on arrival in their host country. When looking at the cartoon, think about what you think is happening in that situation and how would you react if you were placed in that situation? Write down the story you think the cartoon is telling you. On the other side of this page you will find a description of the stories behind the cartoons. When you have finished compare your descriptions with the descriptions of the situations on the reverse of this page and ask yourself the following questions: Was my story correct/did I interpret the situation correctly? Would my reaction to the situation be appropriate?

All the cartoons in VALUE are simplistic representations of frequent situations international volunteers are confronted with. We ask you to look at the cartoons with nuance.

Arriving at volunteer house



Meeting host parents



Background cartoons:

Cartoon Arriving at volunteer house

After a long flight Peter walks through the front door of the volunteer house (with his luggage) and is a bit disappointed to see that there are only two volunteers there to say hi to him and even the two volunteers that are there don't seem that interested in meeting him

After a long flight Peter is nervous and excited to get to know the other volunteers and the volunteer house where he will be staying for the next 6 months. Peter was expecting a big welcome from all the other volunteers on his arrival, but when he walks through the door the house is very quiet and there are only two volunteers that come and say hi to him. One of the two volunteers only stays for a minute before going back to his room, the other volunteer explains to Peter that most of the volunteers went out to party. Peter feels a bit disappointed but understands that it is Friday night, a night out for a lot of young people. The week after that he got to know all the other volunteers quite well and was happy about his situation but made a promise to himself that he would do his best to make new volunteers feel welcome in the house.

Cartoon Meeting host parents

Emma meets her host father for the first time, as a Belgian she gives 3 kisses on the cheek as a greeting but notices he feels a bit uncomfortable

In the pre-departure chaos Emma forgot to research about the cultural greeting patterns in her host country. She feels a bit embarrassed by the situation and that she didn't take the time to prepare herself. Afterwards her host father didn't mind, started laughing and explained her that in his country men and women don't make physical contact while greeting each other.

What did you experience on your arrival in your host country?

Can you tell your story?

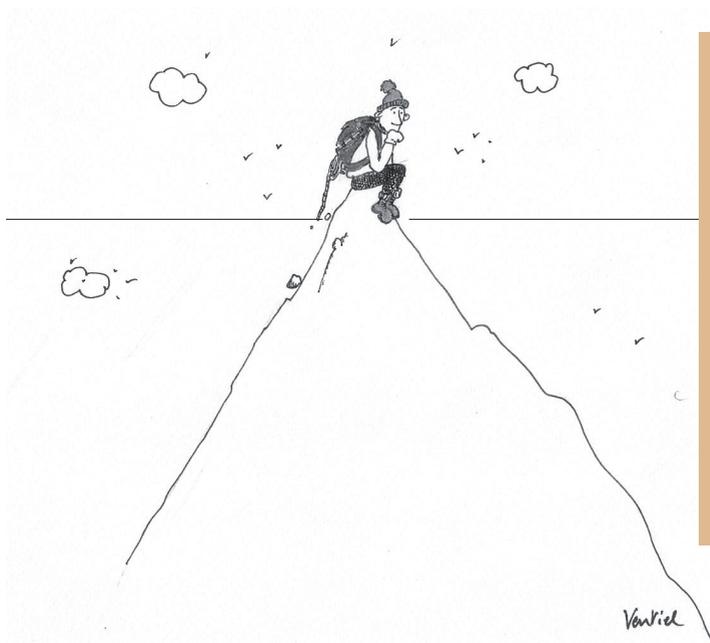


CULTURAL DIFFERENCES

CULTURAL ICEBERG

Gary Weaver (1986) visualises culture as an iceberg with different layers. Above the water is, approximately 10% of the iceberg, we can find cultural aspects that are “visible” or superficial. This part of culture he calls “above water” or “surface culture”. These are all features of a particular culture which are well known, and we also immediately associate with a particular culture. In addition to this superficial or surface culture Weaver (1986) states that 90% of culture is invisible. In his metaphor this is the part of the iceberg which is still submerged under water. This part he calls “deep culture”.

Looking at the list of cultural aspects below, which aspects would you consider being “surface culture” and which aspects would you consider to be “deep culture”? Indicate by writing down the aspect in the above water section of the iceberg (surface culture) or writing down the aspect in the underwater section of the iceberg (deep culture).



- Cooking
- Religion
- Social interactions
- Language
- Notions of modesty
- Body language
- Problem solving
- Emotional response pattern
- Concept of beauty
- Concept of justice
- Nature of friendship
- Music
- Physical characteristics
- Perception of health
- Sexual expression
- Fine arts

Where can I find more information about the cultural iceberg?
Look at www.summerexchangeofanimators.com



CULTURE SHOCK

What comes to mind when you hear the term “culture shock”?

Do you expect to experience culture shock and why?



What do you expect when you return home? Do you think your situation (relationships, life goals, choice of studies...) will change? Why?

How would you describe reverse culture shock? What do you expect to feel if you would experience reverse culture shock?

AFTER A MONTH BACK HOME.

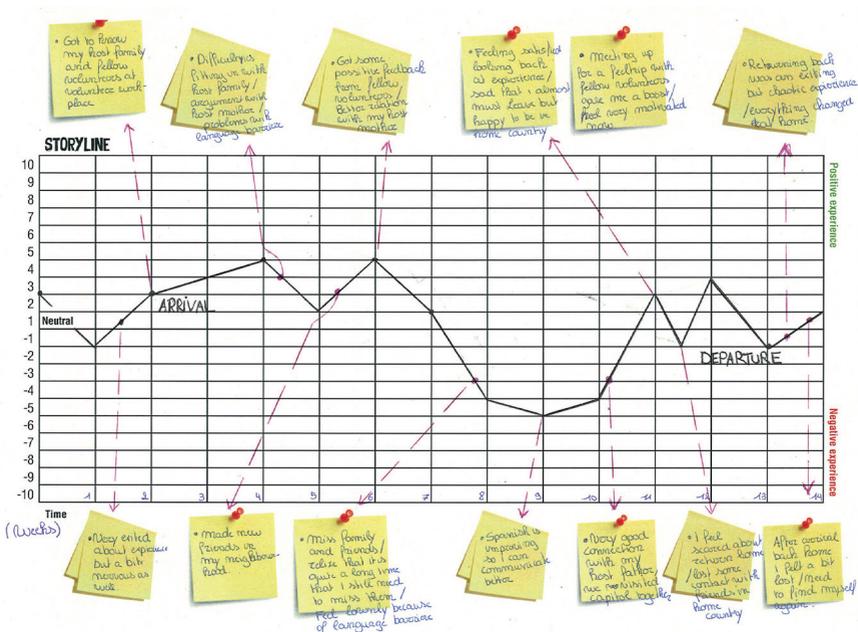
Can you say that you are experiencing reverse culture shock? Give examples.



STORYLINE

In this workbook, reflection will happen by using a work form that is called: **“storyline”**. This **work form** visualises the intercultural experience by **reflecting on positive or negative experiences** and competence development. These experiences will be indicated by dots on a timeline. The experiences (indicated by dots) will be put in a time frame with a + and a - scale indicating a positive (+) or negative (-) experience. Connecting the dots (experiences) a “storyline” will be created in time perspective. When the storyline is finished you will be encouraged to reflect on the competencies developed during this time frame (See "Comfort Zone"). You can make connections between experiences and competence development or add a situation into the storyline where competences were developed. You will notice that the structure of VALUE is the same as the storyline starting with the period before departure, continuing with the period as an international volunteer abroad and ending with the period after the intercultural experience. While creating your own storyline you can be creative. For example you can add photos, tickets etc. to your storyline.

In the illustration below you will find an example of the work form: “storyline”.



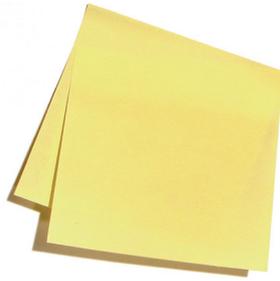
A second work form will be integrated into the first; the second work form is “**comfort zone**”. Once a competence is used for the first time you can indicate how comfortable you are using this competence by using the comfort zone scale. On one side of the scale (inside) you are very comfortable using this competence, there is no challenge at all. On the other side (outside) you are stressed using this competence, the challenge is too big and might seem impossible. To make competency growth possible you must be challenged enough and be in the stretch zone (see illustration below). When you notice you are in one of the extreme zones you can think about what you can do to improve your position on the scale. When you are confronted with a competence for a second time you can re-evaluate your position on the comfort zone scale. You can find a competence list at the end of this workbook with international volunteer specific competencies. These competencies are strongly associated with international volunteering and are divided in categories build up with the three components of a competence: knowledge, skills and attitude.

On the following page you will find a storyline. You can fill in the storyline as you would like and use whatever you want to tell the story about your intercultural adventure! If you want you can even make your own storyline on a big piece of paper/poster etc. Be as creative as you like! You can also use your storyline as a diary, to remind yourself of all your great experiences when looking back at them. On the next page you can indicate which competences where/are used and where you would put yourself on the comfort zone scale.

You can find extra storyline templates on www.summerexchangeofanimators.com.

In the illustration below you will find an illustration of the work form: “comfort zone scale”. You can notice the three zones: comfort zone, learning zone and panic zone.





STORYLINE

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Time

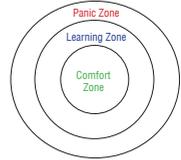


Below you can indicate which competences where/are used and where you put yourself on the comfort zone scale. Write down the competence and put a red dot on the scale where you would position yourself when confronted with the competence for the first time. Ask yourself: what can I do to change my position on the scale for the better? When you are confronted with the same competence for the second time you will do the same using a green dot and see the progress. Has any progress been made?

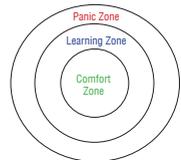
- First time confronted with competence
- Second time confronted with competence



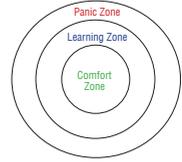
Competence 1:



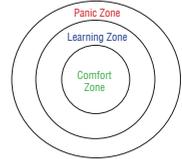
Competence 2:



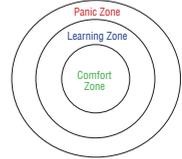
Competence 3:



Competence 4:



Competence 5:



*"It doesn't matter where you are,
you are nowhere compared to where you can go."
Bob Proctor*



DURING THE INTERCULTURAL EXPERIENCE

EXPECTATIONS

How correct were your expectations when looking back at them after being abroad for a while?

Example: I will spend a lot of time with my host family and learn Spanish by speaking with them: *My host mother and father work a lot but take me somewhere every weekend. So I can practice my Spanish during the weekend.*

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IMAGE FORMING

So far, when looking back at the stereotypes associated with your host country, which were true and which weren't?

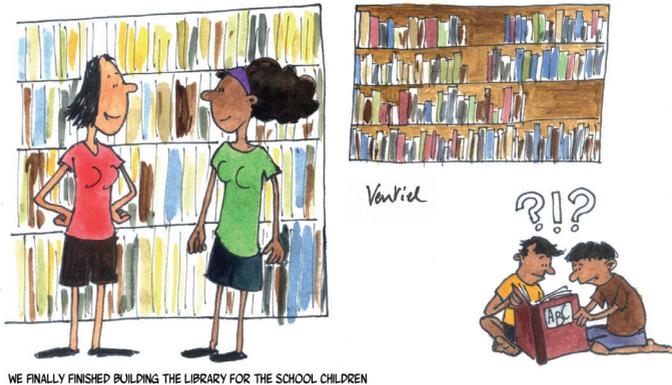


As in the first section, below you will find cartoons of situations international volunteers might be confronted with during an intercultural experience. When looking at the cartoon, think about what you think is happening in that situation and how would you react if you were placed in that situation? On the other side of this page you will find a description of the stories behind the cartoons. Did you already experience a similar situation during your time abroad? Maybe you can add it to your storyline?

Attending religious service abroad



Building library



Background cartoons:

Cartoon *Attending religious service abroad*

Peter has been in his host country for a few weeks. During a Don Bosco Youth Retreat with the parish (church ceremony) Peter sits down on his chair while others sing, dance and hug each other. At the front there is youth choir and musicians are playing intense spiritual/religious music. Peter is not used to this kind of celebration.

Peter is a Christian, in his home country he goes to church every week and even has some responsibility in his local parish. One day, in his host country, a local priest asked him if he would like to join on a Don Bosco Youth Retreat. Peter is enthusiastic and says yes to the offer. During the youth retreat Peter notices that religion is celebrated in a very different way than he is used to. During the religious services there is a choir and musicians and the youths are dancing, singing and hugging. Although he enjoys the intense atmosphere Peter feels a bit out of place. In his home country church services are very calm and introspective, not extravert or open and do not have so many young people taking part in it. Looking back at the Youth Retreat it was a great learning experience, giving him a wider perspective on how religion can be/is experienced by young people. The experience strengthened him in his faith, but also gave him new ideas for his local parish in his home country.

Cartoon *Building library*

Emma and her fellow volunteers stand in the library they have been building the past weeks and congratulate each other on their work. In the corner two children try to read a book but they don't understand it.

In the school where Emma does voluntary work, she is building a library together with 3 other volunteers. They build tables, desks and book shelves and collect books that are donated by charity. But a few days after the library is finished Emma and the other volunteers realise that the library is only used by a few people. Emma notices that their effort has less impact on local community than expected. The reason for that is that most of the people in the local community are illiterate and can't read the books provided in the library. Emma didn't look back at the experience as a wasted effort but rather a great learning moment. Though this experience she realised that she wanted to start teaching the children to read.

Can you tell your story?



CULTURAL DIFFERENCES

CULTURAL ICEBERG

After arriving in your host country and experiencing the local culture for a while, you probably already have been confronted with different aspects of culture. Can you figure out the aspects of deep culture in your host country?

Which of the aspects you considered to be “deep culture” have you already seen out during your time abroad? How did you experience them?

Aspect “deep culture”	Experience in your host country
<i>Example: Concept of beauty</i>	<i>Larger people are often considered to be beautiful in my host country. This may be associated with wealth and status.</i>

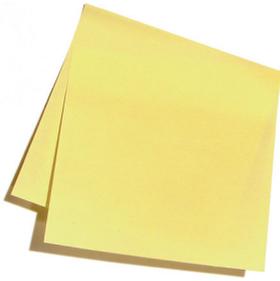


CULTURE SHOCK

After being abroad for a while, can you say that you are experiencing or have experienced some form of culture shock? Yes? Give examples.







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Time

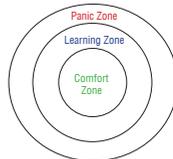


Below you can indicate which competences where/are used and where you put yourself on the comfort zone scale. Write down the competence and put a red dot on the scale where you would position yourself when confronted with the competence for the first time. Ask yourself: what can I do to change my position on the scale for the better? When you are confronted with the same competence for the second time you will do the same using a green dot and see the progress. Has any progress been made?

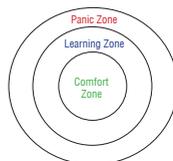
- First time confronted with competence
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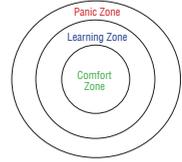
Competence 1:



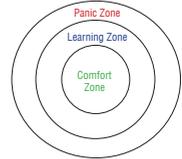
Competence 2:



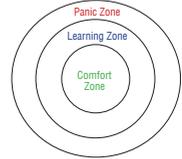
Competence 3:



Competence 4:



Competence 5:



*"Change is the law of life.
And those who look only to the past or present
are certain to miss the future."
John F. Kennedy*



AFTER INTERCULTURAL EXPERIENCE EXPECTATIONS

When looking back at your intercultural experience, how correct were your expectations?

Example: I will spend a lot of time with my host family and will learn Spanish by speaking with them: My host mother and father work a lot but take me somewhere every weekend. So I can practice my Spanish during the weekend. *After my return home my Spanish is not fluent but I'm happy with the progress and I'm planning on keeping on practicing.*

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IMAGE FORMING

Looking back at the stereotypes associated with your host country, which were true and which weren't? What about stereotypes in your home country? Are there any similarities or differences?



Like in the first and second section below you will find cartoons of situations international volunteers might be confronted with during an intercultural experience. When looking at the cartoon, what do you think is happening in that situation and how would you react if you were placed in that situation? On the other side of this page you will find a description of the stories behind the cartoons. Did you experience a similar situation during or after your time abroad? Maybe you can add it to your storyline?

Expectations about homecoming



Back home with friends



Background cartoons:

Cartoon *Expectations about homecoming*

Arriving at the airport Peter is expecting a heroic welcome after his great volunteer adventure. He expects all his friends standing there with "welcome home" banners, balloons etc. and that they will jump into his arms with excitement when they see him. But when Peter steps out of the plane he is disappointed to see less people than expected showed up to welcome him and that the welcoming is less exuberant. He felt a bit sad. What Peter doesn't know is that most friends started working while he was gone and couldn't get a day off to pick him up from the airport. Others were on a short holiday abroad and were coming back in a few days. After being back for a month Peter understands why and doesn't have any hard feelings.

Cartoon *Back home with friends*

Emma has been home for two weeks. She is standing with a group of friends and they are talking about a great party that she missed when she was abroad. Emma tries to participate in the conversation but feels left out.

Emma expects to fit right back in with her old group of friends (in her home country) but notices she doesn't feel comfortable in that position anymore because she herself and the group have changed. She realises that it will take time to get integrated in her home country again.

Can you tell your story?



CULTURAL DIFFERENCES

CULTURAL ICEBERG

After arriving back in your home county, having learned more about the surface and deep culture of your host country, **can you figure out the aspects of “surface culture” and “deep culture” in your OWN country? Can you find any significant similarities or differences?**

Do you know the aspects of surface and deep culture in your own country?

- Cooking
- Religion
- Social interactions
- Language
- Notions of modesty
- Body language
- Problem solving
- Emotional response pattern
- Concept of beauty
- Concept of justice
- Nature of friendship
- Music
- Physical characteristics
- Perception of health
- Sexual expression
- Fine arts
- Dress
- Educational philosophy

Can you find any significant similarities or differences?



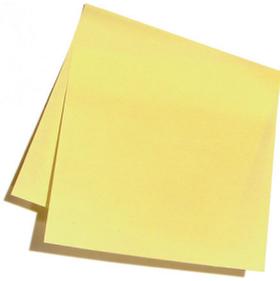
REVERSE CULTURE SHOCK

How would you describe reverse culture shock? What do you expect to feel if you experience reverse culture shock?



After being back home for a while, can you say that you are experiencing or have experienced some form of reverse culture shock? Give examples.





STORYLINE

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-10							

Time



Below you can indicate which competences where/are used and where you put yourself on the comfort zone scale. Write down the competence and put a red dot on the scale where you would position yourself when confronted with the competence for the first time. When you are confronted with the same competence for the second time you will do the same using a green dot and see the progress.

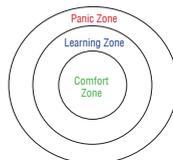
- First time confronted with competence
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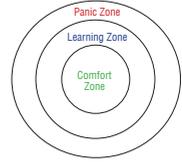
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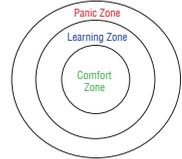
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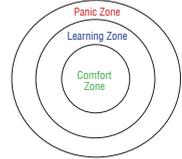
Competence 3:



Competence 4:



Competence 5:



*"It is good to have an end to journey toward;
but it is the journey that matters, in the end."
Ernest Hemingway*



COMPETENCE LIST

Every competence exists out of a combination of knowledge, skills and attitudes. There is also a strong link between quite a lot of competence aspects below, even aspects from different competence categories. Find more information at www.skillsyouneed.com.

1. Communicative competences	2. Social competences	3. Cognitive competence	4. Personal/emotional competence	5. Volunteer specific competences
Communication in mother language Communication in foreign language Interpersonal communication: - Non-verbal - Verbal communication Written expression Digital communication	Relational competence Multiperspectivity Conflict management Taking initiative Cultural awareness Cooperation Networking Active citizenship Empowering others Respect other cultures/opinions Negotiation	Cultural (self) knowledge Learn to learn Basic science, mathematical and technological knowledge Analysing and problem solving Technological competence (ability to work with technology: computer, I-pad etc.) Organisational skills and planning Creativity/innovation Self-development Conceptual thinking Decision making Risk Management Time Management	Empathy Integrity Stress management Perseverance while coping with criticism, disappointment and setbacks	(depending on situation and type of volunteer work) Medical care (example!) ...





INFORMATION COMPETENCE LIST

The competences are divided in 5 general categories involved in volunteer work:

1. COMMUNICATIVE COMPETENCES

Definition of communication: the imparting or exchanging of information by speaking, writing, or using some other medium.

Find more at www.oxforddictionaries.com

Communication is a simple process: a sender encodes information and sends a message to a receiver using a medium (speaking, writing or some other medium). The receiver will receive the message and decode the information. There are multiple things that can go wrong during this process. The message can be encoded or decoded wrongly by sender and receiver or the message can be disturbed by what is called “noise”. This doesn’t literally mean noise but can be multiple factors that disrupt the message.

Developing communicative competences indicates that you have the ability to send and receive (encode and decode) a message in a correct way, taking “noise” into account.

a. Communication in mother language

Mother language or first language is the language a person learned from birth or within a critical (receptive for language) period as a child. Some children are bilingual, this means they are brought up speaking more than one language. The competence of speaking in mother language depends on how much you master that language and how much you can express yourself in that language. During an intercultural experience this competence is often used during communicating with your sending organisation, family, friends, networking etc.

b. Communication in foreign language

Depending on the host country most volunteers are confronted with a foreign language, sometimes resulting in a language barrier. The ability to speak the language of your host country can make a big difference during your intercultural experience. Communication in a foreign language is the ability to communicate in a language that is not your mother language.

c. Interpersonal communication (face to face, verbal+ non verbal)

Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication.

Interpersonal communication is not just about what is actually said - the language used - but how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.

Find more at www.skillsyouneed.com



c. 1. Verbal (part of interpersonal communication)

Effective verbal or spoken communication is dependent on a number of factors and cannot be fully isolated from other important interpersonal skills such as non-verbal communication, listening skills and clarification. Clarity of speech, remaining calm and focused, being polite and following some basic rules of etiquette will all aid the process of verbal communication.

Find more at www.skillsyouneed.com

c. 2. Non verbal communication (part of interpersonal communication)

Interpersonal communication is much more than the explicit meaning of words, the information or message conveyed. It also includes implicit messages, whether intentional or not, which are expressed through non-verbal behaviours. Non-verbal communications include facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and the physical distance between the communicators (proxemics). These non-verbal signals can give clues and additional information and meaning over and above spoken (verbal) communication. Some estimates suggest that speech only makes up about 20 to 30% of communication. The rest of the information is conveyed non-verbally, by tone of voice, facial expressions, eye-contact, gestures, how we stand, and so on.

Find more at www.skillsyouneed.com

d. Effective listening

Listening is the ability to accurately receive and interpret messages in the communication process (decode). Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.

Find more at www.skillsyouneed.com

e. Written expression

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. You might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online via a blog. And, of course, a well written CV or résumé with no spelling or grammatical mistakes is essential if you want a new job.

Find more at www.skillsyouneed.com

f. Negotiation

Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute. In any disagreement, individuals understandably aim to achieve the best possible outcome for their position (or perhaps an organisation they represent). However, the principles of fairness, seeking mutual benefit and maintaining a relationship are the keys to a successful outcome.

Find more at www.skillsyouneed.com



g. Digital communication

The competence of digital communication is the ability to cope with modern communication technologies for example social media, skype, chatting, whatsapp etc. This is a competence that is more and more essential within society. Since the invention of internet communication international communication has become much easier. Although for some people the rapid increase of technology is difficult and confusing.

In the modern workplace, digital skills are highly valued; in the future, digital skills will be vital. The digital age is expanding into all areas of our lives, and it is not just those who work in IT that will need to be alert of this change.

Find more at www.skillsyouneed.com

2. SOCIAL COMPETENCE

Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Human beings are sociable creatures and we have developed many ways to communicate our messages, thoughts and feelings with others. What is said is influenced by both verbal language and the way we use it - tone of voice, volume of speech and the words we choose - as well as by more subtle messages such as body language, gestures and other non-verbal communication methods. The fact that some people are better 'social interactors' than others has led to detailed investigations into the nature and function of interpersonal interaction. Developing social skills is about being aware of how we communicate with others, the messages we send and how methods of communication can be improved to make the way we communicate more efficient and effective.

Find more at www.skillsyouneed.com

a. Relational competence

Relational competence is the term used to describe the ways in which people interact with each other. This can be in a professional or personal context. Relational competence is a combination of knowledge, skills and attitude.

b. Multiperspectivity

Multiperspectivity is the ability to detach yourself from your own perspective and to view a problem or a situation from different viewpoints, possibilities and roles. Looking at a problem from different angles makes it possible to get a good understanding of the situation and makes it easier to make right choices that are beneficial for each party.

c. Conflict management

Conflict, or more specifically, interpersonal conflict, is a fact of life, and particularly of organisational life. It often emerges more when people are stressed, for example, when there are changes on the horizon, or when everyone is under pressure because of a looming deadline. However, conflict can also arise in relationships and situations outside work. Handling conflict in



ways that lead to increased stress can be detrimental to your health. Learning to deal with conflict in a positive and constructive way, without excessive stress, is therefore an important way to improve your well-being as well as your relationships. The best way to address a conflict in its early stages is through negotiation between the participants. There are a wide range of useful skills for handling conflict. Possibly the most important is assertiveness. You need to be able to express your views clearly and firmly, but without aggression. One model to use is 'Describe the situation, Express your feelings and Specify what you want done'. You also need to practise active listening, to ensure that you fully understand the position of those involved in the conflict, whether you are an active participant, or a potential mediator. It's also helpful to understand and recognise emotion in both yourself and others. Emotions are never good or bad, but simply appropriate or inappropriate, and it's useful in managing conflict to help others recognise when emotions are inappropriate, and when it's fine to express them.

Find more at www.skillsyouneed.com

d. Taking initiative/assertiveness

Being assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'. Assertive individuals are able to get their point across without upsetting others, or becoming upset themselves. Although everyone acts in passive and aggressive ways from time to time, such ways of responding often result from a lack of self-confidence and are, therefore, inappropriate ways of interacting with others.

Find more at www.skillsyouneed.com

e. Intercultural awareness (skill – attitude)

Intercultural awareness is, quite simply, having an understanding of both your own and other cultures, and particularly the similarities and differences between them. These similarities and differences may be in terms of values, beliefs, or behaviour. They may be large or small, and they matter very much when you are meeting or interacting with people who are from another cultural background. Understanding that people from different cultures have different values is the foundation to good intercultural relationships.

Find more at www.skillsyouneed.com

f. Teamwork and collaboration

The ability to work effectively with others (in group or team) on a common task; taking actions which respect the needs and contributions of others; contributing to and accepting the consensus; negotiating a win-win solution to achieve the objectives of the team.

Find more at www.strath.ac.uk

g. Networking

Creating a group of acquaintances and associates and keeping it active through regular communication for mutual benefit. Networking is based on the question "How can I help?" and not with "What can I get?". Find more at www.businessdictionary.com



h. Active citizenship

Active citizenship means being involved, taking action and joining in to make a difference within society. There are many examples of how people demonstrate active citizenship at different levels of society. Volunteering means giving your up time and energy to help others without being paid for it. Therefore volunteering is a form of active citizenship.

Find more at www.sev.asn.au

i. Empowering/motivating others

The word motivation comes from the Latin movere, meaning to move, via 'motive', meaning causing motion, concerned with the initiation of action. Motivation is therefore, in its purest sense, the incentive towards action. Motivation, then, is what drives us to achieve our goals. Motivating/empowering others is a competence often used by people in a leadership position but can be used in a very broad range of situations.

Find more at www.skillsyouneed.com

j. Respect other cultures/opinions

Respect is a way of treating or thinking about something or someone. You show respect by being polite and kind. For a lot of people, taking your hat off is a show of respect. When people are insulted or treated badly, they feel they haven't been treated with respect. You can respect things as well as people. www.vocabulary.com Respect for others is a basic and a essential competence for international volunteers.

3. COGNITIVE COMPETENCES

a. Cultural (self) knowledge

As already mentioned, Intercultural awareness is: having an understanding of both your own and other cultures, and particularly the similarities and differences between them. As well as of being aware of the cultural differences it is important to have knowledge about these differences.

Find more at www.skillsyouneed.com

Having knowledge about your own culture as well as knowledge of the culture of your host country will give you multiple advantages during your intercultural experience.

b. Learn to learn

Over the years many theories have been developed to examine the processes involved in learning. Most learning theories concentrate on the significance for the way that learning is delivered. There are many different ways of learning both formally and informally: as part of a group, such as in a classroom setting, one-to-one, such as in a mentoring or coaching arrangement, and self-learning. Furthermore people learn differently at different times in their lives and in different circumstances.

Find more at www.skillsyouneed.com



c. Basic science, mathematical and technological knowledge

Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge.

Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).

Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions.

Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

Find more at www.youthpass.eu

d. Analysing and problem solving

Everybody can benefit from having good problem solving skills as we all encounter problems on a daily basis; some of these problems are obviously more severe or complex than others. It would be wonderful to have the ability to solve all problems efficiently and in a timely fashion without difficulty, unfortunately there is no one way in which all problems can be solved. However well prepared we are for problem solving there is always an element of the unknown. Although planning and structuring will help make the problem solving process more likely to be successful, good judgement and an element of good luck will ultimately determine whether problem solving was a success.

Find more at www.skillsyouneed.com

e. Flexibility/coping with change

Change management is basically the science, or possibly art, of managing yourself and others during a period of change. Since most organisations and a good many people's lives are in a constant state of flux, you could argue that most of us are managing change on a daily basis, but how we do it, and how well we do it, varies considerably.

Find more at www.skillsyouneed.com

f. Technological competence (ability to work with technology; computer, I-pad etc.)

Technology has become so integrated in everyday life that we can hardly remember what the world looked like before our multi-device, constant-connectivity fantasy future became today's reality. It's expected that technology will become even more intuitive and ingrained in our daily life, and this leads to one important conclusion: the better equipped we are to handle this technological shift, the better our adjustment to it.

Find more at www.skillsyouneed.com



g. Organisational skills and planning

Poor organisation usually means less productivity and missed opportunities and can lead to increased procrastination and stress. Fortunately, there are a few simple things that you can do that will help you to ensure that you get organised, and stay that way. And what's even better is that these skills can be used at home or at work, and are equally useful in both. Organising skills are really a combination of time management and self-motivation.

Find more at www.skillsyouneed.com/lead/organising-skills.html#ixzz3uUinpWuq

h. Creativity/innovation

Regardless of whether you view yourself as a creative type or not, you can learn some useful skills and techniques which will enable you to tap into that creative 'right brain' thinking and bring a new perspective to innovation, problem-solving and managing change.

Find more at www.skillsyouneed.com

i. Self-development

Personal development is a lifelong process. It's a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realise and maximise their potential. Although early life development and early formative experiences within the family, at school, etc. can help to shape us as adults, personal development should not stop later in life.

Find more at www.skillsyouneed.com

Personal empowerment is about looking at who you are and becoming more aware of yourself as a unique individual. Personal empowerment involves developing the confidence and strength to set realistic goals and fulfil your potential. Everyone has strengths and weaknesses and a range of skills that are used in everyday situations, but all too often people remain unaware of, or undervalue, their true abilities. A person aiming for empowerment is able to take control of their life by making positive choices and setting goals. Developing self-awareness, an understanding of your strengths and weaknesses - knowing your own limitations is key to personal empowerment. Taking steps to set and achieve goals - both short and longer-term and developing new skills, acts to increase confidence which, in itself, is essential to self-empowerment.

Find more at www.skillsyouneed.com

j. Conceptual thinking

Conceptual thinking is the ability to identify patterns or connections between seemingly unrelated objects. For some, conceptual thinking is a natural process but not everyone can think in this way. Conceptual thinking can also be described as "looking at the bigger picture".

Find more at www.ask.com/world-view/conceptual-thinking

k. Decision making

In its simplest sense, decision-making is the act of choosing between two or more courses of action. In the wider process of problem-solving, decision-making involves choosing between possible solutions to a problem. Decisions can be made through either an intuitive or reasoned

process, or a combination of the two.

Find more at www.skillsyouneed.com

I. Risk management

In its simplest terms, risk management is thinking about what could possibly go wrong, deciding how likely and/or catastrophic that would be, and taking action to avoid either the problem or its consequences.

Find more at www.skillsyouneed.com

m. Time management

Time management is not very difficult as a concept, but it's surprisingly hard to do in practice. It requires the investment of a little time upfront to prioritise and organise yourself. But once done, you will find that with minor tweaks, your day, and indeed your week and month, fall into place in an orderly fashion, with time for everything you need to do.

Find more at www.skillsyouneed.com

4. PERSONAL/EMOTIONAL COMPETENCES

Emotional competence refers to one's ability to express or release one's inner feelings (emotions). It implies an ease around others and determines one's ability to effectively and successfully lead and express. It is described as the essential social skills to recognise, interpret, and respond constructively to emotions in yourself and others.

Find more at en.wikipedia.org

Passion + Reason = Constructive Action. This is the essence of emotional competency.

Find more at www.emotionalcompetency.com

Personal development skills are the skills you need to enable you to set personal goals and to achieve personal empowerment. You can build a strong and effective skill-set through personal development, and these will help you to make relevant and positive choices and decisions in the future.

Find more at www.skillsyouneed.com

a. Empathy

Empathy is, at its simplest, awareness of the feelings and emotions of other people. It is a key element of Emotional Intelligence, the link between self and others, because it is how we as individuals understand what others are experiencing as if we were feeling it ourselves. Kindness and tact are often results from the ability to be empathetic towards others.

Find more at www.skillsyouneed.com

b. Integrity/truthfulness

Society, especially Western society, places a high value on truth. Truth is the foundation for a fair and just society. Most modern religions also have something to say on the matter, and it is clear that they place a high value on the principle of truthfulness. Truthful people will: Understand



themselves, and know their own strengths and weaknesses. They will not delude themselves about their successes or failures; Present themselves in a way that shows who they really are. Their reputation will be founded on what they are and, whether in public or private, they will be the same; Meet any commitments or promises that they make; Be accurate in their descriptions of themselves or others, so that they do not mislead others. Words strongly associated with integrity/truthfulness are respect, honesty, reliability, responsibility and credibility.

Find more at www.skillsyouneed.com

c. Stress management (self awareness, self confidence, decisiveness, discipline)

Effectively coping with stress, managing stress and finding ways to reduce unnecessary or unhealthy levels of stress are important life skills - skills that everybody needs. Negative stress, tension and anxiety are extremely common problems in modern life - most people will suffer from potentially dangerous or debilitating symptoms of stress and stress related issues at some point in their lives.

Find more at www.skillsyouneed.com

Many people do not act positively to reduce the stress in their lives until physical symptoms force them to consider how their lifestyle is affecting their well-being. Don't leave stress unchecked or wait until it makes you ill. Learn to recognise when you are stressed and take steps to minimise stress and avoid additional stress.

Find more at www.skillsyouneed.com

d. Perseverance while coping with criticism, disappointment and setbacks

Resilience is the 'rubber ball' factor: the ability to bounce back in the event of adversity. Put simply, resilience is the ability to cope with and rise to the inevitable challenges, problems and set-backs you meet in the course of your life, and come back stronger from them. Resilience relies on different skills and draws on various sources of help, including rational thinking skills, physical and mental health, and your relationships with those around you. Resilience is not necessarily about overcoming huge challenges; each of us faces plenty of challenges on a daily basis for which we must draw on our reserves of resilience.

Find more at www.skillsyouneed.com

5. VOLUNTEER SPECIFIC COMPETENCES

These competences are developed in specific volunteer situations. This can differ strongly depending on the field or area where you have chose to do volunteer work as well as your host organisation. Some volunteers will learn more about agriculture, nature conservation, medical care, geography, child care etc.

- a. Medical care (example!)
- b. ...
- c.



MY PERSONAL NOTES



THIS IS ME!

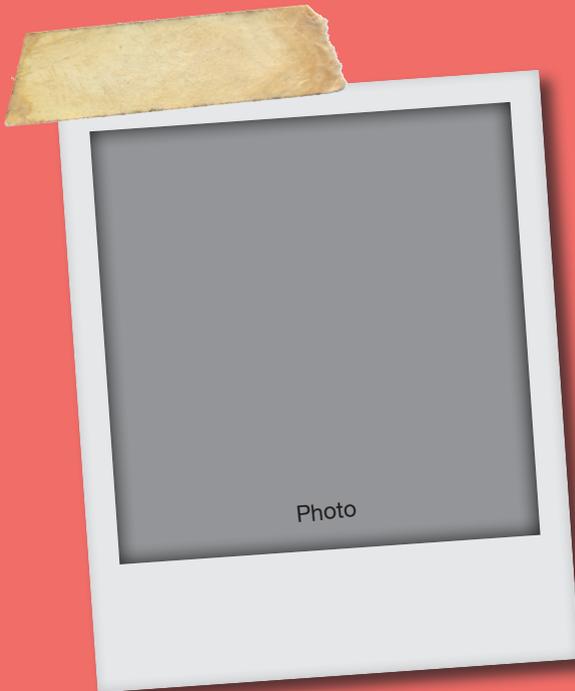
After my adventure

What I like in this world:

What I dislike in this world:

I have changed in:

My new views and perspectives:



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COUNCIL OF EUROPE



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"What you learn by making an effort,
you will never forget."
Don Bosco

