# GOTHEN

**Go to ESC and then?**

# GO 📍 LOCALS



## Training design for volunteer coordinators involving the local community in ESC projects

# Go Locals - Training design for volunteer coordinators involving the local community in ESC projects

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**Co-funded by the European Union**

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## Training design for volunteer coordinators involving the local community in ESC projects

**INTRODUCTION – The context**

The **Go Locals** training design, containing 20 training sessions to be held over 5 days, was created to support the quality of ESC volunteering projects, especially to increase the involvement of the local community in ESC projects. It is one of the outcomes of the international project called "**Go to ESC and Then**", implemented by four partner organisations: **MOH** - Mobility Opportunities Hub (Italy), **CVCN** - Cluj-Napoca Volunteer Centre (Romania), **CARDET** - Center for the Advancement of Research & Development in Educational Technology (Cyprus), **USB** - United Societies Of Balkans (Greece).

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

As pointed out in **4Thought for Solidarity**[1] publication in 2020, there is a clear need to increase the capacity of volunteering organisations and this is also underlined in the **European Youth Strategy** - EYS (2019-2027)[2], as the European Parliament supports the development of organisational capacity, as symbolically illustrated by the 3 key phrases underpinning the entire strategy: 'engage 'connect' and 'empower'. The EYS states that "To encourage young people's engagement in solidarity, Member States should focus (among other things) on the promotion of support schemes and capacity building of organisations active in this area." As such, there is a clear link made between the support offered to organisations to be sustainable and qualitative in their project implementation and the subsequent involvement of more young people in solidarity activities and volunteering.

**Training programmes are one of the most successful ways of building or improving the capacity of organisations** for their implementation of ESC projects, especially when doubled with building communities of practice and fostering peer support even beyond the finalisation of the training.

[1] https://www.salto-youth.net/downloads/4-17-4046/4TDS%20Study%2020200421.pdf - page 43
[2] (https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018DC0269 – page 6

In recent years, more and more training programs try to address the core needs of target groups and to understand them in the broader context of societal or sectoral changes. Therefore, having the youth strategies as a basis, when developing new training opportunities, we need to make sure that we directly address the issues that we notice in our sector. There are numerous barriers and challenges in implementing volunteering projects which are not caused with intention by the involved organisations. However, they can be affected by a current social context that shows a high degree of ambiguity and uncertainty, while life in general and potential solutions become increasingly complex. Issues that appear in many projects are caused by the fact that they approach false or apparent problems in the community, and they involve volunteers on a superficial level in trying to solve some of these problems. Moreover, when an organisation decides to get the local community involved on a deeper level in the ESC projects, it does not know how to approach the community. More and more questions stand out: what is the community in fact? What are its limits and its boundaries? Is it enough to involve public local authorities and consider that the entire community is involved? Is it enough to open our doors towards local volunteers that work alongside the international ones? Or should we also get the mass-media on board? And then even more, how should we measure the impact that we have on the community?

The list of such questions can continue, especially as organisations roll project after project, sometimes not really linking them and thus, the bigger question should be without a certainty related to the ultimate desired impact they want to achieve.

We have created this resource as a response to the needs that we identified in the communities of practice that we interact with. All studies and empirical observations show it is vital for ESC volunteers to have direct contact with their hosting community. Additionally, the projects must also address real community needs, so that community impact can emerge, besides the personal development of the volunteers engaged.

This is confirmed again in the **4Thought for Solidarity** report (2020) (page. 39): "The role of the local and regional level in young people's civic engagement was highlighted by the Committee of the Regions in their opinion on the European Solidarity Corps (Dec 2018), identifying this as a first essential point of contact for young people in the area of solidarity. The level to reach out to young people, to get them involved in something, is the local level." More than this, the authors reinforce the idea that community impact is the growing focus of the programme and it should also become the same for the organisations implementing ESC projects. As the community is the place where solidarity is experienced, felt and manifested, "community impact might well naturally become a higher priority for the field in the coming years. This is not to say that competence development or individual learning will be left behind - just that the adjustment of priorities related to solidarity will most probably have a ripple effect at various levels. It can be argued that both the communities where the solidarity activity takes place, and the communities

where the protagonists come from, should be impacted, by the solidarity activity." This is an idea cited after analysis of the report on the EPLM conference 'POWER of Learning Mobility: Community Impact' 2019[3]. This clearly underlines on page 9 – "The general impact studies indicate that most of the gain by the community comes from long-term volunteering activities when foreigners are immersed in local communities".

**WHY THIS TRAINING?**

As mentioned above, there is a clear need for sustained support for organisations to maintain, increase and scale their capacity in managing qualitative ESC projects that can generate measurable community impact. But in order for this ambitious aim to be reached, there must be adapted training programs and learning opportunities for these organisations to engage in, to learn from experts in the field and experienced actors, as well as from each other, maximising the results of previous innovation projects and resources already created.

The first step in creating this publication was to conduct an empirical research aimed at identifying needs of organisations from the four countries mentioned above, through observation or sharing the difficulties faced by organisations managing volunteer projects in partner countries and not least from the direct experience of the 4 partner organisations, which hold rich expertise in managing volunteers and volunteering projects.

The participants to this training, based on the detailed training design presented below, will develop competences as following:
- Knowledge about the nine steps in volunteer management: preparation, recruitment, selection, orientation/training, supervision, monitoring, motivation, recognition, monitoring and evaluation;
- Ability to manage local and international volunteers using the nine steps method;
- Ability to facilitate and recognise the learning for the ESC volunteers, including varied reflection activities;
- Ability to create a network in the community with clear benefits for that particular local community and an understanding of the effect of changes;
- Competence to involve the local community in ESC volunteering projects;
- Competence in public speaking and in ensuring visibility for their projects;
- Ability in planning/running advocacy activities to support their volunteer activities;
- Renewed motivation and interest in running meaningful and impactful volunteering projects.

[3]https://pjp-eu.coe.int/documents/42128013/47262616/PowerLM+final+report.pdf/ef0aa083-81d7-3b4d-a07e-9a4bc984e5ff?t=1581096900000

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**FOR WHOM WAS THIS TRAINING DEVELOPED**

The pilot training took place in June 2023 in Greece, and after testing and evaluating it within our partnership, we fine-tuned it and developed the final publication that you can read and use now.
The training is intended for organisations implementing local or international European Solidarity Corps projects – either volunteering projects or solidarity projects. It can also be successfully used by organisations running local volunteering projects, outside the scope of the ESC programme, but with the same focus on community impact and coherent process of managing volunteers.

Ideally, the organisation's volunteer coordinator should be the one to attend the training, to get a better understanding of the overall process and how its phases can be implemented by the different people available in the organisation at a certain moment.

We **target organisations** that:
- run local or international volunteering projects;
- are interested in improving the quality of their work with volunteers;
- want to develop innovative ways of promoting volunteering in their local community;
- have a high willingness to implement changes in the way they work;
- have experienced or are experiencing difficulties in coordinating volunteers and seek for ways to overcome them.

The specific **target groups of potential participants** are:
- organisation representatives (either from NGO or public institutions carrying volunteering projects;,
- youth workers;
- volunteer coordinators;
- project managers;
- learning facilitators;
- support-persons for the volunteers;
- workers in the social field, health care, culture, sports or any field related to youth and community development.

**THE TRAINING FLOW**

The Go Locals training design can be used as a 5-day training programme (6 hours of training per day, organised in 4 daily sessions of 90 minutes each). However, you can also use just some sessions from it, according to the needs of the groups you work with, at a certain moment in the project flow, focusing on the topics that are more relevant to you.

At the beginning of the publication you can find a table of the training, showing 20 specific sessions included in the full training course, and you can thus get an overview of the entire training flow and how you can implement or adapt it to your own context. Moreover, at the beginning of each session you can find the aims of the session for the trainers and outcomes for participants, the necessary time and required resources.

We recommend the use of energizers as part of non-formal education at the beginning of sessions or when you see the need, depending on the dynamic of the group.

**METHODOLOGY**

Like most Erasmus+ projects, GoThen is also heavily reliant on non-formal education and is a strong promoter of it. Consequently, the Go Locals training is shaped in such a way as to make use of the non-formal learning benefits and emphasise its wonderful potential for genuine, anchored learning, no matter what the level of previous experience is among the group of participants.

The proposed methods and exercises included in the training design appeal often to experiential learning, as it is a participative, engaging and meaningful way of reaching awareness or skills development. Recognising the true value of the full KOLB cycle[4], we place great emphasis on the debriefing process in any activity and the training has consistent moments of reflection and analysis of individual and group learning.

As the training is focused on the local level and the need to connect the local community with the international volunteers, we have also included activities and methodologies that explore co-creation techniques, much needed when an organisation aims to involve the community on a longer-term.

**CONCLUSION**

The Go Locals training design is written for all organisations and individuals who have the motivation and capacity to replicate and disseminate lessons learned within the GoThen project.

Most ESC projects are done with the clear objective of reaching a certain impact – usually on multiple levels. It is, however, clear to us that it takes much more than just implementing a sequence of activities for real impact to be generated, seen, acknowledged and used. With the present training proposal, we

[4] Kolb, D.A. (2015) Experiential Learning: Experience as the Source of Learning and Development. 2nd Edition, Pearson Education, Inc.

hope to stimulate an active reflection and learning process within participating organisations, that can start to plan how they want to change their practices, improve their ways of managing volunteers and volunteering projects, design interventions that bring the local communities together with the international volunteers, and thus, gradually reach more and more visible impact.

The shift from EVS to ESC was not an easy one and even if 5 years have passed not all organisations have properly integrated the paradigm shift and the focus on proper community engagement. As indicated in the 4Thought for Solidarity report (2020) – "By putting solidarity in the spotlight, the European Solidarity Corps has brought back a focus on contributing to the community and the people in it. Moreover, solidarity projects, through their local character, brought back what was lost with youth initiatives - a more long term and sustainable impact on the community." However, "This shift of focus will need to be managed. Simply presuming that the new focus will automatically ensure engagement of young people in the local community and their desire to contribute to the positive impact is not enough. There is a risk that there will not be an investment of effort to change the mindset of both young people and the organisations involved to develop a more community-oriented approach." And for such a community-oriented approach, we believe that we should invest in the awareness and capacity of organisations first, then leading naturally to the awareness of the young people and their willingness to contribute to better communities, during their volunteering stages abroad, but also upon returning to their own native and local communities.
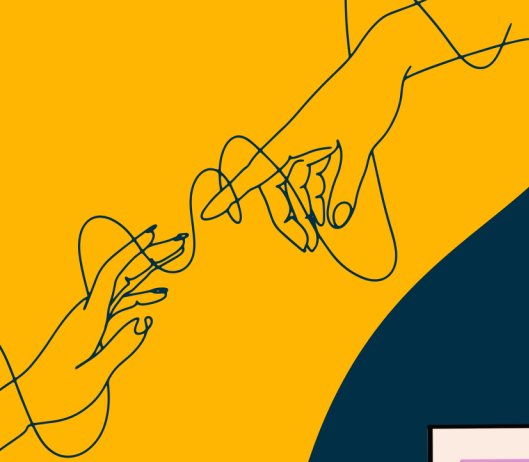
# GO LOCALS

## TRAINING ON BASIC VOLUNTEER MANAGEMENT AND COMMUNITY INVOLVEMENT

### Training design - 5 days residential training

# Training Design - 5 days residential training
## Overview

| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
|-------|-------|-------|-------|-------|
| Session 1 **INTRODUCTION** | Session 5 **VOLUNTEER MANAGEMENT (local and international volunteers) INVOLVING THE COMMUNITY** | Session 9 **SUPERVISION AND FEEDBACK** **MOTIVATION AND RECOGNITION** | Session 13 **COMPETENCIES FOR VISIBILITY AND MEDIA** | Session 17 **NETWORKING AS A COMPETENCE** |
| break | break | break | break | break |
| Session 2 **TEAM BUILDING** | Session 6 **PREPARING THE ORGANISATION TO INVOLVE VOLUNTEERS** | Session 10 **MONITORING AND EVALUATION OF VOLUNTEERING** | Session 14 **PRESENTATION SKILLS** | Session 18 **RECOGNIZING COMPETENCIES WITH YOUTHPASS** |
| lunch break | lunch break | lunch break | lunch break | lunch break |
| Session 3 **THE COMMUNITY AND HAPPINESS** **THEORY OF CHANGE** | Session 7 **RECRUITMENT AND SELECTION OF VOLUNTEERS** | Session 11 **CO-WORKING HOW TO INVOLVE THE COMMUNITY** | Session 15 **PUBLIC SPEAKING** | Session 19 **RECAP Q&A** |
| break | break | break | break | break |
| Session 4 **PRINCIPLES AND VALUES ESC PROGRAM** | Session 8 **ORIENTATION AND TRAINING OF VOLUNTEERS** | Session 12 **REFLECTION + FREE TIME** | Session 16 **ADVOCACY** | Session 20 **FINAL EVALUATION CLOSURE** |
| Reflection | Reflection | Reflection | Reflection | |

Day 1

| DAY 1 | | | |
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| **SESSION 1** | **INTRODUCTION** | | |
| **OBJECTIVES** | • **To get acquainted with each other**<br>• **To share and level expectations**<br>• **To set the framework for the training: rules, objectives, the administrative part, agenda** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Introduction** | Greet and welcome the participants, followed by a presentation of the facilitators.<br><br>Introduce the participants through a *Name game*: Ask participants to say their names, their organisation, and a personal motto. Ask each participant to write a personal motto on a post-it and to present it to the rest of the group, then stick it on the wall. This will create a suitable and customised environment for the training. | • sticky notes<br>• pens | 30 minutes |
| **Getting to know each other** | Getting to know each other activities:<br><br>1. Use Dixit Cards (or any set of cards with pictures): on a larger table, place a set of cards at the disposal of the participants, to look at and to study carefully. Allow a reasonable amount of time for this task (3-5 minutes).<br><br>Ask the participants to choose 1-2-3 cards that they relate to. They will use the cards to describe and introduce themselves to the group. After the participants have chosen the cards, the personal presentation session takes place and it is as personalized as possible by making analogies with the characters, situations, contexts, colours, etc. from the cards. | • Dixit cards | 20 minutes |

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| | 2. Sociometric games (2-3) – Ask the participants to group geographically in different areas of the room or according to other different criteria chosen by the facilitator. E.g., according to the criteria of preference for holidays or pets, or to arrange and align themselves according to the colour of the eyes from the lightest to the darkest, or to arrange and align according to the number of coordinated volunteers or the number of years spent in education, or the number of projects coordinated, etc. | • sticky notes<br>• pens | |
| **Training presentation** | Briefly present the training: context, aim, objectives, activities, flow, results, etc. | • visual presentation | 10 minutes |
| **Expectations, contributions, fears about the training** | Ask each participant to write max. 3 expectations, 3 contributions and 3 fears on 3 differently coloured sticky notes: red for expectations, green for contributions and yellow for fears. Ask the participants to put the sticky notes on a common flipchart sheet, placed in a visible area.<br>You will group the sticky notes by colour and you will read them in the plenary. You will then identify and clarify for the group what can and cannot be achieved by the training. | • sticky notes<br>• pens<br>• flipchart sheets | 15 minutes |
| **Training objectives** | Present the objectives and the programme for 5 days.<br><br>Create a schedule on coloured pieces of paper and stick them on the wall to be easy to follow by the participants. | • posters with objectives<br>• agenda on pieces of paper | 10 minutes |
| **Group rules** | It is advised to establish a set of group rules, such as: sharing, group interaction, respect, asking questions for clarifications, self-directed learning, friendly atmosphere, burning questions, etc. Ask the participants to propose and contribute to the group rules. Group rules will be agreed on together and you can stick them in a visible place. | • flipchart sheets<br>• markers | 5 minutes |

| SESSION 2 | TEAMBUILDING | | |
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| **OBJECTIVES** | • **To better know each other as members of the group**<br>• **To trust each other more**<br>• **To reflect on own role in the group**<br>• **To be better prepared for the group work during the training** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Energizer** | Use a *Name game - Name story* and ask participants to share the story of their first or last name (who gave them their name, where the inspiration came from, what they like about their name, what nicknames they have or have had, etc.). | - | 15 minutes |
| **Teambuilding activity 1** | Prepare and give the group a set of challenges (approx. 15-18), written on a flipchart sheet. Tell them that they have 5 minutes to strategize and 20 minutes to work together to solve all tasks. Allocate some time for the presentation of the results, going through the entire task and checking them out.<br><br>Examples of tasks:<br>• bring 5 different stones or leaves<br>• build a totem from things from the group<br>• count the steps in the building from a room to another or to an object<br>• sing together a song for 2 minutes<br>• bring 10 different pens<br>• take a common photo<br>• come up with 25 activities that you can do this evening<br>• have 20 signatures from different people outside of the group<br>• drink 3 litres of water… (as a group), etc.<br><br>After the activity, hold a debriefing moment. Bring the participants back into a circle and discuss what happened and what they took away from the activity, focusing on how the team worked together. | • flipchart sheets<br>• markers | 45 minutes |

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| | Suggested questions:<br>• What was the task?<br>• How did you approach it?<br>• How did you feel during the activity?<br>• How was it working as a team?<br>• What worked best about it?<br>• What could be improved?<br>• Lessons learned/What could you do differently next time?, etc. | | |
| **Teambuilding activity 2** | This is an activity requiring more cooperation, conflict and frustration management and a more complex strategy, to deepen the team-feeling partially developed in the previous session and to allow for more interaction in the newly formed group and for new roles and tendencies to be shown.<br><br>The *River of Dragons* game – Give the participants a number of 'magic carpets' (A4 sheets placed on the floor) to help them cross over an imagined river. As long as one of the participants touched a 'magic carpet', it supported them on the surface of the 'river' and its 'dragons'. If a 'magic carpet' was untouched for even a second, 'shrewd dragons' could steal it, and the group was left with fewer 'magic carpets'. If one of the participants walked outside the 'magic carpet', he was caught by the 'dragons' and brought back to the shore and had to cross the 'river' again. The purpose is for all participants to cross the river safely.<br><br>When the experience is completed, you start a debriefing process of the activity, to allow participants to express feelings and emotions about what they experienced, but also for conclusions to be drawn. | • flipchart sheets / A4 sheet<br>• markers | 30 minutes |

| SESSION 3 | THE COMMUNITY AND HAPPINESS. THEORY OF CHANGE | | |
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| **OBJECTIVES** | • **To understand the Theory of Change**<br>• **To understand the link between volunteering and happiness**<br>• **To develop the ability to think about a project from an impact-change perspective (theory of change)**<br>• **To develop the ability to present a project succinctly and convincingly** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Energizer** | *Connections* - Ask participants to form a circle. To introduce the exercise, say: 'I'm going to look at the person on my left, and during eye contact we will try to clap our hands at the exact same time [make a demonstration]. Then the person on my left will do the same with the next person, following the 'clap' through the whole circle. The idea is to maintain eye contact during the clap. After one round through the whole circle of accommodation, the pace can vary, and you can command to go "faster" or "slower". At the same time, the participants should be warned when the pace will get slower or faster and that new beats may be introduced. When 4-5 claps are going on at the same time and the energy level of the group has increased sufficiently, the game can end with applause. | - | 10 minutes |
| **Short movie - the science of happiness** | Invite the participants to watch a short video on YouTube - The Science of Happiness - Laurie Santos. The video lasts 5 minutes, after which the video is discussed based on the opinions, ideas generated by the participants. The conclusion of the debrief is that volunteering and activities dedicated to others contribute significantly to the feeling of happiness.<br>What works to convince you or someone else to volunteer?<br>• Rational - scientific arguments<br>• Emotional<br>• Immediate benefits<br>• Real connection with the cause, beneficiaries, other volunteers | https://www.youtube.com/watch?v=HStWtmSCAS8 | 15 minutes |

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| **Theory of change**<br><br>**Input - activities - output - results - impact** | For those working with this methodology linked to the Theory of Change, it is important to keep in mind that the planning and the strategy "flow" should be in opposite direction: we start with the "why?", with the impact or change we want to achieve and how to achieve it. We start with what we want to see changed in the world, then we look at what we need to do to achieve that impact, to have the results we want, and what activities we need to do to get the outputs that will bring about the change we want. All of this creates a feedback loop that continually evolves as you check and measure outputs and outcomes. The feedback you receive through measurement and analysis helps you revise any part of the process that might be "blocking" the loop from "spinning" naturally in the direction of the desired change.<br><br>After a conceptual explanation of the Theory of Change, divide the participants into teams and for 20 minutes ask them to create, customize the cycle of: Impact - Results - Output - Activities - Input. You should explain that the impact has 2 sides: impact in the development of volunteers and impact in the local community.<br><br>Once they finished, ask at least one team to present the results of their work to the whole group. | • flipchart<br>• Theory of Change | 40 minutes |
| **Activity - "pitch" for the aunt** | Ask the participants to create a "pitch" that is no longer than 45 seconds in length and which includes the elements discussed in the previous activity about the Theory of Change. Allocate them a preparation time of 10 minutes. It is important to give them a few pointers before starting the work:<br>• Explain in simple words what you have in mind, so that "auntie" understands.<br>• Avoid "dry/wooden language" – vague words, jargon<br>• Try to create a flowing story<br>Invite a few participants (or all - depending on the time available) to share in plenary the pitch they created, and observers to give feedback (if they understand exactly what they want to do, if the change is clear, etc).. | • flipchart sheets<br>• markers | 25 minutes |

| SESSION 4 | VALUES AND PRINCIPLES | | |
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| **OBJECTIVES** | • **To identify one's own values**<br>• **To identify the values of the volunteering programme**<br>• **To clarify some myths related to volunteering** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **The values of the volunteer programme/ project** | Invite the participants to choose 10 values from the list below that are important to their organisation (10 minutes), then to select 4 of these that are relevant to volunteering programme/project (5 minutes): integrity, creativity, courage, competence, health, independence, balance, dignity, structure, simplicity, loyalty, realization, family, faith, action, knowledge, perfectionism, ambition, entrepreneurship, adaptability, responsibility, development, diversity, equity, humour, quality, wisdom, correctness, passion, trust, compassion, generousness, vision, ethics, change, efficiency, authority, recognition, effectiveness, etc.<br><br>Ask participants to share, for 20 minutes, in a group of 4 or 5 the values that guide them in their work with volunteers and discuss the importance of values in the volunteer management process in all its stages, but especially in the recruitment and motivation of volunteers. Ask them to identify common and different values and to explains their choices. At least 2-3 groups will share in plenary (10 minutes). | • list of values | 45 minutes |
| **Clarification of concepts** | Explain to participants that they will have to debate in small groups some myths about volunteering.<br>Tell them that debriefing and conclusions will take place in plenary. Some debriefing directions are noted in the parenthesis of each myth below. Write the myths about volunteering on pieces of coloured papers; you will distribute them to the participants and they will be placed according to participants beliefs in 3 areas marked with sticky notes on the floor: YES area, NO area, MAYBE area. | • each myth on a sheet of coloured paper | 45 minutes |

1. "Volunteers are people who want to give of their time and skills, they do not expect to get anything in return! "(Correct answer: No. Debriefing: volunteers expect something: maybe joy, smiles, impact in the community, etc. You will conduct the discussions to the importance of motivating volunteers by the coordinators, different internal drivers/motivation, and clarification of the terms Volunteer and Donor. The first (volunteer) gives of his time and skills, the second (donor) gives of his money. Sometimes people are both volunteers and donors.)

2. "Just like employees, volunteers must have a job description" (Correct answer: Yes. Debriefing: handout on the bureaucracy (In some countries (e.g. Romania) there is a Volunteer Law that obliges organizations to have a job description, contract and other documents for volunteers etc.).

3. "Volunteers are amateurs and can lower the quality of services." (Correct answer: No. Debriefing: volunteers can be highly qualified professionals not just beginners. For example, local but also international volunteers may be famous doctors, painters, exceptional trainers and thus, it is not the case that they decrease the quality of work, but on the contrary.)

4. "Remote or online volunteering is also considered a form of volunteering". (Correct answer: Yes. Discuss about diversity of tasks, including the online or digital tasks that can be carried out remotely thus making remote volunteering possible.)

5. "Volunteering is a characteristic of youth." (Correct answer: No. Debriefing towards recruitment bottlenecks: very often volunteers are only young people because volunteer coordinators do not have the courage and practice to recruit adult and senior volunteers.)

6. "Volunteers should be enthusiastic every time." (Correct answer: No. Debriefing towards accepting diversity, people are different and show their enthusiasm differently. Then there is internal enthusiasm and externally manifested enthusiasm.

*These statements are formulated in a way in order to stimulate a debate among the participants.
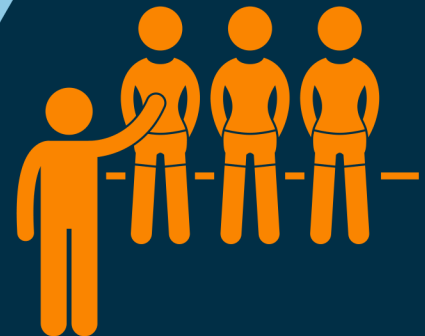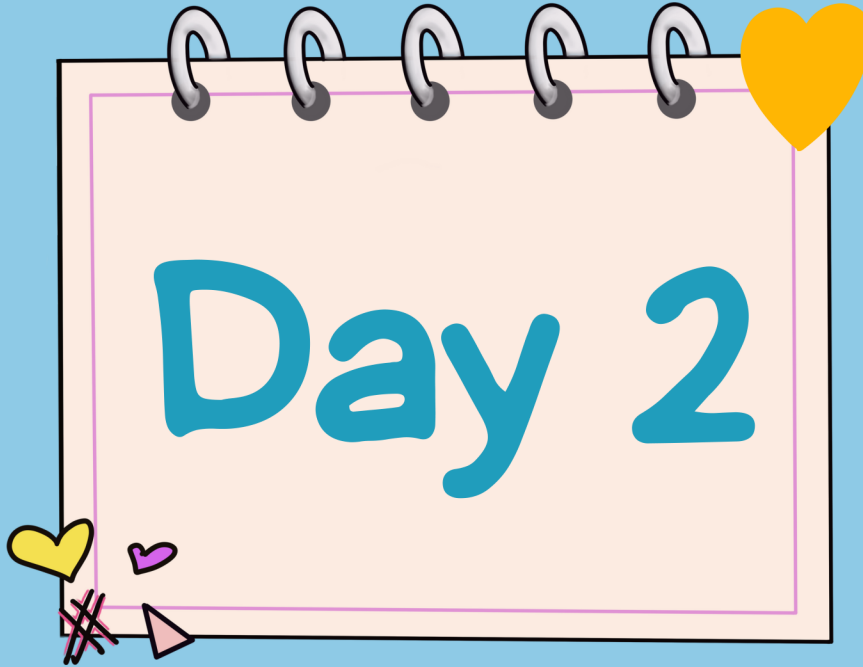
Day 2

| DAY 2 | | | |
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| **SESSION 5** | **LOCAL AND INTERNATIONAL VOLUNTEERS. COMMUNITY. ESC PROGRAM.** | | |
| **OBJECTIVES** | • **To clarify volunteering concepts**<br>• **To analyse the needs of a volunteering programme (Needs: community, organisation, volunteers)**<br>• **To understand the Volunteer Management paradigm in 9 steps** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Energizer** | Ask participants to align in a circle so that they have eye contact with each other. Tell them to imagine that they are an electric grid and must spread the "signal" they receive like this: "with palms pressed together and facing the person to whom you want to transmit the signal you can say ZIPP, if you transmit the signal to the person on our left or right; ZAPP, if you transmit the signal to the person in front of you. The person to whom one of the above signals has been addressed must redirect it in either of the two forms or can defend themselves by raising their arms and saying BUM. This signal has a boomerang effect and returns to the person it came from in the form in which it was sent; you must redirect it immediately or risk 'exploding' and be out of the game".<br>The game ends when the signal has reached the highest possible rate of transmission. | - | 10 minutes |
| **Volunteering and Community/ Solidarity** | Summarize the previous discussions of the myths, taking into account the participants' interventions, bringing the discussion at a definition of the term volunteer, a definition that may be new or it may be an already existing definition to which the group adheres. The main point is that the definition respects the 3 main principles of the volunteer work:<br>• unpaid work<br>• self-initiated<br>• for the benefit of the community. | • flipchart sheets<br>• markers<br>• sticky notes<br>• glue / tape<br>• mind map handout | 20 minutes |

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| | Continue by exploring the concepts of Community and Solidarity. Invite the participants to create a mind map starting from the concept of Solidarity. The mind map will be displayed in the room and after the exhibition conclusions will be drawn together with the participants about what each of these concepts means in volunteering projects in general, and in volunteering projects in ESC in particular. | | |
| **The needs** | A successful volunteering programme must take into account 3 categories of needs: Community needs - Organisational needs - Volunteer needs (make use of the Venn diagram)<br><br>Practical application – Ask the participants to create a Venn diagram with the 3 categories of needs specific to their project. They will work individually or in groups by projects. At the end, an overview of the diagrams will be made and common elements will be discussed. | • VENN diagram | 30 minutes |
| **9 steps in Volunteer Management** | Divide the participants into 2 teams where they will have to make a structure (linear or tree structure or whatever they decide) of the 9 steps of Volunteer Management, according to their experience. Ask them to discuss for 10 minutes from their own experiences and then, in plenary, they will present the results.<br>Draw a conclusion together in the plenary, re-emphasizing the structure of the Volunteer Management steps.<br><br>The 9 steps:<br>1.Preparing the organisation for volunteer involvement,<br>2.Recruiting volunteers<br>3.Selection of volunteers<br>4.Volunteer orientation and training<br>5.Volunteer supervision<br>6.Volunteer monitoring<br>7.Volunteer motivation<br>8.Recognition of volunteers<br>9.Evaluation of volunteers and volunteer programme. | • flipchat sheets<br>• markers | 30 minutes |

| SESSION 6 | PREPARING THE ORGANISATION TO INVOLVE VOLUNTEERS | | |
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| **OBJECTIVES** | • **To understand the components of the process of preparing for volunteer involvement**<br>• **To create a vision of the volunteering programme**<br>• **To develop the ability to draw up the volunteer job description**<br>• **To get familiar with the documents necessary for effective volunteer management** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **STEP 1 - Preparing the organisation for volunteer involvement** | Present the main elements of STEP 1:<br>• Preparing the organisation's team for volunteer involvement<br>• Developing a vision for the volunteering programme/project (next exercises)<br>• Developing a set of policies and procedures for volunteers<br>• Appoint a volunteer coordinator<br>• Establishing a budget for volunteer activities<br>• Documents necessary for involvement of volunteers (best practices):<br>o Volunteer contract<br>o Volunteer profile (job description)<br>o Volunteer timesheet<br>o Volunteer protection sheet<br>o Volunteer register<br>o Volunteer certificate | • visual presentation | 10 minutes |
| **The vision of the volunteering programme /project** | Participants will prepare a project vision related to volunteers. This will be done gradually, task by task and they will create the vision of the volunteering program/project by answering to the following:<br>• The participants will write down the idea of the project agreed within the organisation (5 minutes)<br>• The decision to make the effort to run the volunteer project has been made. Think about and note down what is the purpose of the project? (5 minutes)<br>• Think about the activities that should be carried out to achieve the project's purpose (5 min) | • flipchart sheets<br>• pens<br>• markers | 45 minutes |

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| | • Which of these activities will the volunteers be involved in? (5 minutes)<br>• Think and write if you choose to work also with local volunteers or only with internationals? (3 minutes)<br>• Also write the values identified in the previous exercise. (3 minutes)<br>• Write in one sentence all these ideas (5 minutes).<br><br>Then, in plenary ask participants to share some visions of volunteering programmes/projects created by them. | | |
| **Good practices - documents** | Documents necessary for involvement of volunteers – sharing the best practices. Expositions.<br>• Volunteer contract<br>• Volunteer profile (job description)<br>• Volunteer timesheet<br>• Volunteer protection sheet<br>• Volunteer register<br>• House statute/House rules<br>• Policy for appropriate behaviours<br>• Youthpass or other volunteer certificates | Templates:<br>• Volunteer contract<br>• Volunteer profile (job description)<br>• Volunteer timesheet<br>• Volunteer protection sheet<br>• Volunteer register<br>• Volunteer certificate | 5 minutes |
| **Job description for volunteers** | For a practical application of a Volunteer job description, ask each participant/group to create the volunteer job description for the project they propose within the volunteer programme/project.<br><br>You ask them to work in groups based on a provided template and at the end, ask participants to share some of their job descriptions. | • job description template | 30 minutes |

| SESSION 7 | RECRUITMENT AND SELECTION OF VOLUNTEERS | | |
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| **OBJECTIVES** | • **To develop volunteer recruitment skills**<br>• **To develop volunteer selection skills** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Energizer** | You can have a brief gymnastics exercise, stretching, in which each person proposes a movement/exercise that the group repeats. Gymnastics is performed until all the participants who want to do it propose a movement and the whole group repeats it. | - | 5 minutes |
| **Sharing time** | Open discussion - Review "memories" of volunteer recruitment campaigns: what they did, how it was done, what they learned, successes or challenges in recruitment, etc. | - | 20 minutes |
| **STEP 2 - Recruitment: Strategies. Sources. Message. Tips and Tricks** | You extract the following points, in particular from the information they shared in the previous activity:<br><br>**Recruitment types/strategies and sources** (here, you emphasize recruitment from ESC platform, but also mention recruitment from the local community to ensure continuity and sustainability):<br>• General<br>• Specific<br>• Concentric<br>• Closed system<br><br>**Recruitment message** (in general it is advisable to include):<br>• Need (of the beneficiaries/community, not of the organisation or volunteers)<br>• Objectives<br>• Tasks to be implemented/ Activities<br>• Period/duration<br>• Volunteer benefits<br>• Contact details of the organisation | Visual presentation:<br>• recruitment types<br>• reruitment message<br>• flipchart with tips and tricks for recruitment | 15 minutes |

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| | **Tips and tricks in recruitment**<br>• Be open to new, creative ideas<br>• Brainstorm extensively about possible sources, channels, messages<br>• Stick to motivations/values when formulating messages<br>• Adapt the message according to the targeted volunteers, channels and communication methods<br>• Timing is essential<br>• Recruit more than you need<br>• Include a recruitment message in your promotional materials<br>• Recruitment is a continuous process.<br><br>*A satisfied volunteer is a "living advertisement". | | |
| **Recruitment strategies** | For a practical application, organised in small groups, the participants will develop a recruitment strategy for volunteers in a project based on:<br>WHAT? Know what you want them to do (vision and job descriptions)<br>WHERE? Where you can find them - list sources<br>WHEN? Decide when it is the best time to find them<br>HOW? Decide how you will reach them: method, message, channel, application system.<br><br>Ask some participants to present in the plenary 2-3 strategies. | • flipchart sheets<br>• paper<br>• pens<br>• template | 30 minutes |
| **STEP 3 – Selection** | Organise a brainstorming session, by asking participants: What selection methods do you know?<br><br>List on a flipchart the participants' answers and complete, if necessary, with: CV, motivation letter, recommendation letter, interview, practical test, etc.<br><br>Have a discussion - debate: Do we make a selection or do we not?<br>You point out when a selection is necessary and when it is not. | • visual presentation - tips and tricks | 20 minutes |

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| | **Tips and tricks in selection:**<br>• Ask questions and listen<br>• Be honest (don't hide possible risks, inconveniences)<br>• Give information about the organisation<br>• Give them a clear picture of what the job entails<br>• Explore their interests, skills and motivations<br>• Match volunteers with the most suitable positions<br>• Answer questions and concerns<br>• Discuss the benefits of volunteering<br>• Prepare a standardized selection process, policies, and procedures<br>• Establish non-negotiables and areas of flexibility<br>• Ensure confidentiality (for them and by them)<br>• Inform them about benefits<br>• Have the courage to say NO! | | |

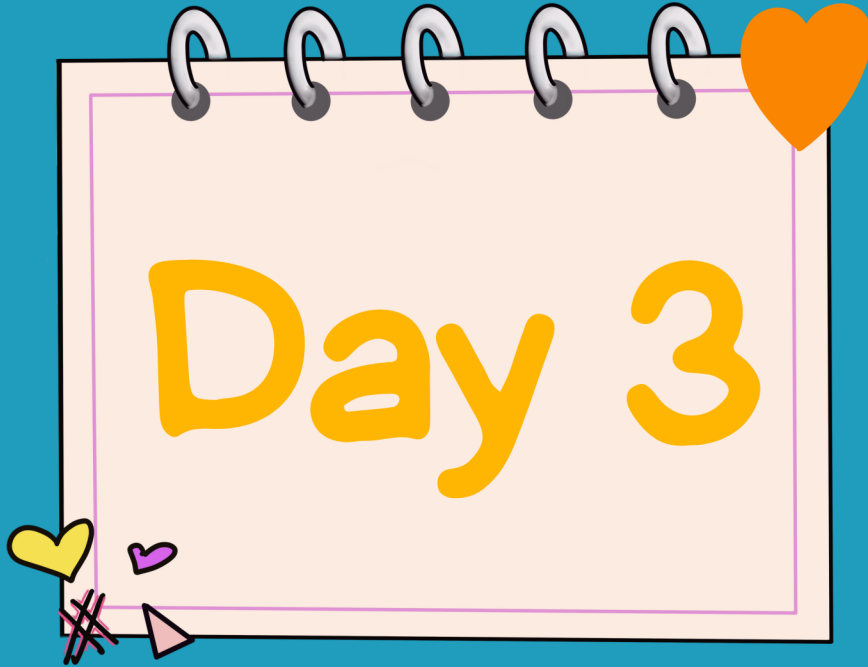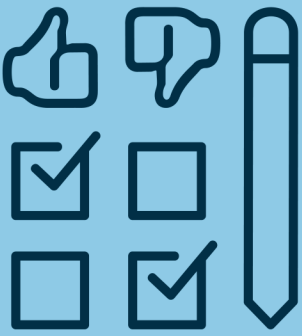| SESSION 8 | ORIENTATION AND TRAINING OF VOLUNTEERS | | |
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| **OBJECTIVES** | • **To develop the ability to provide guidance to volunteers** <br> • **To understand the difference between the orientation process and training** <br> • **To understand the implications of providing training for volunteers** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Sharing moments** | Ask participants to share in plenary their experiences about the following: Have you provided orientation and/or training to volunteers? How was it? | - | 20 minutes |
| **Step 4 - Orientation and Training of Volunteers** | Based on the answers, you point out the difference between orientation and training. <br><br> Orientation content: <br> 1. Introduction about the organisation <br> 2. Presentation of the vision statement (purpose of the volunteering programme, proposed activities, values) <br> 3. Presentation of the volunteer management system (policies, working documents) <br> 4. Aspects related to organisational culture <br> 5. Rights and responsibilities of the volunteer and the organisation <br> 6. Agreement and signing of documents: volunteer contract, volunteer/post volunteer file, volunteer protection file <br> 7. First steps in the formation and consolidation of the volunteer team | • visual presentation (PPT or flipchart) | 15 minutes |
| **Training for volunteers: yes or no?** | *Walk and Talk method*. Divide the participants into pairs or triads and task them with taking a walk to discuss and write down advantages and disadvantages of providing training for volunteers. <br><br> Ask them to present the results in the plenary. | • sticky notes <br> • pens | 45 minutes |

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| **Evaluation of the day** | Hold an evaluation of the day using the 5-finger method: Ask participants to choose one or more fingers for which they will evaluate the following aspects:<br>• thumb - something they enjoyed on the day of the course<br>• the pointer finger - something that needs to be highlighted<br>• middle finger - something that needs improvement<br>• ring finger - something they would "marry"<br>• little finger - a small important detail to share. | • flipchart sheet with a hand drawing | 10 minutes |

Day 3

| DAY 3 | | | |
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| **SESSION 9** | **SUPERVISION AND FEEDBACK. MOTIVATION AND RECOGNITION** | | |
| **OBJECTIVES** | • **To develop the ability to provide supervision for volunteers**<br>• **To develop the ability to give and receive feedback**<br>• **To understand the complexity of the volunteer motivation process**<br>• **To develop the ability to motivate and recognise the merits of volunteers** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Energizer** | *Human Statues* - This is a dynamic energizer, during which participants need to create a vivid image of a given context, named by the you. They must create a "statue" that would fit in that place through a movement or gesture, naming what it represents. You start by setting the context and giving an example, then you invite the participants to jump in and follow you one by one, not necessarily in a specific order. For example, the context is that "the group is France", and you start by saying that they eat a croissant in front of Tour Eiffel, followed by a representative movement that they need to maintain until everybody finishes. | - | 5 minutes |
| **STEP 5 - Supervision of volunteers** | What is supervision? Ask participants to brainstorm and discuss about this. Conclude that the role of supervision in working with volunteers is the essence of supervision, it means providing support and building relationships.<br>Organisational modes: group and individual<br><br>**Themes of supervision:**<br>• progress meeting: positive aspects and areas for improvement<br>• organisation of working hours<br>• evaluation of volunteer performance/volunteer programme<br>• clarification and problem solving<br>• consultancy/expertise<br>• words of praise | • visual presentation | 10 minutes |

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| | - reporting errors<br>- setting standards<br>- assessment of training needs<br>- helping to match tasks to goals<br>- modelling the professional behaviour of the volunteer coordinator (some important characteristics: enthusiasm, gratitude and professionalism)<br>- providing feedback<br>- answering different questions from volunteers | | |
| **Feedback** | Explain how to give feedback by using the Nonviolent communication model: observations, feelings, needs, requests. You give some examples so that the model of nonviolent communication is better understood.<br><br>Give some case studies with real situations with volunteers on the basis of which the participants, in small groups, practise feedback. | - NVC template | 25 minutes |
| **STEP 6- Motivating volunteers** | What does motivation mean? Share about volunteer motivation: success stories and challenges.<br>The conclusion should be that motivation is a dynamic process, and in the voluntary sector it has 3 dimensions:<br>- individual motivation of volunteers (particular actions),<br>- group motivation (general actions) and<br>- process motivation (quality of work with volunteers).<br><br>**Individualized motivation activities**: Ask participants to complete the questionnaire: What kind of volunteer am I?<br><br>Hold free discussions with the participants based on the results of the questionnaire. You take from them an example for each type of volunteer: entrepreneurs, collaborators, service providers, supervisors. Together, review the roles and exemplify types of activities according to these roles. | - Questionnaire: What kind of volunteer am I?<br>- PPT – general motivational activities | 35 minutes |

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| | You list together **general motivational activities** (for all volunteers). You complete with:<br>• Celebrating 5 December - International Volunteer Day<br>• Happy birthday - birthday, name day, etc.<br>• Social media posts with volunteers, results, etc.<br>• Theme parties<br>• Nature outings, pick-nicks<br>• Restaurant outings<br>• Mentioning names on the organisation's website, at events<br>• Thank you letters<br>• Certificate of participation, etc.<br><br>**Motivation as a process**: You make a review with motivational elements mentioned in the volunteer management steps you have done. | | |
| **STEP 7 - Recognition of volunteers' merits** | Ask participants to brainstom about methods of recognition of volunteers' merits.<br><br>Here are some examples:<br>• Public thanking<br>• Nomination at various events celebrating volunteers, initiatives etc.<br>• Invitation to join the Board of the organisation<br>• Invitation to represent the organisation at conferences/events<br>• Participation in various courses<br>• Increased responsibilities (coordination tasks)<br>• Special social media postings by name (check with the volunteer if they want to appear with their picture/name)<br>• Letter of recommendation, etc. | • flipchart shees<br>• markers<br>• sticky notes | 15 minutes |

| SESSION 10 | MONITORING AND EVALUATION OF VOLUNTEERING | | |
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| **OBJECTIVES** | • **To understand the importance of monitoring volunteer activity**<br>• **To understand how to calculate the value of volunteering**<br>• **To increase skills in evaluating volunteers and the volunteer programme** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **STEP 8 - Volunteer monitoring** | What do we monitor? Generally, in volunteering projects we monitor volunteer hours, volunteer activities, and results.<br>Together with the participants review the volunteer timesheet discussed in Step1: the importance of the timesheets and the role for both the organisation and the volunteer. | • volunteer timesheet template | 10 minutes |
| **The value of volunteering** | In order to calculate the input invested by volunteers in volunteering programmes/projects you present the way of calculating* the value of volunteers' work.<br><br>*Calculation of the value of volunteers' work (in relation to the average salary in the country). | • visual presentation of calculation | 10 minutes |
| **STEP 9 - Evaluation of volunteers and volunteer programmes** | You continue with an exercise with 2 flowers.<br>Invite 2 volunteers from the participants to draw a flower on a flipchart. The group is then asked which flower is the most beautiful.<br><br>You ask the question: Which is the most flowery? Then, there is a plenary vote, followed by a discussion: Why did we vote this way? What does beautiful mean? What is wrong with our assessment?<br><br>You draw the conclusion - characteristics of the evaluation:<br>• value judgement<br>• requires standards/criteria<br>• undesirable evaluation methodology<br>• systematic process | • flipchart sheets<br>• coloured markers | 20 minutes |

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| **Creative evaluation** | Developing an evaluation method of the volunteers requires work in 3 small groups in a walk and talk activity.<br>Other examples of evaluation forms for volunteers and programs can be by using a questionnaire, an exit interview, a group interview, nonformal method of evaluation and sharing opinions, a focus group, a grading system, etc. | • examples of evaluation forms | 30 minutes |
| **The role of evaluation** | Hold a debriefing with the participants in order to draw the conclusions of the evaluation process.<br><br>The purpose of evaluation (dual purpose) is to:<br>• Improve = intervention/improvement or<br>• Prove = communication of results/impact<br><br>Do not forget to make the distinction between monitoring and evaluation. | - | 20 minutes |

| SESSION 11 | CO-CREATION: HOW TO INVOLVE THE COMMUNITY | | |
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| **OBJECTIVES** | • **To create a community around the volunteers**<br>• **To inform the community about the presence of the ESC volunteers**<br>• **To learn about how to create events & meetings**<br>• **To learn how to Involve the local community**<br>• **To understand the competences you need for community involvement** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Create a safe environment with introductory games** | Draw up a safety charter before the session and ask the participants if they want to add anything to the charter. Here are some examples of rules to follow:<br><br>• Speech: pay attention to the flow/do not interrupt.<br>• Confidentiality: the first rule of the club is: no talking about the club.<br>• Allow yourself to ask questions, make 'mistakes', be aware of them.<br>• Talk about your own experience.<br>• Active listening, without judging the other person's feelings or your own.<br>• Do not reverse guilt if you say something offensive.<br>• Remain benevolent in the face of embarrassing comments.<br>• We are prejudiced, if we feel we are carrying stereotypes, warn the group. | • safety charter | 10 minutes |
| **Introductory exercises** | This exercise will conduct participants to define what co-creation means. You will propose to the participants to think about what they understand by the term of "co-creation", and you will write on the flipchart everything the participants say. You will encourage them to be spontaneous in coming up with any ideas related to co-creation. After the ideas have been collected, you will conclude a concept definition where co-creation means active participation of all stakeholders (volunteers, beneficiaries, target group, host organisation, authorities, sponsors, etc.) in all stages of a process/project. This complex process of co-creation requires a lot of consultation and communication. | • flipchart sheets<br>• markers | 10 minutes |

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| **World Café dynamics** | The World Café methodology is a process of human, intimate and meaningful conversation that allows a group of people to discuss important issues, to generate creative and innovative ideas, agreements and courses of action in a cosy and friendly café-like environment.<br><br>Organise and divide the participants to tables of four to six people, who simultaneously explore the following question for 20 minutes:<br><br><ul><li>How can the ESC experience improve the community involvement in civic life?</li><li>What value do ESC volunteers bring to our local communities?</li><li>What would be an advantage for associations and ESC volunteers in involving the local community?</li></ul><br>After the participants have responded in groups to these 3 themes, ask them to present the results to the plenary and the group and you will make additions. The activity should be brought to an end gently, allowing participants to give feedback to the group, and to connect again with the 'outside' and everyday life in their organisations.<br>After the tables have been fully turned, a participant from each group can stand up and share how the group worked and the results found.<br>You can also end the activity with a presentations of the discussion sessions, and give enough space and time for exchanges and comments. | <ul><li>tables</li><li>flipchart sheets</li><li>markers</li></ul> | 30 minutes |
| **Stimulating a debate on the territory, its community and its needs** | Every territory is different, and in order to think of possible activities to involve the local community, it is necessary to start from its analysis. What kind of users we want to involve in the ESC world? Future volunteers? Possible hosting associations? Create together a document to address a needs analysis: the community we refer to, what needs does it express? How can the community connect with ESC? | <ul><li>papers</li><li>pens</li></ul> | 20 minutes |

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| | Firstly, divide the participants into pairs.<br>Ask them to answer the following questions, specifying that they will have one and a half minutes each. Each of them should pay attention to what their partner says and take notes:<br><br>• Imagine an event organised together with the community to present your ESC volunteers in your city: what kind of event would it be?<br>• Now imagine the location: where is this meeting held?<br>• Target: how many people attend and what profile do they have?<br>• You have organised activities to facilitate this event: what kind of activities are you proposing?<br>• How will the community be actively involved to demonstrate the concept of co-creation (community involved in the services they benefit from)?<br><br>Finally, ask the participants to share their event. | | |
| **Competences wheel** | To stimulate a debate on the kind of skills one needs to have to engage the local community and how to achieve them, ask the participants to write on sheets of paper a list of skills they might need to involve the community; some examples might be:<br><br>• Critical thinking and problem-solving<br>• Emotional intelligence<br>• Collaboration and teamwork<br>• Work ethics and professionalism<br>• Written and oral communication<br>• Leadership<br>• Digital skills<br>• Aptitude for learning<br>• Public speaking<br>• Presentation skills<br><br>Arrange the sheets on the ground, in a circle (like a wheel). | • papers with the written questions | 20 minutes |

You write on a paper a series of questions related to the above-mentioned competences and at the same time to the subject, E.g. "What do you think is the competence that could most help you reach your target audience? What aspects of your competence do you feel are particularly significant for you and why?"

You ask a question and the participant positions him/herself close to the competence he/she believes is needed to answer the question. For example: what competence do you feel you need to improve in order to be able to reach and interact with the local community? If the answer is digital skills, the participant will position him/herself next to the word written in the circle. This will be done with 10/15 questions.
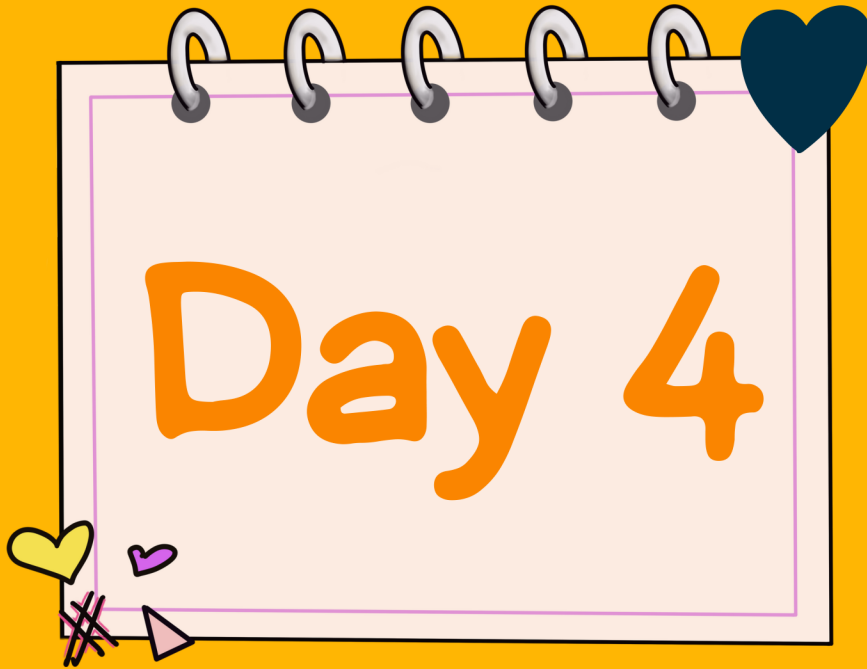
This exercise will then be used to work out which skills are considered suitable for the activity, which ones to work on, which ones you have etc.

At the end, you will draw a conclusion about the competences and allow for an open space for questions and comments.

| SESSION 12 | REFLECTION | | |
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| **OBJECTIVES** | • **To reflect on the work done so far**<br>• **To reflect on the competencies gained so far**<br>• **To reflect on the learning process** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Reflect on the activities done so far** | You place the symbols of the 4 emoticons around the room where everyone can see them. You ask the participants to stand in the centre of the room and then read out questions, such as:<br><br>• What was the main feeling that accompanied you in these last days?<br>• How did you like today's lunch?<br>• How do you feel regarding your engagement and involvement during the activities done till today?<br>• How do you feel regarding your skills and competencies on the topic of this training course?<br><br>Ask the participants to move close to the emoticon that represents their answer. Make time for those who want to share their feelings and opinions. | • 4 papers with the drawing or 4 printed emoticons showing haopiness, sadness, confusion and surprise | 10 minutes |
| **Reflect on the learning process** | Hang in the room some papers containing the following questions:<br>• What was new to me?<br>• What made me worry?<br>• What made me happy?<br>• Who inspired me?<br>• What do I want to try now?<br>• What do I still need to complete this learning?<br><br>Invite the participants to wander in the room silently and to stop randomly at all the questions hung in the room, according to their emotions and memories. Ask them to stay silent till the end. Participants can write on sticky notes their thoughts (this is optional) and stick them around the area of the question. | • papers with the questions<br>• sticky notes<br>• pens | 30 minutes |

# FREE TIME

Day 4

| DAY 4 | | | |
|---|---|---|---|
| **SESSION 13** | **COMPETENCIES FOR VISIBILITY AND MEDIA** | | |
| **OBJECTIVES** | • **To gain competencies in communication**<br>• **To learn the tools that can help to get visibility in the local community**<br>• **To learn which media tools to use**<br>• **To build a communication strategy** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Ice-breaker: "I see"** | Guide the participants in choosing a coloured object in the environment that surrounds them or from their clothes/accessories and after pronouncing the sentence: "I see a wonderful thing, coloured in: xyz". The rest of the participants will try to guess which is the object. The person who guesses is the next to choose a colour and continue the activity. The game goes on until everyone has participated. | - | 10 minutes |
| **Creating a stakeholders map** | Ask the group to identify the stakeholders and construct a stakeholder map: segment the market and consider the different profiles of the various stakeholders. Each one needs to create a stakeholder map.<br><br>Then, divide the group into couples and make them talk and explain to each other their stakeholder map.<br><br>(Stakeholder mapping is the process of identifying key stakeholders (i.e. entities who have an interest in your product or project) and understanding their relationships with each other - low/high influence & low/high power). | • stakeholder map example<br>• flipchart sheets<br>• pens | 20 minutes |
| **Public Relations and External Communication** | Give a presentation of the steps to follow for public relations and external communication when aiming to involve the local community: | | |

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| | 1. Write the press release: explain that for each activity open to the public, writing a press release can be really helpful to reach a wider public. Show an example of how a press release is made.<br>2. Spread the press release: explain that they can spread it via email among the list of their stakeholders in the local community.<br>3. Create appealing visuals: nowadays, by using online tools like Canva, it is pretty easy to do something creative to promote activities, projects, etc. Use these visuals on social media and attach them when sending the press release (they can be used directly by stakeholders to promote the initiative among their network).<br>4. Use social media: use social networks (such as Facebook, Instagram, etc.) to make your project visible: remember to use appealing and engaging visuals, videos. Try to tell a short story – something that is interesting and catches the attention; interact with your followers, ask questions and find out their opinion.<br>5. Publish blog articles with ESC experiences: ask volunteers to write about their ESC experience (with photos) and share it on your website. This can be used as a source for press releases as well. | • visual presentation<br>• press release example<br>• social media post example | 15 minutes |
| **Building communication strategy** | Divide the group into couples and make them answer the points below, following the order. Give them 90 seconds each to answer the question (3 min in total per couple). Each of them takes notes of the other person speaking.<br>• What is my project about?<br>• What is the problem my project solves?<br>• Why is the project special and unique?<br>• Who is your audience? With whom do you want to communicate?<br>• Which communication channels (online and offline) you should use to reach that audience?<br>• What content to create for those channels?<br>• Who will help me with the creation of this content & spread it?<br>• How much will it cost?<br>• What are the expected results of my communication strategy? | • papers<br>• pens | 45 minutes |

| | After completing all the questions, the person who took the notes, presents the communication strategy to the rest of the audience. All the others follow and give feedback.<br><br>Allow an open space for questions and comments. | | |
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| SESSION 14 | PRESENTATION SKILLS | | |
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| **OBJECTIVES** | • **To provide to the participants useful tips for their presentations**<br>• **To learn about the skills that are involved in making a successful presentation**<br>• **To provide tips on how to reduce stage fright** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Energizer** | Hold an introduction to presentation (a quick summary of what will follow and what will be asked of the participants)<br>Use the energizer (*Simon says*) and ask one participant to be Simon. Simon tells the participants what they must do. They will follow Simon's instructions. | - | 10 minutes |
| **Presentation** | Split the participants into teams. Ask them to brainstorm and write possible scenarios in which someone could have a presentation, meaning that they need to find the background, the scenario, the people they will be addressing and the goal of the presentation. Thus, each team will create one scenario (e.g. at home, a teenager trying to persuade the parents to receive a new phone, because the old phone doesn't have the X feature that a new one has). | • visual presentation<br>• flipchart sheets<br>• markers | 15 minutes |
| **Learn the essentials qualities** | Prepare a quick presentation on the essential qualities of presenting, to be used as guidelines. (Essential qualities of Presentation Skills are: thorough preparation of content, structuring content logically, managing stress, engaging your audience, delivering presentation objectives, positively influencing the audience, and responding to audience needs.)<br>Show tips on managing nerves and how to stay cool, noted on the same slide with the qualities or on a flipchart page, that way participants can incorporate them in their presentation. | • visual presentation | 15 minutes |
| **Work as a team** | Ask the same teams to prepare a presentation lasting 5 minutes that tries to follow the previous guidelines as | | |

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| | much as possible. Each of them needs to present later on. They can practice, find ways to make it more engaging, etc.<br><br>Split them and make new groups that consist of a member of each team taking a turn to present the team's story to the rest. When each finished, they check on the paper whether they have used the qualities found in the presentation.<br>You will discuss with the participants and compare which team overall made the presentation that fit most guidelines and deconstruct it.<br><br>At the end, hold a debriefing session where you ask for feedback. Give participants some time to find 2 things they liked and/or disliked from the session and why, and how they felt and why. | • paper notes<br>• pens<br>• paper with checkboxes | 50 minutes |

| SESSION 15 | PUBLIC SPEAKING | | |
|---|---|---|---|
| **OBJECTIVES** | • **To gain an understanding of media relations and public speaking**<br>• **To create and deliver a speech**<br>• **To gain knowledge on expanding upon a subject when public speaking, even when you do not know much about it**<br>• **To gain knowledge and practice skills on some public speaking speech frameworks** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Confronting our public speaking fears** | Firstly, have a brief discussion with participants about the common fear of public speaking. Ask them how they feel about it when they have to speak publicly. You should point out that speaking in front of an audience often leaves one speechless. According to certain studies, the fear of public speaking is common.<br><br>Nonetheless, so many professions and careers require public speaking at some point or another. For instance, politicians, businesspeople, and teachers talk in front of an audience. In some situations, it may be necessary to communicate information formally, which can be more nerve-wracking than when it is done more casually or to smaller groups. Many people who fear public speaking are unaware that we all speak in front of groups of people regularly, whether at work, at home, or at school.<br><br>Remind participants that speaking in front of a crowd will come up at some point in everyone's career. Depending on our preparation, this encounter could either be terrifying or enjoyable.<br><br>Ask everyone in the group to identify the one aspect of speaking in front of an audience with which she/he is most uncomfortable. Then, on a flipchart, write a quick summary of each response.<br><br>Put a checkmark with the same response if it is mentioned more than once. When everyone had a chance to share their anxieties, count the number of times each response was given. | Be a More Confident Public Speaker - YouTube<br><br>https://www.bing.com/search?pglt=2081&q=public+speaking&cvid=36d7857be7ff4fe1b6034d7c86283d18&aqs=edge.0.0j69i57j0l6j69i61.3389j0j1&FORM=ANNTA1&PC=ACTS | 45 minutes |

| | Then, guide a discussion about the top three anxieties and strategies for overcoming them.<br><br>At the end of the activity, show the video <u>Be a More Confident Public Speaker - on YouTube</u> and lead an open discussion on the good practices of effective Public speaking the video suggests. | • flipchart sheets<br>• markers<br>• pens<br>• laptop<br>• projector<br>• screen | |
|---|---|---|---|
| **Practice speech** | Give participants 15 minutes to write a brief speech with an introduction, conclusion, one story or quote, and their opinion on a particular topic. The allotted time for the speech should not exceed three minutes. Inform participants that you will stop them when they have used their allotted time.<br><br>As they prepare for and deliver their speech, remind participants to remember what they have learned. This includes things like body language, gestures, eye contact, tone of their voice, etc.<br><br>Give each participant two copies of the presentation feedback form and assign the other two to whom they will give feedback. To help participants understand what to look for and listen for during the speeches, quickly go over the form with them.<br><br>Each participant should (if the time allows it, depending on the number of participants) come to the front of the room and present his/her speech. After every speech, give feedback to each participant. Remind participants to give feedback for improvement regarding areas that could be improved. The feedback should focus on areas that the speaker can influence and change.<br><br>If participants agree, record a video of each participant so that they can go through and understand their weaknesses and strengths after the session.<br><br>Before the end of the session, you will present the <u>10 Tips for Improving Your Public Speaking Skills</u> on flipchart according the referring article. | <u>10 Tips for Improving Your Public Speaking Skills</u><br><br><u>https://www.youtube.com/watch?v=xSp78RwcAS4</u><br><br><u>https://www.youtube.com/watch?v=80UVjkcxGmA</u><br><br>• copies of handouts<br>• markers<br>• pens<br>• laptop<br>• projector<br>• screen | 45 minutes |

| SESSION 16 | ADVOCACY | | |
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| **OBJECTIVES** | • **To learn how to advocate properly**<br>• **To gain empathy through debates**<br>• **To gain insights in being an advocate** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Introduction** | Hold a short introductory summary of the next activities and what it is aimed to gain from them. | - | 5 minutes |
| **Split into groups and debate** | Split the participants in 2 groups of 4 people (depending on the whole group size). Ask them to identify a problem; they can be inspired from issues in the local community.<br>After they identify a problem they want to tackle, they have to find the stakeholders that would be involved and pick a role (e.g. pollution in a lake has stakeholders the local authorities, fishermen, families, farmers, etc.). | • papers<br>• pens | 20 minutes |
| **Find your goals** | Ask the participants to brainstorm the arguments for their personal role and find the end goal for what they want to achieve. This time, each one works individually. | • papers<br>• pens | 10 minutes |
| **Create grassroots movement** | Ask the participants to gather everyone who has a similar goal in a group. Then, they will have tocreate a step-by-step awareness campaign.<br>With a simple guide (you don't want to be overly strict) the group will:<br>• find a motto,<br>• find a common goal,<br>• plan action (how),<br>• develop advertisements,<br>• find ways of funding,<br>• target the needed policymakers, etc as detailed as possible.<br>Once done, ask them to present to the rest of the room in 3-5 minutes their setting, then the campaign (who, what and how, and what is the end goal). | • flipchart sheets<br>• markers | 35 minutes |

| Discussion | Ask participants to share what they think is important for the success of an advocacy campaign (e.g. Covid awareness campaigns, no more plastic on beaches, volunteering campaigns, etc.) and how those well done help the cause and others that aren't have no much impact.<br>Together with the participants brainstorm and identify the core skills of advocating on a flipchart: <u>Listening</u>, <u>Empathy</u>, <u>Communication</u>, <u>Persuasion</u>, <u>Research</u>, <u>Writing</u> <u>Analysis</u>, <u>Public Speaking</u>, <u>Negotiation</u>, <u>Organizational</u>, <u>Time Management</u>, <u>Multitasking</u>, etc.<br><br>End the session with reflection questions such as:<br>• Was it easy to create the campaign?<br>• What was something you learned today?<br>• Other Q&A. | • flipchart sheets<br>• markers | 20 minutes |

Day 5

## DAY 5

| SESSION 17 | NETWORKING AS A COMPETENCE | | |
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| **OBJECTIVES** | • **To provide to the participants overview about the importance of networking**<br>• **To learn to participants how to be able to build relationships**<br>• **To improve digital networking skills through verified methods**<br>• **To develop communication skills** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Energizer** | *Bingo! Find someone who...*<br>https://docs.google.com/document/d/1XRPM61P3HEso x_oW2Wq11WExFgaj_JpkFUlBRop2r_M/edit? usp=sharing<br><br>Everyone gets the paper above and tries to find people who apply to these characteristics/status within 5 minutes. The first one to complete the activity wins (optional, you can have a small present for the winner). Afterwards, you can also ask questions like:<br>• Do you remember those who like or do similar things with your interests?<br>• Would you recommend this activity for networking? | • pens<br>• printed template | 10 minutes |
| **Introduction** | Hold a presentation of what networking is, the types of networks (operational, strategic and personal network), ways to network and why networking is important.<br><br>Presentation in Canva:<br>https://www.canva.com/design/DAFeYMd87pw/8aD3X 8bLg1x05SaMadvD2w/edit? utm_content=DAFeYMd87pw&utm_campaign=designs hare&utm_medium=link2&utm_source=sharebutton | • projector<br>• screen<br>• laptop | 15 minutes |
| **Web of life** | Ask participants to create a circle, one person starts by holding the beginning end of a yarn and says something about their hobbies or dreams, anything | | |

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| | they like and would like to share. Then, the next person would be someone who likes the same/has a similar interest (participants will be told that they are free to talk/express themselves if they find something interesting on what the previous person was saying) and gets the rest of the yarn. Important to remember, the first person still keeps the beginning end of the yarn. Then this process continues until a web is created in the circle. Now we have a visual of networking between the group and how we connect with each other. | • ball of yarn | 15 minutes |
| **Exercises A-Z** | Divide the group into teams or pairs of equal numbers of people (if possible). Ask each team to write down apps and tools from A-Z that are related to networking, for example, Facebook for F. After they finish writing (10 min), each team in rotation can ask the next one a question regarding the apps. For example, "I want an app for networking at work". The next team has to reply and suggest one from their list. All teams erase from the list the app that was mentioned. This continues in rotation. Every team has to reply quickly and then ask the question to the next team.<br><br>At the end, allocate some time for feedback and comments. | • 4 flipchart sheets<br>• markers | 25 minutes |
| **Netwoking - conclusions** | Using the world cafe method, three tables with flipchart papers will be placed around the room, with the topics:<br>• How to network?<br>• Where to network (places/events)?<br>• Why to network?<br>You will divide the group into 3 teams and let them rotate every 3 minutes from each table to continue writing on what the rest wrote.<br>At the end, ask them to present the results and discuss about them.<br><br>Give the participants a sheet with the Blob tree and in pairs ask them to discuss how they feel and paint/mark the blob. Then, in an open circle each can show their blob and share a word or phrase that describes the session for them. | • blob tree copies | 25 minutes |

| DAY 5 | | | |
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| **SESSION 18** | **RECOGNISING COMPETENCES WITH YOUTHPASS** | | |
| **OBJECTIVES** | • To learn how to make the volunteers reflect on the competences gained during their project <br> • To recognise competences in volunteers | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Introduction** | Hold an introduction about YouthPass: a tool for competences recognition. Facilitate the group discussion with these questions: <br> • What is it? <br> • Why volunteers need it? <br> • The key competences <br><br> **Underline the difference between self-assessment and assessment.** <br> When thinking about recognition of learning in the youth field, many youth workers/mentors/trainers take the position that ONLY self-assessment carried out by participants is an acceptable form of validation of learning in non-formal education. <br> Assessment carried out by youth workers/trainers is seen more as a "step back" to the traditional grading system in schools and totally against the values of non-formal education. We would say it is neither self-assessment, nor assessment, only. It is rather, self-assessment enriched by feedback in a dialogue space. | • materials available on yothpass.eu or on SALTO Youth | 10 minutes |
| **DIscussion** | Divide the group in couples and let them discuss on the function of YouthPass in the recognition of competences. <br><br> Some questions they could answer are: Which difficulties did you face when helping the volunteers write their YouthPass? Was it easy to make them reflect on the competences? | - | 15 minutes |

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| **Reflection** | Choose 3 of the 8 key-competences and make the group reflect on which questions to ask the volunteers to reflect on them. In the official leaflet there are already some examples that can be used.<br><br>"What would you ask to make the volunteers reflect on this competence?" - Make them write 2 questions for 3 competences.<br><br>Give them 2 minutes to reflect on each competence and then ask them to share to the group. | • 8 key-competences sheets<br>• papers<br>• pens | 15 minutes |
| **Explore, match, prove** | The following exercises are examples that can be done with the volunteers to help them reflect on their competences, gained during their ESC project. One can apply these exercises to the competences gained while working as a project coordinator.<br><br>Explore, match and prove:<br>1. Explore<br>2. Explore goals and needs: What will you use your Youthpass for?<br>3. What is your target? (eg. job, university, other educational institutions)<br>4. Match<br>5. Identify the competences required by the target and the ones that you gained during the project.<br>6. Prove<br>7. Provide evidence to back up each claim (e.g. examples of how you demonstrated a given competence during the project).<br><br>EXAMPLE: Some typical competences mentioned in job ads:<br>Accountability, adaptability, attention to detail, clear communication, confidence, conflict management, creativity, developing others, emotional control, flexibility, handling stress, integrity, leading teams, open-mindedness, openness for learning, proactive thinking, problem solving, project management, results orientation, self-management, taking initiative, teamwork, etc. | • flipchart sheets<br>• markers | 40 minutes |

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| | **Recognition of competences**<br>Now pick max. 10 competences you gained.<br>Accountability, developing others, networking, relationship building, accurate self-assessment, empathy, risk taking, achievement focus, flexibility, open-mindedness, self-awareness, adaptability, giving/receiving feedback, openness for learning, self-confidence, analytical reasoning, ICT skills, oral communication, sensitivity to diversity, organisational awareness, strategic thinking, artistic expression, integrity, organisational skills, stress management, attention to detail, autonomy, taking initiative, planning, leadership skills, listening, teaching/training skills, taking responsibility, conflict management, presentation skills, team work, creativity, proactivity, problem solving, project management, written communication, working under pressure, decision making, motivating other, etc.<br><br>Now pick 2 of them and write down:<br>**S** Describe a SITUATION where you have demonstrated or learned the competence<br>**T** What were the TASKS you had to complete in that situation, what were the specific challenges you had to address<br>**A** What were the ACTIONS you took to complete these tasks and how did you deal with those challenges<br>**R** What were the RESULTS of your actions; what have you learned from that situation<br><br>Ask the participants to discuss the results within the group. | | |
| **Conclusions** | You will invite participants to a reflection process based on the following questions:<br>• Have these exercises made you reflect on the competences gained?<br>• Would you add or change something to make volunteers reflect on the Youthpass process?<br>• What do you think is important in the recognition of competences for Youthpass? | - | 10 minutes |

| SESSION 19 | RECAP |
|---|---|
| **OBJECTIVES** | • **To recapitulate the training**<br>• **Q&A**<br>• **To forsee the next steps**<br>• **To connect with current or prospective job/status** |

| TOPICS | METHODS | RESOURCES | TIME |
|---|---|---|---|
| **Recapitulation of the training** | Hold a short presentation of what happened and what you discussed during this training.<br>Create a cross word with the main words and definitions that where introduced and ask participants to guess the words. | • presentation<br>• projector<br>• laptop | 10 minutes |
| **Connection with their current or prospective job / status** | Ask learners how they are going to use the new skills in combination with their job or prospective job or current status.<br><br>Organise the group in a circle for a discussion about obstacles that could prevent them from applying the newly acquired skills. Discuss ways to overcome these obstacles. | - | 40 minutes |
| **Next steps** | Ask learners to develop action plans about how they are going to use new skills. | • pens<br>• papers | 20 minutes |
| **Q&A** | Give an open space for questions and comments. | - | 20 minutes |

| SESSION 20 | FINAL EVALUATION | | |
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| **OBJECTIVES** | • **To identify issues and improve the overall processes of training programs**<br>• **To analyse the effectiveness of training materials and other tools**<br>• **To assess the overall training experience of the participants** | | |
| **TOPICS** | **METHODS** | **RESOURCES** | **TIME** |
| **Evaluation** | Give each participant a dice, and each number on the dice is assigned to a question, such as:<br>1. Name three things you gained from the training<br>2. What wasn't clear to you?<br>3. What do you think about the duration of each session and the training in general?<br>4. Would you use any of the methods you learnt?<br>5. What do you think about the facilitators?<br>6. Would you recommend this training to others? Why?<br>The participants then roll the dice and answer the corresponding questions aloud, prompting group discussions.<br><br>At the end of this activity, you will provide a questionnaire to be answered by the participants. It can be printed or assigned to a QR code. | • dice<br>• final questionnaire | 40 minutes |
| **Recommendations** | Ask learners what they would change in this training and to identify positive, valued aspects of the course so that they can be maintained. | - | 20 minutes |
| **Future evaluation** | Share with the participants the FutureMe.org website, so they can write a letter to their future self "Future me as ESC project coordinator."<br><br>A few weeks or months after the training, send an email and ask them what they have done regarding the course content. Collect the responses and send them to everyone who attended as a mini-report. | FutureMe: Write a Letter to your Future Self | 10 minutes |

# CLOSING CEREMONY

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