

Resource Document for Erasmus+ Youth In Action Group EVS project ' Harmonious Pathways' (Ireland, 2014)

An initiative of Eolas Soileir (Ireland), & partners ACTOR (Romania), Verein 4YOUgend (Austria), Inspirational Volunteer Journeys (UK/Montserrat), EUROACCION (Spain) & IYNF - International Young Naturefriends (Czech Republic) and funded through Erasmus+ European Youth in Action Programme



EUROPEAN UNION

Youth
in Action
Programme

 **léargas**

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Section 1:

Welcome to 'Harmonious Pathways' EVS Project

Eolas Soileir planned a two week short term Group Erasmus+ EVS for 10 young people (aged between 18 & 30) from five international partners. The project happened from 5th July to 19th July 2014.

We wanted to create a place of creativity, nature, imagination, play and beauty for everyone..... in our developing learning centre in Clonmines, Co. Wexford a rural location in the south of Ireland.

We partnered up with organisations that we had worked with in the past plus some new partners! All organisations were accredited EVS sending organisation.

The sending organisations were *ACTOR (Romania)*, *Verein 4YOUgend (Austria)*, *Inspirational Volunteer Journeys (UK/Montserrat)*, *EUROACCION (Spain)* & *IYNF - International Young Naturefriends (Czech Republic)*

Project Description:

Project description: For the volunteers to help create an outdoor space in our developing learning /permaculture centre.

Through guidance, non-formal learning methods, use of creativity the volunteers along side other members of Eolas Soileir were part of a 2 week project that transformed a small piece of land into a multi-purpose common area.

We want to transform this area into a space where groups and individuals who visit our centre can make use of an outdoor area that has multi-functional uses.

We saw this space including a reflective area, a break-out space for groups to use, a multi sensory area, a place for art installations - that is part of nature and promotes creativity and an appreciation of the outdoors. We wanted this to be a project about sustainability therefore we used reclaimed materials where possible.

As our organisation promotes sustainability and permaculture we promoted the use of permaculture principals within this project. We linked up with past pupils of the Permaculture course in Kinsale College of further education who advised and assisted us in the planning and implementation of this project.

As this area has many heritage features we visited them to gain knowledge and inspiration from them. Heritage included Hook lighthouse *THE OLDEST INTACT OPERATIONAL LIGHTHOUSE IN THE WORLD*, *Tintern Abbey*, Tintern Abbey was one of the most powerful Cistercian foundations in the South East until the Dissolution of the Monasteries in 1536 and many smaller ruins in the area.

The learning was multi-fold for the whole team. Within this project we all learnt about:

Teamwork	Permaculture
Sustainability	Intercultural learning
Horticulture	Creativity
Project management	Heritage

This EVS was perfect for any young person who wanted to learn more about permaculture, horticulture, sustainability, heritage and project management. They worked almost exclusively in the outdoors – in nature and be part of the project management team. This gave the young person an opportunity to assess if they would like to study these areas further, it also enhanced their CV and gave them very real transferable skills to bring to potential studies and/or jobs.

They had a mentor who guided them in their learning and Youthpass.

The mentor also supported them on a personal level.

They had the opportunity to improve their English language skills.

Eolas Soileir see Youthpass as giving the young person an opportunity to assess, recognise and validate their learning and skills acquirement.

This reflective learning was a feature of the EVS project with time set aside every day for the young people to reflect and assess their learning in a structured environment.

Documentation happened throughout the project both in written form and visually through photography. This resulted in this document that is widely disseminated by Eolas Soileir.

This document will serve to inspire and give a detailed step-by-step approach to this project so that others may be inspired and educated in their own similar project development.

The benefits to the young people were their increased mobility within EU, enhanced language development, intercultural learning, increased employability, appreciation of the outdoors and its positive impact on their mental and physical health.

There were 10 participants (5 male and 5 female) from Spain, Romania, Montserrat, Austrai and Czech Republic. It was held in Clonmines, Wexford, a rural part of Ireland, in a converted learning centre on the coast of Ireland.

The participants got the opportunity to facilitate some games / activities themselves in the energisers. They also were part of the project planning with daily informal meetings onsite helping to plan the site and the work.

All participants received a Youthpass and we allowed time for personal reflection, in pairs, with their mentor and in the large group.

Each participant had a personal mentor. The mentor meetings happened both in small groups and individually.

Programme of Activities for the two weeks in words and photos!

Clearing the Site



Mark out the site



Lay the pond



Learn about local plants & permaculture



Preparing for planting!



Take a well deserved rest



Intercultural Learning



Having fun at Tintern Abbey trails



Cooking rota

	SUN	MON	TUE	WED	THUR	FRI
B'fast →		FRAN MICHAEL	VERONICA LISA	ANGELA MICHAEL	ANGELA MICHAEL	LISA LUCY B'FAST
Lunch →		LUCY ANGELA	MICHAEL ANGELA	ANGELA TOMAS	VERONICA ANGELA	LISA LUCY LUNCH
TOMAS LYON		LISA ANGELA	FRAN ANGELA	ANGELA VERONICA	LUCY MICHAEL	Dinner
Dinner →						

TASKS

Dinner: Prepare dinner by 8pm, set/lay table, clean kitchen

Lunch: Start making soup at 12:00-day, wash & store dishes at 1:00-day

B'fast: Set out B'fast cereals, meats, cheese, bread etc clear away, check dishwasher, etc

Preparing for lunch



Filling pond



Energisers



Visit to Beach



Visit to a local horticultural project in walled garden in Tintern Abbey



Learn about local heritage in Tintern Abbey



Sharing music in a local pub



The Results
The Meditation area



Shelter and Rock Garden



Pond



Pathways



Fire Pit



Sculpture



Last Night



Goodbye



Appendix 1: Orientation

Walk and Talk

We led a 'walk and talk' where we orientated the group to the surrounding area. During this hour-long walk each vol shared with each other their motivations for coming to this project. Finally they shared what they would like to get out of this project. In this exercise the vols were able to get to know each other's motivations for this project and at the same time Introduction to surroundings

Group Contract:

The volunteers worked with the co-ordinator to draft a group contract.

Expectations (hopes and fears)

The vols went into small groups where they were given 2 different post-its. They then had to write down their hopes and fears for the training. They then came back into the large group and shared these with the larger group.

What skills I would like to learn?

The vols shared with the group what they would like to learn and what they could contribute.

What is Non-formal Education?

Facilitator asks: What is NFL:

Split into groups and each group writes up their definitions of NFL.

Share in larger group and then written on one big flip chart paper.

Some input given by facilitator.

Give an overview of youthpass.

Then give the participants questions for their learning journal:

What were important moments today?

What surprised me?

What do I feel good about today?

What blocked me?

What could I do to unblock?

Introduce learning buddies –

using questions from journal – have a chat for ½ an hour!

Personal learning plan:

What do I want to learn, how will I learn it, with whom & when.

Journal:

Each volunteer was given a journal.

Introduction to the role of the mentor:

The role of the mentor was introduced.

Each volunteer was given a mentor and a mentor group.

Appendix 2: Mid-Way evaluation / review/evaluations

MID-WAY review:

Make sure the room is warm and there are some cushions and blankets.

Ask the volunteers to have their pens and notebooks close by.

Ask the vols to lie down and close their eyes.

Play nice reflective music.

Ask some questions :

Think of your journey here

When did you first hear of this project?

Was it from an email?

What were your motivations for coming here?

What were your expectations?

How did you feel coming here?

How do you feel now?

What have you learnt so far?

What are your comfort zones while you are here in Ireland?

Can you see yourself stepping outside these comfort zones?

What would help you to do this?

What have been the challenges so far?

What are the key moments or experiences I've had so far?

What opportunities do you see?

How can I make the experiences better for myself and others?

Give the vols time to reflect after each question and add other you see as relevant.

When you are finished speaking tell the vols that they can write their reflections into their note books. They may now have a chat with their learning buddy.

End of project evaluations : We carried out both an informal and formal evaluation. See below the informal evaluation. We also had a written evaluation for each vol.

Informal evaluation: Spider web

The group sits in a circle. We had a ball of string or wool. We ask the group to give some feedback about the project. They are thrown the ball of string across the circle. Each person has a chance to speak, the ball of wool is thrown across the circle to create a spider web.

Appendix 3 – Warm up/Energisers/Name games

Every morning we spent 30 to 40 mins playing games to energise and build the group – here is a sample of these games.

Warm-up of body – facilitator goes through each part of the body and warms up

Shake out by 8 – facilitator starts to count loudly to 8 whilst at the same time, shaking the right hand, moves onto the left hand, right foot and left foot. We then move down to 7, 6, 5, 4, 3, 2 & 1.

Action name: In circle each person say their name and put an action word in front of it and act out the word, for example ‘dangerous Deirdre’. Each person does this in the circle once and then we go around the circle a 2nd time and each person does the exercise again but this time the whole group repeats the name and action.

Introductions: Each person introduces the person either side of them and themselves. This is, I am, this is
After this is done, move the group so that they are beside different people and repeat exercise.

Your name in circle: Person says another persons name and starts to walk towards them. The persons says another persons name and walks towards them. Continue and keep up the energy.

Walk the Space

Instruct the group to walk the space. They must not walk in circles, but walk with purpose as if they are walking purposely to a meeting! As they are walking tell them that at the moment they are at speed 5 out of a speed of 10. Now instruct the group to walk according to the number that you call out, with 10 been the fastest and 1 the slowest, do not run!

Variations:

Walk the space shake hands, can’t let go of hand till find another.

Walk the space and make eye contact with another.

Walk the space and shake hands with people you meet and greet them!

Greet them in your own language.

House/earthquake

House / tempest. Facilitator shows a ‘house’. Two people raise their hands in an arch shape, that is the house, a third person takes rescue in the house. There is 3 instructions, the first is **house**, 2nd is **person** and 3rd is **earthquake**. Form groups of 3, with one person without a group. participant shouts house, the 2 people with raised hands are required to move and form another house with someone else, the person in middle does not move. One person is always left without a house. When ‘person’ is called all the residents must find a new house and when earthquake is called all 3 people must find new houses and residents. So there must be one person ‘on’ at all times.

Culture shock

Walk around space, greet each other firstly in your own language/culture. Now try different cultural greetings. Now make up your own greetings in pairs, the greeting must incorporate three elements, for example, sound, movement etc.. Group looks at the greetings.

Bomb and Shield:

Ask the participants to walk around the space. While they are walking, ask each participant to select 2 other people. They should keep these choices to themselves and not indicate who they have chosen. One person is the bomb and the other person is the shield. Explain that the aim of the exercise is to keep your shield between yourself and your bomb.

After a few minutes, you can call, “Freeze”, and check in with the group to see how they are doing. You can also give a countdown to the stop.

James bond, elephant ears & toaster: Group in circle, one person in the middle. They shout one of three instructions to a person. If it is James bond then the person must act like James Bond with a gun and the two people either side act like two sexy women! Elephant ears, the person pointed at must make a trunk and the people either side make the huge ears, lastly toaster, the person in middle jumps up and down like toast popping out of a toaster and the people either side extend their arms across like a toaster! The person in the middle shouts the instructions loudly and quickly, if anyone makes a mistake they are out (or in the middle)!

Sequence ball: throw ball to someone, they fold their arms to indicate that they have been chosen till all the group have been thrown the ball. Now move into sequence with the ball – start introducing extra balls.

Space Jump: One person goes into the centre and makes a shape. Another person joins and adds to the shape. The first person then leaves and another person joins to change the shape. Now you may pair people up and they work together.

Zip, zap, bong: facilitator passes the zip quickly around the circle. Then introduces the zap in the opposite direction. Bong is when the movement crosses the circle.

Human knots – there is a number of ways to get the group into a human knot. They could walk the space, shaking hands with each other. Shout stop and people reach for other people till everyone is holding hands. Or group is in circle and you ask everyone to extend their hands into the circle and grab two other hands. The group must now unknot themselves. They can do it with talking or silently.

Sword fight: Divide into pairs, put one hand behind your back, with flat palm against your back, your other hand is like a sword. The objective is to touch your partners flat palm without letting them touch yours

French telephone: Everyone stand still (not in circle). Choose another person without them knowing. Now stand still and do nothing just copy any movements or sounds that your person does. Facilitator calls out a scale between 1 to 10. Whatever number is called out, you must exaggerate the movement on this scale.

Mosquito hunter: Mosquito above person's head next to facilitator. I instruct that I must kill the mosquito. We do this by the person ducking down, person each side of them claps above their heads. Carry on around the circle.

Wink murder: Everyone closes their eyes. Facilitator taps one person on shoulder and then she/he is the murderer. Everyone opens their eyes and walks the space. If the murderer winks at you, you wait 5 seconds and you must die a horrible death. The objective of the game is to guess the murderer, but if you guess wrong you are out of the game!

Huggy bear :

Walk the space, facilitator calls group numbers, ie Get into groups of 5 and then each pax finds themselves in group. Continue until group warmed up. You can finish on the total number of pax, in this way they feel like a group.

Pass the clap: pass a clap around the circle. The clap can go either direction or across the circle.

Splat: Group in circle, one person in middle. They hold their hand out with palm outstretch and say SPLAT quickly and loudly to one person. That person must duck and person either side must say Splat and hold their arm outstretched above the person's head. If anyone makes any mistake they are out, till there are only 2 people left and they have a splat off. Where they are back to back and take steps away from each other. Facilitator shouts out similar words to Splat (ie splash) but only when the facilitator shouts SPLAT must they turn and shout splat! The winner is the one who shouts first!

Hand squeezing: Everybody hold hands. Starting with facilitator pass the squeeze. Can change direction.

Energy circle: start with facilitator pass an energetic movement and pass the energy. Go around circle a few times, now can change direction.

Cat and mouse: Everyone is in a pair. Game of chasing, one person is cat and the other the mouse. Cat chases the mouse. The mouse may stand beside a pair and the person on the outside is now the mouse, so they run! If cat catches the mouse, then the mouse becomes the cat and chases the mouse.

Four corners: Group stand in circle and one person in middle. They change places with each other by eye movement and sound. Person in middle tries to get to their place.

Appendix No: 4 – application form used by partners to select volunteers

PLEASE, ANSWER THESE QUESTIONS IN ORDER TO KNOW YOUR MOTIVATION ABOUT THE PROJECT:

What is your motivation for taking part in this project?

Tell us why you are interested in a project that promotes sustainability and permaculture principals -(earth care, people care & recycling)?

How do you feel about working in the outdoors every day (even if it rains!)?

How do you think it will help you with:

- Personal development?
- A sense of your entrepreneurship?

What competences do you hope to learn (knowledge, skills & attitude)?

How will you try to enhance your language skills?

You will be in an intercultural group, how will you cope with this?

What do you think you will learn?

What do you have to bring to this group?

Tell us about a time that you worked in a team?

Are you interested in local heritage?

Are you happy to research and try to come up with some project ideas before you leave for Ireland?

What leadership skills can you bring and learn from such a project?

Are you willing to work with your SO to set your learning objectives before the start of the project (and send them to the host)?

Appendix 5 – Info sent to all volunteers and SO before the project

Information sent to all partners & volunteers before the training:

- EVS will take place in a very rural location there is no shop, pub or amenities within walking distance of venue. It is located in the south of Ireland – Clonmines (near Wellington Bridge), Co. Wexford. We will have transport at our disposal throughout the project and will drive to beach, heritage sites etc in the evening time.
- Accommodation will be split between venue and nearby rented chalet. Those accommodated in the venue will be in shared bedrooms with between 2/3 people to a bedroom in dormitory type accommodation. Those housed in the nearby house will be in shared bedrooms and can either cycle approx. 5/10 mins to the venue on a very safe, quiet country road or avail of our transport. There are two toilets and one shower in the venue and 1 toilets and 1 shower in the house.
- Food will be cooked by us on a rota basis and we ALL share in the clean up after every meal. Some of the group will shop on Sunday in the supermarket for our food for the week, if you have any special dietary requirements these will be accommodated at this time.
- There is NO internet at either house or venue, we will travel to a wi-fi area a couple of times during the 2 weeks.

- Arrival day Saturday 5th of July – the venue is approx. 3 hours bus journey from Dublin Airport. On Saturday there is only one direct bus that brings you to Wellington Bridge, which is 5km from the venue. The bus to Wellington Bridge leaves at 17.00 from Dublin Airport Coach Park and at 18.00 from O'Connell St (outside Gresham Hotel), which is the main street in Dublin. All volunteers must try to travel by this bus as we will organise a pick up from Wellington Bridge when this bus arrives at approx. 8.45pm. The name of the bus company is Ardcavan coaches. The return bus fare is approx. 20 euro. Please tell the driver that you are departing at WELLINGTON BRIDGE. A light supper will be ready for you on Sat evening upon your arrival.
- Departure day Saturday 19th of July – There is only one bus from Wellington Bridge, it leaves at 07.30 on Saturday morning and arrives at Dublin airport at 11.00. If some participants need to leave early we will facilitate this.
- All bedding is supplied, if possible please bring a towel. But we will also have towels at the venue.
- We will have some work clothes, shoes etc at the venue, but please bring some old clothes with you.
- Please bring rain gear. The weather in Ireland is very changeable, so bring clothes for rain and sun! For those coming from a warm climate bring some warm sweaters. We will have rain gear, warm sweaters and sun cream at the venue so don't worry if you cannot pack these.
- For those brave enough we will visit the beach so bring swimwear.
- We have a dog that lives with us. He is very friendly but please inform us if this presents any problems for you.
- You will receive you 70 euro pocket money for the 2 weeks at the beginning of the project. You may spend this as you wish, we will drive you to a shop if you require anything including beer or wine. All food is supplied by the project.
- Email Deirdre at dquinlan6@gmail.com for more information.
- My mobile is 00353879536586 (Deirdre) or 00353872360979 (Jack)

Appendix 6 – partner info

Partners

Promoter: Ireland	Eolas Soileir	Deirdre Quinlan	Dquinlan6@gmail.com
Romania	Asociatia Culturala pentru Teatru si Origami din Romania	Ms Eugenia Barbu	Actor_romania@yahoo.com
Spain	ASOCIACION CULTURAL EUROACCION-MURCIA	Mr Diego Marin	diego@euroaccion.com

Appendix 7: Project workers

Project co-ordinator/mentor

Deirdre Quinlan

Training in Drama Facilitation & educational qualification in youth and community work:

- Diploma in Youth Drama Facilitation (FETAC levels 5 & 6) 2006. Full time FAS course run by the National Association for Youth Drama. A full time course that delivered training in drama facilitation. Included in this course was Drama in Education methodology, Child Protection Training and First Aid Training.
- Diploma in Community Drama Facilitation run by Smashing Times and UCD. (accredited by UCD) 2007 : A part time cross boarder project run by Smashing Times Theatre company that looked at community drama facilitation in the context of peace and reconciliation.
- Smashing Times - 2012 participated in a training - Artists for Civic Action.
- Serbia 2011 - participated in a one week training in performance Art.
- Italy 2012 - participated in a one week training in Legislative Theatre as part of the Grundvig programme.
- Theatre of the Oppressed.2008: Training with Augusto Boal founder of 'Theatre of the Oppressed'. A one week course that focused on Forum Theatre.
- Training for Trainers 2008 to 2009. A one year international training course for trainers to fully participate in the European Youth in Action Programme.
- Higher Diploma in Youth and Community Work, NUI Maynooth 2004 – 2005 .
- Trainer/facilitator (National) – Leargas 2008 to date – Leargas is Ireland's national organisation that manages the European Youth in Action programme.
-

Jack Talbot – project worker/mentor

- Higher Diploma in Communications Study, Dublin Institute of Technology
- Degree in Education and Training, Dublin City University
- Higher Diploma in Educational Management , Dublin City University
- Ballymun Youthreach - tutoring on outdoor pursuits, digital media, life skills, to early school leavers & those with fewer opportunities.
- Strengthening Families - trainer on this programme - The Strengthening Families Program (SFP) is a nationally and internationally recognized parenting and family strengthening program for high-risk and regular families.

Geraldine Quinlan – project worker/permaculture expert/mentor

- Degree in Drama Studies
- Masters in Drama therapy
- Higher Diploma in sustainable development and Permaculture

Appendix 8 - Eolas Soileir – Host information

Eolas Soileir is an organisation that has received charitable status in the Republic of Ireland. The main objective for which the charity is established is:

- The advancement of Education in Ireland and Europe by developing learning opportunities through volunteerism.
- The promotion & awareness of non-formal and creative methodologies to develop mindfulness and wellbeing of individuals & awareness of the principles of sustainable development & permaculture.

Our main objectives are:

1. to provide opportunities for training programmes using non-formal learning methodologies.
2. to become part of a European wide network of non-formal learning organizations with similar aims and objectives.
3. To promote and facilitate volunteering.
4. to develop, organize and facilitate training courses such as;
 - Advancement of intercultural education,
 - Advance of sustainable development education
 - Advancement of development education
 - creative expression
 - volunteering

These training course will be delivered using through non-formal education and learning methodologies.

Our board has 8 members and 3 directors with three members of the organisation belonging to the training pool for Erasmus+ here in Ireland delivering trainings which promote the YiA programme in Ireland and abroad.

We are an accredited sending and hosting organisation.

We are developing a sustainable learning centre in Clonmines, Co. Wexford.

For more info: www.eolassoileir.ie

Appendix 9 Info on Erasmus+

Erasmus +

Current funding programmes run by the European Commission in the area of education, training, youth and sport, such as the Lifelong Learning Programme, Youth in Action and other international programmes, ceased at the end of 2013. A new programme, called Erasmus+, replaces these programmes, and began on 1 January 2014. The Erasmus+ programme supports activities in education, training, youth and sport in all sectors of lifelong learning (Higher Education, Further Education, adult education, schools, youth activities etc).

"Erasmus+", is the EU's new programme for education, training, youth and sport.

The new programme, named Erasmus+, brings together all the current EU programmes for education, training and youth, and, for the first time, sports initiatives.

Erasmus+ focuses on mobility, cooperation and policy reform. Improvements are made to support for international study, training, teaching and volunteering opportunities. These improvements will benefit higher education and vocational students and staff, trainees, teachers and students, trainers, young volunteers and youth workers. In the area of sports, the programme particularly focuses on cooperation and activities in grassroots sport.

What are Actions?

All the projects offered by the Erasmus+ programme will be grouped together under overarching Actions. Each Action represents a different type of project aligned to a particular area of focus.

Actions:

- [Key Action 1: Learning Mobility of Individuals](#)
- [Key Action 2: Co-operation for Innovation and Good Practices](#)
- [Key Action 3: Support for Policy Reform](#)

Organisations from across the education, training, youth and sport sectors will be able to apply for funding under Key Actions 1, 2 and 3.

What you need to know now:

- Funding will be simplified and mostly based on unit costs and lump sum amounts, with 'light touch' rules for smaller grants.
- Applications will be organisation-based, so individuals will no longer be able to apply for grants. Specific allowances will be made for the youth sector to enable informal groups of young people to apply.
- All organisations will need to be registered on the European Commission's online registration facility before applications can be started. This is a new step in the application process and you should allow extra time to complete this step when making an application.
- See more at: <http://www.erasmusplus.org.uk>.
- See leargas.ie

EVS In Erasmus+

– Erasmus+ through non-formal learning activities, the aim is to enhance the skills and competences of young people as well as their active citizenship.

Key objectives: To tackle Youth unemployment and for the development of social capital of young people.

European Voluntary Service: This activity allows young people aged 18-30 to express their personal commitment through unpaid and full-time voluntary service for up to 12 months in another country within or outside the European Union.

Young volunteers are given the opportunity to contribute to the daily work of organisations dealing with youth information and policies, young people's personal and socio-educational development, civic engagement, social care, inclusion of disadvantaged, environment, non-formal education programmes, ICTs and media literacy, culture and creativity, development cooperation, etc.

An EVS project can include between 1 and 30 volunteers who can do their voluntary service either individually or in a group.

In every project there is a hosting and sending organization and the volunteer.

Hosting organisations are responsible for:

- arranging subsistence, lodging and local transports of volunteers;
- envisaging tasks and activities for volunteers that respect the qualitative principles of the European Voluntary Service, as described in the EVS Charter;
- providing to volunteers an on-going task-related (supervisor), linguistic, personal (mentor) and administrative support throughout the duration of the activity.

The participation in an EVS activity must be free of charge for volunteers, with the exception of a possible contribution for travel costs (if the Erasmus+ grant does not fully cover these costs) and additional expenses not linked to the implementation of the activity. The essential costs for volunteers' participation in the EVS activity are covered by the Erasmus+ grant or through other means afforded by the participating organisations.

Besides the support provided to the volunteers by the participating organisations, the National Agencies or regional SALTOS organise a Training and Evaluation Cycle to be attended by each volunteer and consisting of: a) an on-arrival training; b) a mid-term evaluation, for voluntary services lasting more than 6 months.

The following activities are not considered as a European Voluntary Service within the framework of Erasmus+: occasional, unstructured, part-time volunteering; a work placement in an enterprise; a paid job; a recreation or tourist activity; a language course; exploitation of a cheap workforce; a period of study or vocational training abroad.

Duration: From 2 to 12 months. To facilitate the organisation of on-arrival training, the activity must start at the beginning of the month (i.e. within the first seven days of the month).

In case of European Voluntary Service involving at least 10 volunteers or involving young people with fewer opportunities, the activity can last from 2 weeks to 12 months.

KA1 deadlines:

Applicants have to submit their grant application by the designated dates:
See your national agency website for dates.

GRANT: The grant depends on which country the volunteer is being hosted, in Ireland the grant is as follow:

Grant is 610 euro per month per volunteer – this amount to cover:

rent
utilities
food
local transport
a small percentage to the sending organisation

125 euro per month pocket money for volunteer

All medical expenses covered by AXA insurance

*Special needs supports – 100% -

Additional costs directly related to participants with disabilities – must be justified in the application form

*Exceptional costs – 100%

Visa and visa-related costs, residence permits, vaccinations

What next?

Get a pic code – the initial process takes 10 mins and then you must upload documents to validate your PIC.

You must be an accredited sending & hosting organization to participate in EVS. It takes from between 4 to 8 weeks for the accreditation process to be assessed by Leargas the Irish National agency of Erasmus+. This must be done before the deadline for funding.

To complete the application form you need to have project ideas and have thought about how you would support EVS volunteers.

Appendix 10 – Testimonials

Testimonials from Participants

- I absolutely loved the project, the learning the social element of meeting such open and friendly volunteers and organisers. I would highly recommend this is all I work with. Thanks you!!
- Has been a great 2 weeks, you made this volunteer project a positive experience.
- These 2 weeks has been great and interesting, thanks!
- Thank you, thank you, thank you very much.

- It totally fulfilled my expectations, one of the best experiences of my life.
- I found the venue very suitable re: remote, no wifi – meant we socialised more. Nice mix of volunteers.
- Fantastic project!
- Would love to come to Ireland again!
- Great job!

Appendix 11 – Useful Websites

www.leargas.ie

Léargas, the National Agency in Ireland for the management of national and international exchange and cooperation programmes in education, youth and community work, and vocational education and training.

SALTO-YOUTH.net is a network of **8 Resource Centres** working on **European priority areas** within the **youth** field. It provides **youth work and training resources** and organises **training and contact-making activities** to support organisations and National Agencies within the frame of the European Commission's [Youth in Action programme](#) and beyond. **SALTO-YOUTH's history** started in 2000 and is part of the European Commission's Training Strategy within the Youth in Action programme and works in **synergy and complementarity with other partners** in the field.

Appendix 12 – Activity timetable

European Voluntary Service: Activity Timetable



Time	Monday	Tuesday	Wednesday	Thursday	Friday
09.00	Introductions Team building Induction including health and safety	Teambuilding Daily planning meeting	Teambuilding Daily planning meeting	Teambuilding Daily planning meeting	Teambuilding Daily planning meeting
10.00	Hopes and fears activity Walk and talk- get to know local area Form mentor groups	Work on the project – depending on the choice of the vol that could be planting, , laying paths, constructing a play area / reflection area or developing the existing pond area.	Work on the project – depending on the choice of the vol that could be planting, , laying paths, constructing a play area / reflection area or developing the existing pond area.	Work on the project – depending on the choice of the vol that could be planting, , laying paths, constructing a play area / reflection area or developing the existing pond area.	Work on the project – depending on the choice of the vol that could be planting, , laying paths, constructing a play area / reflection area or developing the existing pond area.

11.00	Group contract Making of rota for the week	cont	Cont.	Cont.	Cont.
12.00	Workshop on NFL & youthpass What learning objectives have you already set? Develop these.	cont	Cont.	Cont.	Cont.
13.00	Lunch – take turns preparing and cleaning after lunch	Lunch – take turns preparing and cleaning after lunch	Lunch – take turns preparing and cleaning after lunch	Lunch – take turns preparing and cleaning after lunch	Lunch – take turns preparing and cleaning after lunch
14.00	Lunch – time to rest and enjoy the country side Go for cycle Visit the Estuary	Lunch – time to rest and enjoy the country side Visit Tintern Abbey and the community garden	Lunch – time to rest and enjoy the country side Go for cycle Visit the Estuary	Lunch – time to rest and enjoy the country side Go for cycle Visit the Estuary	Lunch – time to rest and enjoy the country side Go for cycle Visit the Estuary
15.00	Start to work on project plans by helping in the design and project management of the activity that vols choose.	As before lunch	As before lunch	As before lunch	As before lunch
16.00	Cont as above	As before lunch	As before lunch	As before lunch	As before lunch
17.30	Reflection groups Learning objectives revisited Mentor groups	Reflection groups Mentor groups Learning objectives revisited	Reflection groups Mentor groups Learning objectives revisited	Reflection groups Mentor groups Learning objectives revisited	Reflection groups Mentor groups Midway evaluation
18.00	Visit to beach or local heritage	Visit to beach or local heritage	Visit to beach or local heritage (hook lighthouse)	Visit to beach or local heritage	Visit to beach or local heritage
20.00	Dinner and intercultural fun!	Dinner and intercultural fun!	Dinner and visit to local pub for Irish music and dance	Dinner and intercultural fun!	Dinner and intercultural fun!

APPENDIX NO: 13
TEMPLATE FOR ACTIVITY AGREEMENT

EUROPEAN VOLUNTARY SERVICE
ACTIVITY AGREEMENT

TITLE PROJECT
PROJECT NO.

INDEX

1.	Project details:	32
2.	Partners involved in the activity are:	32
3.	Division of rights and responsibilities among organisations and volunteers:	33
4.	Division of the Community grant:	33
5.	A description of the role and tasks of the volunteer:	33
6.	The practical arrangements:	33
7.	The basic rules:	34
8.	Declaration:	34
9.	Agreement:	34

This **ACTIVITY AGREEMENT** is to insure a solid partnership among partners (organisations and volunteer) in EVS activity mentioned bellow.

1. PROJECT DETAILS:

Project title	_____
Project number	_____
Duration of project	_____
Dates of the activity	_____
Financial value of the project	_____

2. PARTNERS INVOLVED IN THE ACTIVITY ARE:

SENDING ORGANISATION		HOST & COORDINATING ORGANISATION	
Name	_____	Name	_____
Address	_____	Address	_____
Phone no.	_____	Phone no.	_____
Org. no.	_____	Org. no.	_____
Contact person	_____	Contact person	_____

VOLUNTEER	
Name	_____
Date of birth	_____
Address	_____
Phone	_____

3. DIVISION OF RIGHTS AND RESPONSIBILITIES AMONG ORGANISATIONS AND VOLUNTEERS:

- a) Sending organisation: Preparation, during project, and after project, travel, insurance
- b) Coordinating organisation: Preparation, during project, and after project, mentor, coordinator, accommodation, pocket money, training, meetings with mentor and coordinator, Youthpass, reporting, language etc.
- c) Hosting organisation, same as above
- d) Volunteer, to be available and present for Voluntary service, go to training, respect the work environment/accommodation, meetings, stay in touch with SO, reporting, to take full advantage of the learning opportunity available to them" as a responsibility etc

The above are only clues, every project will have different headings here and SO/HO/CO will need to decide between them who is responsible for what and when. Try to think of everything that is important for each partner

4. DIVISION OF THE COMMUNITY GRANT:

(According to the above responsibilities):

- a) Who is responsible for the finances, and explain how finances are going to be arranged
- b) Sending organisation Costs, state for what and how much and the period
- c) Coordinating organization cost, state for what and how much and the period
- d) The payment will be transferred 80% during the project after receiving invoice from _____ and 20% at the final grant from NA.
- e) State the reports that need to be written by which organisation and describe the time frame for this
- f) How will you deal with pocket money
- g) How will HO spend the accommodation money
- h) In case of termination of the project beforehand, costs will be modified and a new agreement will be signed.

5. A DESCRIPTION OF THE ROLE AND TASKS OF THE VOLUNTEER:

Working hours, days off per week, holidays:

- a) Describe the work, the work hours and the training that will be offered to volunteer
- b) Mentor and coordinator will be appointed to the volunteer. Describe the roles clearly inclusive when they will meet
- c) Volunteer is permitted to have two free days per month. Free days must be coordinated between all organisations the volunteer is working for. Volunteer is also free on every weekend and national holiday organisations hold an activity. If so, the volunteer is free some other day.

6. THE PRACTICAL ARRANGEMENTS:

Food, accommodation, local transport and expected learning outcomes

- a) Describe accommodation
- b) Describe how much food money volunteer will receive, add here if volunteer needs to sign and keep receipts etc.
- c) Local transport to organisations (s)he is working with during the project will be paid by coordinating organisation.
- d) Mobile phone what arrangements are there
- e) Expected learning outcomes.

7. THE BASIC RULES:

- a) Basic rules for all in organisation incl. drugs or alcohol rules, sexual relationships between leaders and young people (in case of youth work placement), or service user and service provider (disabilities).
- b) How to deal with equipment in organisation.
- c) Photos and other material created by volunteer during the project will be open to the public, but addressed correctly to protect the copyrights.
- d) Rules about accommodation.
- e) Rules about family and friends coming over to stay
- f) Volunteer should be aware that she is representing her country and also EVS project. Volunteer should make positive promotion of the project and the country through whole project.
- g) Volunteer should respect religion and other cultural rules in the country.

8. DECLARATION:

With this signature the volunteer also declares that she previously never took part in European voluntary Service.

9. AGREEMENT:

This agreement is written in four copies, one for each partner and one for national agency in_____.

Venue and date:

Venue and date:

Venue and date:

SENDING ORGANISATION

VOLUNTEER

COORDINATING ORGANISATION

(signature)

(signature)

(signature)

Appendix no:14 YOUTHPASS IN EVS

Youth in Action Programme



INFO KIT

Part 2

May 2011



1. EVS as a learning experience

Being an EVS volunteer is a valuable personal, social and cultural experience, which allows the volunteer to express initiative and solidarity by providing a service to the benefit of the community. For some EVS is a way to do something good for the community or to support a specific cause or group. For others it is a chance to try something different and explore a new country and a new culture.

Beyond this, EVS is an important learning experience for the volunteer and participation in EVS enhances her/his professional skills and competences and thus makes the volunteer more attractive to potential employers. To help her/him reflect and put words on what she/he has learned, the European Commission introduced Youthpass.

Youthpass is an instrument that supports young people in making best use of the experiences they have had during their participation in the Programme. The Youthpass Certificate can be a useful document to describe the learning outcomes of an EVS project to future employers or to formal education institutions recognising competences acquired through non-formal learning experiences. This document briefly explains how Youthpass works and how it can help volunteers to fully benefit from the EVS experience.

2. What is the Youthpass Certificate?

The Youthpass Certificate confirms and recognises that a person has carried out a service as a volunteer abroad, and it acknowledges some of the competences she/he has learned and developed during the voluntary service. The Youthpass Certificate consists of three parts:

- **Part one** certifies that the volunteer participated in EVS. It provides personal details of the volunteer, the service period in the project and a general description of EVS.
- **Part two** gives a description of the specific project, the role, tasks and training undertaken by the volunteer, as well as a description of the activities of the Host Organisation and the name of the Sending Organisation.
- **Part three** is a description of the learning outcomes the volunteer achieved during the voluntary service.

3. Why is there Youthpass in EVS?

Youthpass can be used to confirm that a person has participated in EVS and to describe what she/he learned through the voluntary service. As such it can be used as an addition to the CV when applying for jobs or courses.

Even more interesting is the educational impact that the Youthpass process can have. By following the learning process and preparing the learning outcomes for Youthpass, volunteers need to plan, follow and assess their own learning. Most volunteers have experience with learning in formal education; like school or university, but it might be the first time that they find themselves in a situation where they themselves will be responsible for their own learning and development. In this sense, Youthpass can

improve and increase the learning within an EVS project, and the Youthpass Certificate makes this learning visible.

4. Who is responsible for Youthpass?

The organisations (**promoters**) involved in EVS must inform the volunteers about Youthpass. If a volunteer wishes to receive a Youthpass Certificate, the organisation/mentor has to support her/him with this.

In order **to issue a Youthpass Certificate** at the end of the service period, the promoter needs to register on the Youthpass website: www.youthpass.eu. The project and the participant details have to be entered, before the Youthpass Certificate is validated and generated.

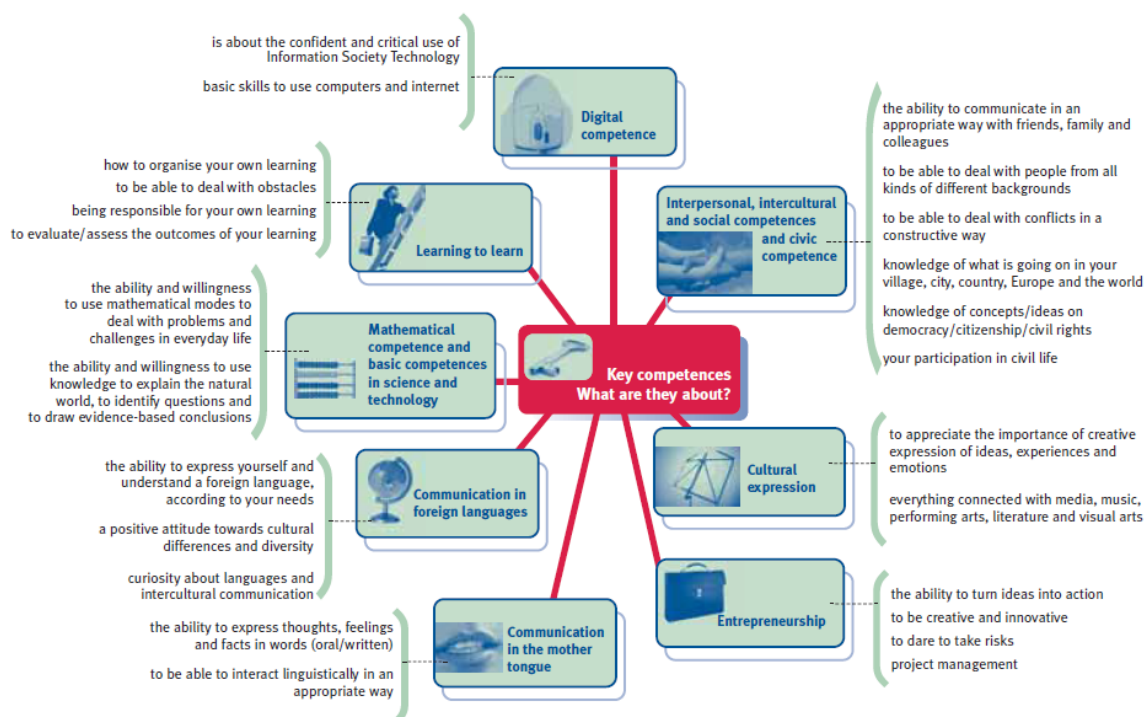
Since Youthpass is not only a certificate, but also a tool aimed at promoting the learning process throughout an EVS project, the following aspects should be kept in mind:

- Every volunteer should have a **mentor**: it is recommended that the mentor and the volunteer start a dialogue about learning. This can be a part of the reflection/evaluation meetings between them during the service period. This dialogue about experience and learning is important in order to give the volunteer the chance to reflect on and deepen the learning experience. Observations and inputs from another person are often needed for the volunteer to become aware of hers/his needs and progress. The mentor follows the volunteer's personal development and sees changes and improvements in the skills, knowledge and attitudes. Through dialogue the mentor can help volunteers to be more specific about what they have learned and how they learned it.
- **The EVS Training and Evaluation Cycle** also supports the volunteer's learning process. During the service period, all volunteers have the right and obligation to attend the *on arrival training* and the *mid-term-evaluation*. Together with the evaluation at the *Annual EVS event* after the service period is completed, these meetings help the volunteers to prepare, improve, and evaluate the EVS experience. During the meeting there is time to share questions and common experiences with other volunteers, and the time away from the project can help volunteers to take a step back and reflect on their expectations and experiences.
- The main responsibility of the learning process rests with the **volunteer her-/himself**. It is therefore important that the volunteer already before the start of the service period is aware that Youthpass is not something that can be done in the last few days of the EVS project. Although the Youthpass Certificate will be completed at the end of the service, it reflects an ongoing process during the entire EVS experience – from preparation to follow up.

5. Key competences

Youthpass is particularly designed to assess certain key competences. These key competences were adopted by the European Commission in 2006 as a reference instrument for policy makers, employers, educational institutions and for the learners themselves. They are competences that equip people for adult life and are the basis for lifelong learning. These competences are essential for personal fulfilment and development, for active citizenship, social inclusion and employment.

Below is a table showing all 8 key competences. In this table the key competences are adapted to learning in the youth work context¹:



6. Importance of reflection

Reflection is a crucial element in learning. It is through reflection that one can look back at experiences, understand them and incorporate them into new concepts or ways of thinking. It is therefore important to regularly take time to look back and digest the experiences. The EVS Training and Evaluation Cycle should give the time and space for this.

For reflecting:			
What did I learn?	How did I learn it?	Who helped me learning it?	When did I learn it? (AHA moment)
For setting objectives/identifying learning interests:			
What do I want to learn?	How would I like to learn it?	Who needs to help me learning it? (Whom do I need to learn it?)	When do I plan to learn it?

7. Further Reading

Youthpass guide: <http://www.youthpass.eu/en/youthpass/guide/>

Youthpass in the EVS Training and Evaluation Cycle:

http://www.youthpass.eu/downloads/13-62-57/Publication_YP_EVS.pdf

¹ The table was developed by Paul Kloosterman and is taken from the Youthpass guide, p. 39.

Appendix no: 15
WHAT TO EXPECT FROM EVS

Youth in Action Programme



INFO KIT

Part 1

May 2011



Introduction

This document is intended for volunteers and promoters involved in EVS. It gives clear information to volunteers and promoters about what can be expected in general terms before, during and after the service period. The document also supports the efforts of promoters, agencies and the European Commission in the area of risk prevention for EVS volunteers. Each volunteer carries with her/him ideas, expectations, needs and habits that deserve to find a respectful and trustful hosting environment, receptive of individual specificities. At the same time, Sending, Host and Coordinating Organisations often devote a great deal of time, energy and resources to set up an EVS project; they can therefore expect that the volunteer shows a similar level of respect for and trust in their commitment to develop activities in their local community.

The main objective of this text is therefore to clarify the role each project partner (including volunteers) should take in jointly creating a 'good' environment for an EVS project.

'What to expect from EVS' provides guidelines on particular aspects of EVS project implementation. These guidelines take into account the great variety of project partners, project formats and fields of service, and they need to be adapted to the very specific environment of each project. The guidelines complement the information given in the Youth in Action Programme Guide² and they form part of the Info-Kit to be given to all volunteers before they leave.

It is strongly recommended that potential volunteers read this document before agreeing to take part in an EVS project.

² In case of inconsistency between the two documents, the information given in the Programme Guide will prevail.

What to expect from EVS

1. Information and communication

The volunteer has to be informed about the Youth in Action Programme — its philosophy, aims, priorities and procedures — and how EVS projects are carried out.

Prior to her/his departure, the volunteer must receive clear information about the EVS project, in particular about the tasks to be performed, accommodation, training and support. If the host placement is located in a live-in community, the volunteer must be informed about the rules and conditions that apply in such a community and which relate to her/him.

Prior to her/his departure, the volunteer is responsible for informing the promoters about any circumstances that may influence her/his capability to carry out certain tasks and about any individual special needs. If necessary, she/he should provide accurate information about health-related issues.

The volunteer must inform the Coordinating, Sending and Host Organisation about the exact dates of her/his departure and arrival. This information should be provided well in advance before the start of the service.

2. Financial and administrative rules

The volunteer must read, agree on and sign the EVS Agreement together with the Coordinating, Sending and Host Organisation. The volunteer must also read the grant application approved by the National/Executive Agency for her/his project.

Each partner (including the volunteer) is responsible for respecting the project details as set out in the EVS Agreement.

Participation in EVS is free of charge for the volunteer. Except for a possible contribution of up to 10 % of her/his travel costs, the volunteer must not be charged, either fully or partially, directly or indirectly, for taking part in an EVS project. This implies that the volunteer is entitled to one return travel ticket between the sending country and the host country, and to insurance, food (meals or food money should be provided also on free days and during holiday periods) and local transport.

During the entire volunteering period, including while on vacation, the volunteer is also entitled to a monthly or weekly allowance (pocket money). The amounts are as stated in the Programme Guide.

The pocket money must not be aimed at covering costs related to the implementation of the project (for example local transport or food).

The volunteer has to be covered, throughout the voluntary service period, by the obligatory EVS group insurance plan set up by the European Commission. The volunteer must read carefully the insurance-related information contained in the EVS Info-Kit.

The volunteer can request and must receive help from the promoters in obtaining a visa, if so required by the legislation of the host country. If asked to do so in due time, the National/Executive Agency or SALTO can also issue letters supporting the volunteer's visa application.

The volunteer is entitled to receive a Youthpass certificate, attesting her/his participation in EVS and the experience and skills she/he has acquired during the period of service (more info at www.youthpass.eu).

Upon her/his return, the volunteer must fill in the relevant parts of the project's final report form.

3. Positive attitudes in EVS

The volunteer should take an active role in setting up her/his EVS project together with the promoters, and this should be encouraged by the Sending, Host and Coordinating Organisation.

The volunteer must respect the rules and the organisational structure of the Host Organisation. The volunteer must also abide by the laws in force in the host country.

The volunteer must keep the Host Organisation informed about her/his whereabouts during the period of service.

While abroad, the volunteer should give the Sending Organisation regular feedback on her/his experience and must evaluate the overall project with the Sending Organisation upon her/his return.

4. Practical arrangements

The Host Organisation must take care of the practical arrangements in order to support and guide the volunteer from the moment of his/her arrival in the host country.

The volunteer is entitled to free board and lodging. Her/his accommodation must remain available for her/him throughout the entire service period, including holidays.

The Host/Coordinating Organisation must ensure that the volunteer can live in safe and clean accommodation and can eat sufficient and healthy food.

The volunteer must take good care of the accommodation that has been provided for her/him.

The volunteer is entitled to two consecutive free days per week (unless arranged differently in mutual agreement between the volunteer and the promoter and explicitly stated in the EVS Agreement) and two days of holiday per month. Vacation periods and weekly rest days have to be agreed between the Host Organisation and the volunteer.

5. Support, training and meetings

Prior to departure, the volunteer must receive the EVS Info-Kit and be adequately prepared by the Sending/Coordinating Organisation for the stay abroad, according to

her/his needs and in line with the *EVS Training and Evaluation Cycle guidelines and minimum quality standards*.

Upon arrival in the host country the volunteer has the right and obligation to take part in an *on-arrival training session*. Volunteers whose period of service lasts six months or more also have the right and obligation to take part in a *mid-term evaluation session*.

The volunteer should receive appropriate task-related support and guidance to enable her/him to carry out the agreed tasks.

The Host/Coordinating Organisation must provide language training, free of charge for the volunteer. The training can be formal or informal and the format, duration and frequency will depend on the needs of the volunteer, her/his project tasks and the resources available to the organisation.

For personal support, the volunteer has a mentor with whom she/he will have regular meetings throughout the service period. The mentor must be appointed by the Host Organisation, and must not be the volunteer's supervisor or be otherwise directly involved in the volunteer's daily activities. The mentor should help the volunteer to get integrated within the organisation, the project and the local community. The mentor should help the volunteer with administrative issues, if necessary.

The volunteer must accept the role of the mentor as the person responsible for her/his well-being and must attend the regular meetings organised by the mentor.

At the end of the project, the volunteer should receive help from the Sending Organisation in evaluating the participation in EVS so as to gain the maximum benefit from her/his experience. If asked for, the volunteer should also get help in re-adjusting to life in her/his home country and for guidance in personal projects.

After completing her/his period of service, the volunteer should take part in the *Annual EVS Event* organised by the National Agency.

The volunteer can also contact the relevant National Agencies or the Executive Agency³ asking for any kind of advice and support (on accreditation, insurance, visa support, crisis management, etc.).

6. Volunteer's tasks

The volunteering conditions must respect the volunteer's personal health, safety and dignity, and be in line with the national laws of the host country.

EVS must be full-time service for the volunteer. Her/his project activities (including language and other training activities relating to the project) should take up at least 30 and not more than 38 hours per week.

³ For contact details to National Agencies and the Executive Agency please consult http://ec.europa.eu/youth/youth/doc152_en.htm.

The volunteer must not carry out routine tasks that would normally be carried out by paid employees.

The volunteer must not carry out high-responsibility tasks alone or unsupervised.

The volunteer must not be solely responsible for the individual care of vulnerable persons (babies or children; ill, elderly or disabled people, etc.) on a day-to-day basis.

The volunteer must not teach or provide teaching assistance as part of formal education.

The volunteer should be encouraged to use her/his own ideas, creativity and experience to develop his/her own projects or activities relating to the work of the Host Organisation.

Any changes in the project and in the volunteer's tasks, areas of responsibility, support and training must remain in line with the general set-up of the agreed and approved project and must be agreed between the volunteer and the Host Organisation.

7. Risk and conflict management

The volunteer must not act in any way that could put others or her/himself at risk of being injured.

If a conflict situation arises, the volunteer may ask her/his mentor to facilitate communication between the volunteer and the local environment or Host Organisation. The mentor should be able to provide an independent and objective evaluation of the situation.

If conflict arises between the volunteer and the mentor, the volunteer can ask to get another person appointed as her/his mentor.

In the event of a conflict situation, the volunteer should be supported and must cooperate actively with the Coordinating, Sending and Host Organisations to avoid communication problems.

If a serious incident occurs, the volunteer can expect the mentor to establish and maintain appropriate contact with the Sending Organisation, her/his next of kin (if required or requested) and the insurance company, if necessary.

In the event of a serious incident or conflict situation that cannot be resolved in other ways, the volunteer can leave the project. This, however, should always be the last resort and should be agreed with the National/Executive Agency.

Appendix No: 16

Pre-departure training

For Sending Organisations this should include:

Developing a pre Departure Plan for each individual including:

- Expectations; Rights and Responsibilities
- Practicalities e.g. Travel, Insurance, what to bring....
- Learning in EVS: understanding competences, setting goals, introducing Youthpass
- Communication and managing conflict
- Task related preparation

Working with the host organisation prior to departure and during the project

Supporting the volunteer during the project

Supporting the volunteer on completion of EVS

Getting to know each other:

- Name, last name, nickname
- · Profession or occupation
- · Hosting organisation (Name, place)
- · Hobby
- · Most crazy thing which you have ever done?
- · Places you wish to visit
- Something else about you

Fears, Expectations and Contributions (Tree of Expectations)

Participants have been asked to share their expectations towards their EVS as well as to share what they would like to contribute and what they do not want to happen during their EVS. (post-its)

Why EVS: Chart

Why EVS? Why did I choose the European Voluntary Service?

Why here? Why did I choose the country I am travelling to?

Motivation: What did motivate me to become a volunteer and in general what was my motivation for being a volunteer in another country?

Challenges: What obstacles or/and risks do I foresee for me being an EVS volunteer or staying for a long time abroad?

Learning objectives (Professional): What would I like to learn professionally? Professional development.

Learning objectives (Personal): What would I like to learn personally? Personal

development.

Rights and Responsibilities

What are the Rights and responsibilities of Sending Organisation and Mentor?

What are the Rights and Responsibilities of the Volunteer?

What are the Rights and Responsibilities of Hosting Organisation?

Each person is given a heading and writes their responses, we discuss in group afterwards.

Or go through the EVS info sheet

Intercultural Learning:

Intercultural Learning

Culture is about living and doing. It is a continuous programming of the mind, which starts from birth. This includes norms, values, customs and language. It evolves and enriches constantly as the young person become more oriented with his or her environment

What kind of cultural differences do you already recognized to your culture?

Write down and share

I show the iceberg of culture.

How will you deal with homesickness and cultural shock? Share

Talk about culture shock

conflict resolution

Each person think of a conflict that has happened in the past,

How did they deal with it?

Now in group think of conflict management tips.

Mentor & Youthpass

Questions and literature given to volunteers and questions answered

AXA insurance & AA

Copy of AXA insurance given to volunteers

Activity Agreement explained

AOB

Copies of welcome letter, AXA & youthpass guide and What to expect in EVS documents.

Appendix No: 17

Mentor, learning & Youthpass

That during the volunteers EVS that the ‘young person will need to be assisted and guided in learning how to learn in making their learning plans and in reflection on and assessing their learning’ – the mentor is there to support the volunteer in this process.

What is Youthpass?

The Youthpass Certificate confirms and recognises that a person has carried out a service as a volunteer abroad, and it acknowledges some of the competences she/he has learned and developed during the voluntary service. The Youthpass Certificate consists of three

parts:

- **Part one** certifies that the volunteer participated in EVS. It provides personal details of the volunteer, the service period in the project and a general description of EVS.
- **Part two** gives a description of the specific project, the role, tasks and training undertaken by the volunteer, as well as a description of the activities of the Host Organisation and the name of the Sending Organisation.
- **Part three** is a description of the learning outcomes the volunteer achieved during the voluntary service.

How to start?

What mentor needs to do at beginning.

Explore how the young person learns best.

‘It might be good to spend some time on the topic of learning, to share and discuss experiences, to connect those experiences to those of others, to also recall those moments of learning which were good, pleasant or even fun, or were difficult but worthwhile in the end, to think about all the things they learnt outside school: talking, dancing, kissing, games ... To find out that a lot of learning is something you do because you want to, you need to and it is something you do for yourself and sometimes even for others. **Something that might even be fun!**’ (From Youthpass guide)

This method can be used with the volunteer in the first meeting.
‘think of a significant learning moment in your life e.g. learning to drive etc’

Then mentor start a talk with questions like:

- *How did you start to learn? Did you make a plan or did*
- *you just start doing?*
- *Are you satisfied with how far you got?*
- *What were the difficult moments?*
- *How did you try to overcome these moments?*
- *Did you ask for help from others?*
- *Did you look at the others? Did they have different*
- *strategies?*
- *How do you think you can further improve?*
- *What would your next steps be?*

How the mentor can help the volunteer to create a vision or set objectives for their EVS.

This is a method that a mentor can use with their volunteer –

Ask volunteer

‘What do I want to get out of my EVS?’

‘Ask questions which help the volunteer identify exactly what she/he wants , what steps she has to take to reach those goals and who might be the people who can help her’

Introduce a learning plan for their EVS experience, what they want to learn (overall & during a certain period of time), how she/he want to do it, who he/she wants help from and when she/he wants to have it done by.

Personal Learning Plan				
What do I want to learn? (and maybe why?)	How	With whom	When	notes

Setting and planning learning objectives

When you help young people set and plan their learning objectives, the following points might be worth considering:

Set objectives which connect to the young person's wishes and needs.

It's important that the young person feels ownership of their learning plan. The risk is that you, with the best intentions, suggest objectives that you feel might serve the youngster. In the end the youngster will work for you, not for him/herself.

Describe objectives as concretely as possible in terms of tangible and observable behaviour.

'Learning to communicate' is quite vague, 'learning to express my own opinion' is already more concrete, 'giving my opinion in the meeting with the group next Saturday' is very concrete and is something which can be easily evaluated afterwards.

Make sure the objectives can be evaluated, so that progress becomes visible.

Seeing progress is motivating, ticking a box as 'done' gives a good feeling. So make sure that objectives are described that way.

Set realistic and achievable objectives.

Sometimes young people have the tendency to get overenthusiastic and set themselves huge objectives or objectives which might be not very realistic at that moment. Try, together with the young person, to break those objectives down into smaller steps which are achievable.

Try to set objectives which can be reached within a shortterm period.

It's nice and motivating to experience success. Long-term goals require a lot of patience. Also here, the principle applies: try to break down the long-term goals into smaller

steps.

Describe the objectives as much as possible in positive terms.

‘I want to stop acting stupidly when I meet a new person’ focuses on the negative and doesn’t give much assistance in trying out new behaviour. Statements in terms of competence enhancement are positive and motivating: ‘When I meet a new person, I will start to ask questions to see what we have in common’.

Opt for objectives which match the young person’s strengths.

Often it’s better to further develop competences you already have than to start learning something completely new. When it’s about something new it is important that it fits into, or links to, strengths you already have.

Objectives which can be achieved quickly should be in balance with objectives that require some effort from the young person.

When you have your learning plan, it’s good to have some objectives you can reach quickly and others which require more effort.

Make sure the objectives are varied.

Learning objectives can be very different in their nature. They can be about knowledge, about skills and about attitudes. Because learning is about these three different elements, all of them should be present in the learning plan.

Celebration time

Encourage the young person to think about how she/he will celebrate when objectives are achieved. It’s something to be proud of!

Understand the importance of reflection in my learning.

Mentor may use these guiding questions in follow up sessions with the volunteer. These would also be helpful questions that the EVS volunteer reflects on when writing their journal:

- > *which elements/ factors made this learning successful?*
- > *how did I (you) bring myself to this point?*
- > *how can I (you) benefit from this in my further learning?*
- > *should I (you) adjust my (your) learning plan?*

To understand how to assess & evaluate learning.

A list of reflective tools

Reflective Tools

- Structured format ie journal, recording on a one to one basis
- Sit around and reflect
- Structured time /help with routine
- Visually ie photography,
- social networking sites
- blogs
- meeting with mentors
- performance review
- competences of youthpass
- talking with other EVS volunteers
- final evaluation – evaluating whole experience
- Training opportunities
- Newsletter by volunteers
- Volunteer meetings – fortnightly
- Supervisor involved in reflective practice
- Learning journal
- DIT cert if volunteering (10 weeks)
- FETEC accredited course in leadership or global youth work
- Video diary
- Letter to myself
- Review of activity agreement, personal goal
- Activity project
- Case notes
- Mentor keep notes from meetings and share with volunteer
- Happy board , posting positive learning on board,
- Review days
- Setting task for volunteers to write an article summing up experiences over year
- Ask volunteers to take part in induction of new volunteers
- Motivation board
- Use colourful stickers for mood, writing, bullet words in connection with youthpass
- The journey Tool – presentation of their journey to the team to allow the team to understand how they are feeling and their journey from when they came to Ireland to present. Its links – culture – recommendation – inclusiveness – isolation – learning – awareness – experiences – reflection
- Session evaluation and their input

Hand out of 'questions for your journal', for mentor to give to volunteer.

Questions for your Journal

- * What were important moments today?
- Why?
- * What surprised me?
- * What do I really feel good about today?
- * What blocked me?
- * What could I do to 'unblock'?
- * Who or what helped me most today?
- * What did I learn today?
- * What new questions came up?
- * What do I plan for follow-up?

Self assessment using the key competences

At the end of the EVS project, the time should be given to note down your learning achievements in your Youthpass. Youthpass offers the framework of the eight Key competences. The challenge will be how to put your learning outcomes into that framework. It's important to point out that not all the Key competences have to be used. In most cases, somebody will not have learnt all the eight Key competences during an EVS project.

Starting from the Key competences when assessing yourself might be difficult. Therefore, it might be better to only address them in the last step of the process. Start collecting the learning achievements by using:

- > *the initial learning objectives that were set at the beginning of the project*
- > *the notes made at the end of the day in, for example, the Diary*
- > *the results of a feedback session*
- > *an individual talk with the mentor*
- > *an overview of all the activities undertaken in the EVS project*

In an EVS project, it is recommended that you set aside an appropriate amount of time for the self-assessment. Filling in the self-assessment part of the Youthpass should be done together with the mentor who will have an important role to play, assisting the volunteer by asking the 'right' questions and offering tools that help structure all the experiences.

Don't just start this on the last day in between saying goodbye and packing. It involves looking back over a long process in which many things happened. Try to plan different sessions with the volunteer involving:

- > *mapping the different stages and activities*
- > *looking at and assessing the initial learning objectives*
- > *looking at unplanned learning outcomes (it happens a lot that you learn things you didn't plan)*
- > *looking at problems and challenges and how the volunteer managed to deal with them*
trying to formulate the learning outcomes

Some ideas for starting a sentence to describe your learning:

- > *I feel more comfortable now ...*
- > *I found out ...*
- > *I learnt ...*
- > *I feel confident ...*
- > *I made progress ...*
- > *I'm able to ...*
- > *I now know how ...*
- > *I developed ...*
- > *I have a clear view now ...*
- > *I want to explore further ...*