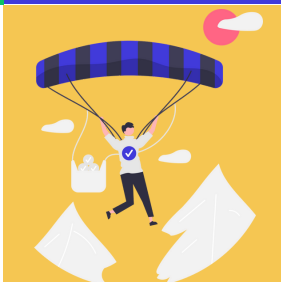
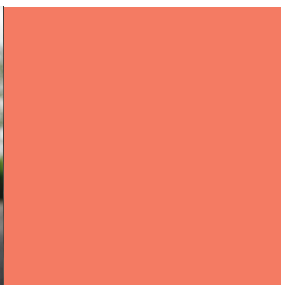




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COORDINATING INTERNATIONAL VOLUNTEERS

*A practical guide for organisations and youth workers to
support volunteers and enhance their experience in Europe*

WELCOME

Dear reader,

Welcome to the world of coordinating international volunteers! No matter if you have years of experience in working with international volunteers or if you are just starting preparations for your first volunteer - this guide has been written to support you and to enhance the volunteer's experience.

This guidebook has been developed as part of an Erasmus+ funded project called "Rise in Quality", a collaboration between four partner organisations across Europe: Association for promotion of IT, culture and coexistence (IKS) from Croatia, Pistes Solidaires from France, Association Mundus from Spain and REPLAY network from Italy. All partners have a rich experience in working with international volunteers, they have implemented a number of international projects and have experience in supporting volunteers as sending and hosting organisations.

Through years of experience, project partners developed some tools and methods to ease their work with international volunteers. Through this guidebook and platform "Essential toolbox for volunteers" found at riseinquality.eu we wish to share our knowledge, expertise and ready to use tools in hope of raising the quality of volunteer support throughout Europe.

This guidebook aims to support youth workers and organisations in providing quality management of international volunteers and enriching their learning experience. You will find practical information, administrative tips, useful tools, and various case studies to contextualise the topics discussed.

We invite you to read the contents of this comprehensive guide and associated tools at your own pace. You may find certain topics more relevant or important to you and in which case please navigate to those sections directly. For those new to working with volunteers, we recommend reading in full.

We hope you find this guide helpful and we wish you all the best in your future ventures with international volunteers.

ABOUT THE PROJECT

The Rise in Quality project was created in March 2020, in the middle of Covid-19 lockdown, when this crisis really put into perspective the importance of supporting team members, and especially international volunteers. This project is financed by the European Commission through the Erasmus+ programme and it focuses on supporting the development of new knowledge and competencies of youth workers and is contributing to quality and innovation in youth work. When thinking of youth work, promoting quality and innovation comes with recognising the support organisations need, to then establish programmes suitable for international volunteers.

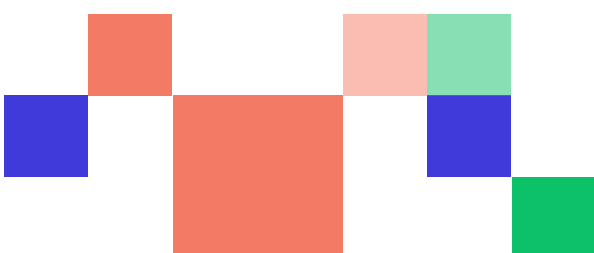
International volunteers bring a unique perspective, creative thinking, and energy into organisations. International volunteering promotes new skills, innovation, and European values. International volunteers are also hoping to personally grow during their experience.

In order to best facilitate this growth, organisations need to be equipped with tools that are practical and simple to implement. Rise in Quality recognises that many non-governmental organisations working with international volunteers are often faced with limitations due to a lack of finance, staff, time for educations/workshops, or reading best practices for supporting volunteers. Yet, when working with young people organisations are not ready to compromise the quality of support they provide.

With these realities in mind, we developed the vision of the project:

- Strengthen organisations' capacity to support international volunteers
- Improve support for hosting international volunteers
- Ease the stress of volunteer management
- Increase solidarity throughout partner organisations and all hosting organisations
- Promote active citizenship and volunteering

This project is offering two tools that all organisations working with international volunteers can use. One is the platform „Essential toolbox for volunteers“ (riseinquality.eu) designed to provide all information international volunteers need to have when preparing for and doing their mobility. The second tool is this Guidebook, filled with practical information and experience in problem solving, as well as ready to use tools that will ease your task of coordinating volunteers.



ABOUT THE PROJECT PARTNERS



Pistes-Solidaires is an educational organisation that champions the knowledge, skills and attitudes that promote justice and equality in our multicultural society and interdependent world. Pistes-Solidaires was founded in 2002 with the aim of raising awareness of global problems and showing the potential for change; the organisation also works to enable individuals to better understand the links between their own lives and those of others across the world.

They see education as all-encompassing and life-long, and their work in the educational domain is based on UNESCO's four pillars of learning: learning to know, learning to do, learning to be, and learning to live together. Pistes-Solidaires is based in Pau, in the southwest of France, and is also coordinating a European-wide federation having around 15 member organisations in the field of learning mobility.

Their goal is to enable each young person to benefit from the unique experience of international educational mobility. Pistes-Solidaires bases its work on non-formal education methods, particularly those based on experiential learning. Their method is to create educational situations to develop social skills, and their areas of work are Youth and learning mobility; Social and educational innovation and European citizenship.



Replay Network aps is a social promotion association composed of internationally educators and trainers active within many European Programmes dealing with non-formal education, learning through mobility and active citizenship.

Replay Network aps **designs, organises and develops different types of training and educational activities** aimed at trainers, young people and adults, organisations, etc., using non-formal learning and international mobility, in order to contribute to the personal and professional growth of individuals in a lifelong learning perspective. It promotes initiatives with the aim of bringing citizens closer to Europe and bringing Europe into the daily lives of citizens.

ABOUT THE PROJECT PARTNERS



Association IKS was founded in 2003, in Petrinja, Croatia by a group of motivated citizens that wanted to start positive changes in a post-war community. Association IKS has been working on solidarity projects with youth and the wider community since its establishment. Since 2011, we have hosted over 150 international volunteers and interns from different countries across the globe. We've been able to impact these young people's lives, helping many of them identify their pathway in life and achieve personal and professional goals. We strongly believe in investing in young generations, not referring to them as our future, but rather our present.

Our moto is "Our community, our responsibility" and we believe that every individual can make small positive changes and are working on empowering citizens to do so. People are at the heart of everything we do. We accept new challenges, make new partnerships and friendships and welcome anyone to be a part of our association.



Asociación Mundus is an organisation specialised in management of international mobility projects, especially in the area of Erasmus+, European Social Fund, Europe for Citizens, Interreg, TLN Mobility. We are seeking excellence in sending and hosting services fostering mobilities for all-inclusiveness.

Our main focus is to manage international mobility projects for the purposes of learning, teaching and training. We manage internships, volunteering, youth exchanges, training courses and strategic projects- for youngsters and professionals. **Our mission** is to improve young people's employability by developing their soft skills and enlarging their vision upon the current society promoting a more inclusive, diverse and conscious awareness, using non-formal education methodologies.

Due to the diversity of the projects that we carry out, we have several links with schools, public bodies and civic institutions, that we help get into strategic partnerships and projects in order to improve the quality of education and youth services. We have accompanied VET schools, local NGOs and other social actors to KA2 and KA3 projects under Erasmus+. Right now, Mundus has been promotor and partner in more than 25 Erasmus projects.

WELCOME MESSAGE

Before progressing to the content, we would like to share with you a message from an intern who participated in designing the “Rise in Quality” project and supported the development of this guide.

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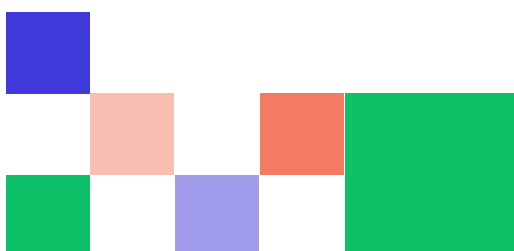
“Going into my internship with Association IKS, I was excited, a little anxious and overall eager to connect with new people, in a new country. There was such an amazing welcoming upon arrival. I remember feeling such a flood of gratitude to be able to have this experience, especially with a great group of people. January-February 2020 held a lot of unknowingly blissful moments while I settled into my role & adjusted. As we all remember, March 2020 shifted all of our plans and as we collectively entered “unprecedented times” we had to learn a lot together.

We don’t have to experience a global pandemic to encounter stress during our time volunteering. Stress can show up due to an array of circumstances from the anxiety of not speaking the same language while finding your way home to losing a loved one while away. During my internship, I spent time looking at what was supportive and what can unintentionally add to the stress levels of volunteers, which ended up being part of the vision for this guidebook. Being able to provide support from systematic to personable approaches can make all the difference.







No amount of training or orientation could have prepared us for the uncertainty the pandemic brought. The intention of support for international volunteers is often about setting a foundation for embracing and coping with stressful situations. No one will ever be able to predict crisis, however, with this guidebook’s help, you can become more confident in how to handle adversity and even prevent unnecessary hardships through strengthened support.

”

Jordan Crouch
Former intern in Association IKS
Master’s degree in social work



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GLOSSARY

INTRODUCTION TO INTERNATIONAL VOLUNTEERING

Across the world there are many different ways to engage in volunteering - local community initiatives, national or regional programmes, international calls or initiatives organised by global non-profits, corporate volunteering in partnership with community organisations, joining EU Aid volunteers etc. The European Solidarity Corps (ESC) is a European programme that promotes and supports experiences of international volunteering for young people, in a guided and structured way, putting at the core of the volunteering the learning experience and its impact on the participants, as well as the organisations and the communities where the volunteering takes place.

The tools and advice you will find in this guidebook are written under the context of the ESC programme but most of which is applicable or can be adapted to all volunteers regardless of the programme. European Solidarity Corps is a European Union funded programme that enables young people to engage in solidarity activities, while acquiring experience and competences for their personal and professional development and improving their employability. The objectives of the programme aim to enhance the engagement of young people and organisations in accessible and high-quality solidarity activities, primarily volunteering, that affect positive change in their community and beyond. It also supports young people's personal development and encourages their continuous engagement as active citizens.

EUROPEAN SOLIDARITY CORPS FOCUSES ON THE FOLLOWING PRIORITIES:

INCLUSION
&
DIVERSITY

DIGITAL
TRANSFORMATION

PARTICIPATION IN
DEMOCRATIC LIFE

ENVIRONMENTAL PROTECTION,
SUSTAINABLE DEVELOPMENT
& CLIMATE ACTION

These are the priorities set by the 2022 Annual Work Programme and may be subject to change depending on future Work Programmes. The programme offers opportunities for young people wishing to engage in solidarity activities in a variety of areas. We will focus on individual volunteering opportunities but much of the guidebook will also be applicable to those joining group volunteering programmes.

Who can volunteer? Young people from 18 to 30 years.

Where can young people volunteer? In-country or abroad.

For how long? From 2 to 12 months.

How can young people afford to live abroad for one year? Everything is covered by the programme budget!

You can find more information on the official webpage of ESC

europa.eu/youth/solidarity_en

or read the ESC Guide for details

europa.eu/youth/sites/default/files/european_solidarity_corps_guide_2022_en_v2.pdf

ADMINISTRATION ESSENTIALS

Before, during and after mobility

Overview of the topic

When it comes to the administrative management of projects there are some basic areas that must be covered in order for both the organisations and the volunteer to be protected. This is a very large topic with a lot of potential areas to be covered, but we will focus on a few of them which can support the organisations in a more efficient way. In this section you can find the general overview and the checklist of the most important administrative aspects to have in mind at each stage of the mobility: before, during and after mobility (see annex 1 for the checklist).

Administrative management of voluntary projects is a complex process which requires a lot of time and involves different parties (sending and hosting organisations and the volunteer). For that reason, each organisation and the person responsible for the management of the European Solidarity Corps project should keep in mind the following issues:

1

Have a clear idea of the tasks to be done before, during and after mobility

The responsible person has to understand the process and have competencies relevant to the whole project lifetime and its management. For that they should receive special training and have additional support (person, protocol, system) in case of any challenges or crisis management. In order to complete all the requirements of the programme, it's necessary to have a clear understanding of the tasks and obligations of the organisation (sending and hosting) for each stage of the project.



2

Exchange of all necessary information between the supporting & hosting organisations

In order to assure good project management, both for the project itself and during difficult situations, the essential setting is to collect all the information that you need in order to support the volunteer and their arrival/departure, provide them with the information, organise the pre-departure/on arrival training, etc. By maintaining this communication, you can build the relationship with your partner organisation and set the basis for the crisis management, if needed.



3

Collect all the relevant information about the volunteer

There are different tools and ways that can be used in order to gather the information useful to support the volunteer in their learning and volunteering experience. A personalised candidature form collecting personal data, previous experiences, interests and traits of the person can be a very good tool. In the case of volunteers with special needs or with fewer opportunities, other personalised forms or tools might be needed both in the process of selection and matching of the volunteer with the project, as well as during the experience.

Collecting the information about the volunteer is another crucial setting in order to prevent and be able to manage any kind of possible crisis. Through their CV, motivational letter, phone call, personal interview (online/face-to-face) you can gather personal information (see annex 2). By collecting this kind of information, you can manage the situations of crisis more easily. Also, by providing all the relevant information to the volunteer you are preventing a lot of possible negative situations related with motivation, project tasks, accommodation...

4

Establish protocol and create supportive documentation (templates, sheets, etc.) and select tools which can support your administrative work

By developing and establishing common tools, protocols, and methodologies for the administrative management of the projects and crisis situations, the organisation can have a more solid basis for action and daily work. Besides, having protocols and tools helps you to communicate and exchange the information with your partner organisations.

In our experience...

“

An example of where procedures and documents can be very useful is in cases of a change in personnel or staff members working with volunteers. When a new person is introduced to the role, the procedures previously developed allow us to train new coordinators in a shorter time period and provide this staff member with documents which can be used in case of doubts during the learning period. Similarly, in cases where the person in charge is taking days off, sick leave, annual leave or suddenly leaves the organisation, you already have all of the information and tools needed for the next responsible person to be able to immediately continue with the work.

By saving the information in the internal server you make sure all the information related to the volunteer and the project is easily accessible when needed. In order for that to be possible, the responsible person must be accurate with all the updates and frequently save all the information received from volunteers and partner organisations.

”

COMPILING THE VOLUNTEER'S PERSONAL DATA

Overview of the topic

In order for the hosting and sending organisations to efficiently enrol and assist the volunteer during their mobility, it's necessary to collect basic information about the volunteer. In this section it is explained which kind of information is recommended to be collected before the project starts. See annex 2 for an example of a personal data form.

When you are coordinating volunteers, both as a sending or hosting organisation, having the information about the volunteer can help you to take first decisions and manage potential crisis situations. Some of the basic information which is necessary to collect is following:

- Name & surname
- Address
- Date of birth
- Telephone number & email address
- National identity/ passport number
- Reference number of the European Solidarity Corps personal reference number
- Bank details
- Number of European Health Card
- Contact of the person in case of emergencies (name, surname, telephone number, email address and relation with the volunteer, languages that this person speaks).
- Any allergies or special needs like special diet, medicines that the volunteers must take or any other relevant information



The organisation has to protect the personal data from the others, but it's necessary to have contacts in the case of an emergency, parents/responsible person or carer that you can reach and be able to communicate in some of the languages you both speak.

Besides that, it's desirable to add questions that give you some more information about the volunteer's habits, competences, education profile, interests, etc. That could facilitate the planning of the tasks and allow you to find activities which better suit the volunteer's profile. In annex 2 you can find the example.



In our experience...

“

A hosting organisation received a volunteer with Dissociative Identity Disorder. It was a joint decision between the sending and hosting partners, both of them having all the relevant health information and details from the family. The volunteer was taking prescribed medication and had a “normal life”.

After some weeks in Spain, the volunteer stopped taking the medicine and started showing different kinds of unusual activity (sleeping at work, drinking energy drinks, being more clumsy than usual, not showing up at work, etc). As the hosting organisation had the volunteer's personal data available, they decided to contact the partner organisation and the volunteer's family. The final decision they took all together was bringing the volunteer back to the home country, by the supervision of a doctor.

The situation was managed successfully because of the good communication from all parts, and also having all the relevant information shared between the organisations and the parents.

”

OBLIGATORY DOCUMENTATION IN THE HOSTING COUNTRY

Overview of the topic

Each country has its own documentation which is obligatory for the people who enter temporarily into the country. Organisations must have the knowledge about the requirements of the state when it comes to regulations of the stay for participants in European Solidarity Corps programme.

Each country has different regulations when it comes to registering temporary residents in the country. This could include:

- ▶ Obtaining a national identification number
- ▶ Opening a bank account
- ▶ Enrolling in the Town Hall as a resident for several months (sometimes that helps to rent local bikes, or using some local services like sports or leisure activities for young people)
- ▶ Other (depending on the country)

If a crisis situation occurs during the volunteer's mobility, it is likely some other institutions or parties must be involved (hospitals, police, etc.). For that reason, the "legal situation" of the volunteer must be regulated properly and personal documentation (ID card, passport, etc) should always be valid and available to partner organisations, if needed.



Apart from country requirements, there are some other basic actions that can be completed in order to make the life of a volunteer much easier:

- ▶ Buying a mobile phone SIM card in the host country
- ▶ Enrol, apply or help to buy tickets/cards for local transport
- ▶ Enrol or support the volunteer in obtaining the “European youth card”
- ▶ Discount cards for local institutes
- ▶ Other

It can be useful to share with the volunteer in advance of arriving all the different types of cards, discounts and mandatory documents volunteers should get in the first weeks of their stay. That way volunteers can be more autonomous and also take care of some things on their own. When it comes to mandatory documents it's always better to accompany them to the relevant local institutions because of the language barrier and to make sure that the essential things are done.

In our experience...

“

In Spain, temporary stay must be registered with a so-called NIE number.

Número de Identidad de Extranjero translates to Identification Number for Foreigners.

It's necessary to get an appointment in the police station and bring some official documents. In annex 3 you can see the example of the instructions for the volunteers. In Spain, there are also some differences when it comes to getting NIE in different regions (Cataluña, Andalusia, Aragon, etc).

For that reason, the volunteer is always accompanied with his mentors in order to prevent communication misunderstandings and also to demonstrate that the “foreigner” is telling the truth and that their stay in the country is well justified with the programme.

”

THE ROLE OF THE SENDING ORGANISATION

Overview of the topic

The sending organisation has a very important role in the process of preparation, as well as throughout the entire volunteering experience and in the final evaluation/follow-up of the project.

The sending organisation ensures continuity of the learning process of the volunteering experience. Together with the hosting organisation, they ensure that the volunteer's project is adapted based on the individual volunteer's needs and interests. This insures quality outputs and improves the volunteering experience as a whole.

The sending organisation has a key role in the inclusion of youth with fewer opportunities, special needs or NEET in a volunteering project of the European Solidarity Corps Programme.

SELECTION PROCESS

The sending organisation, through its reference person and/or sending organisation mentor, follows the selection process of the volunteer, participating in the interview exchange and guiding the volunteer to understand the volunteering project dimension in terms of learning experience and practical issues. The sending organisation has an important mediating role and helps the volunteer to understand specific aspects of the project that may not be clear because of the language barrier or cultural differences. The sending organisation helps translate the questions and answers that the volunteers find difficult to express fully. The experience and sensitivity of the sending organisation, as well as their knowledge of the hosting organisation and of the hosting context, gives a great advantage in the selection and preparation process.

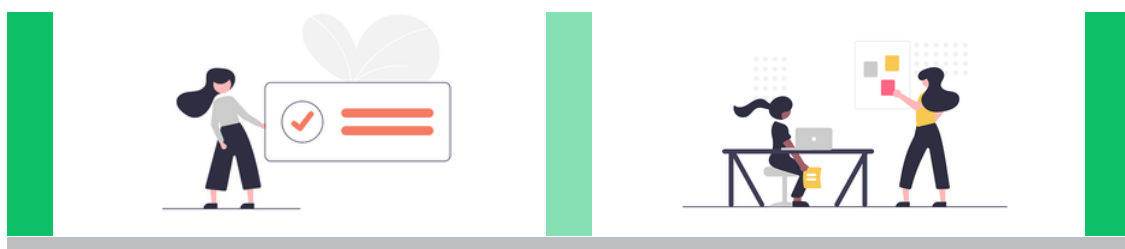
The selection process is actually the first step of the pre-departure preparation of the volunteer.



PRE-DEPARTURE PREPARATION OF THE VOLUNTEER

From a practical point of view, the sending organisation:

- presents those involved in the project.
- explains how the volunteering programme works.
- support the understanding of the general context, activities, tasks and typical weekly agenda.
- makes sure the volunteer understands the logistics information, social hosting context, board, accommodation and rules of use, local transportation, allowances, facilities (telephone, internet, etc.).
- takes care of activating the insurance policy for the volunteer, shares the information of use, and guides the volunteer in obtaining the insurance card.
- assists the volunteer with the travel arrangements from volunteer's residence to the volunteering placement.



The sending organisation has an active role in the mentorship process of the volunteer and their preparation before departure.

From the point of view of the learning experience, the sending organisation supports the volunteer make a reflection on their motivation and expectations of the project.

The work of the sending mentor concentrates on encouraging the volunteer to:

- take their time, respect their own rhythm of learning (learning to learn).
- take new challenges, be open to the new and the diversity (intercultural learning).
- communicate, exchange impressions and perspectives with the hosting and sending organisation.



TRANSVERSAL COLLABORATION BETWEEN SENDING & HOSTING ORGANISATIONS

PROVIDING INTEGRATED & COORDINATED SUPPORT

The sending organisation accompanies the volunteer in their experience, through a process of exchange and evaluation by distance. Communication with the hosting organisation is essential in order to channel the learning experience in a coherent way.

Through the role of the youth workers in both hosting and sending organisations, the volunteers are guided throughout the different phases of integration in the volunteering project:

1

OBSERVATION

In this phase the volunteer takes the time to get to know the context and dynamics in the team and with the target group of the volunteering activities. They exchange observations and feedback with the team and the mentors.

3

IN TANDEM

This is the first step of responsibility, shared with a team member. The volunteer conducts a process or an activity with a specific theme.

5

VISIBILITY

The volunteer can plan together with the team the appropriate communication tools and means to put into value the activities and volunteering project as a whole. The purpose is to promote the learning experience, youth participation and make them visible to an external public, the larger community and policy makers.

2

PARTICIPATION

This phase can be in parallel or not to the previous one. In this phase, the volunteer participates actively in some activities.

4

START-UP

This is the opportunity to present a new idea or a new activity to carry out with the target group. It depends on the level of relation with the target group and the level of integration of the volunteer. This is a stimulating and challenging opportunity for the volunteer who will be responsible to develop this activity, also called "personal project", from the beginning to the end.

6

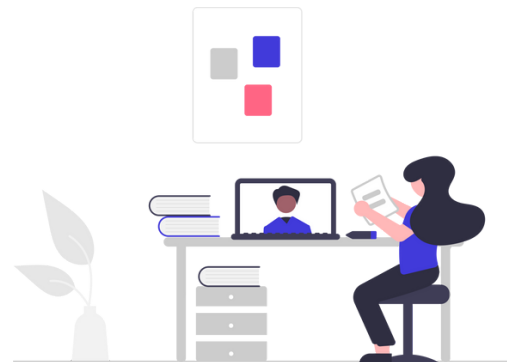
STEP-OUT

This is the last phase, the one in which the sending organisation, in collaboration with the hosting organisation, will make sure that the volunteer has enough space to prepare the conclusion of the project, plan the goodbye from the group and the preparation of the return.

The different phases may intersect one another or not.

Together the sending and hosting organisations guide the volunteer through the approach called G.R.O.W.

They take care that the volunteer defines their expectations in the beginning of each phase of the project (Goal), that the volunteer reads and considers the reality that surrounds them (Reality). They support the volunteer to make an evaluation of their expectations and fix objectives that allows them to better focus on their action (Objectives). The sending organisation contributes to facilitate the communication between the volunteer and the hosting organisation, making sure that the volunteer understands the volunteering programme (What, When, Who) and whether there is will within the group, in other words if agreement to participation is present in the group.



In our experience...

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*One of the tools used for learning is **OUTLINE OF EXPECTATIONS** (see annex 3). Organisations guide the volunteer to make a reflection on their own expectations regarding the volunteering experience, by answering three questions contained in the Outline of Expectations tool beside an evocative image:*

- What do I expect to **LIVE/EXPERIENCE**?*
- What do I expect to **FEEL**?*
- At the end of this experience I would like to **TAKE HOME WITH ME**...*

This tool can be used in the pre-departure preparation of the volunteer and as well in the final evaluation and follow-up meeting, allowing the volunteer to reflect on their experience and learnings in relation to their initial expectations.

*The tool **IDEOMETRO** (see annex 4) has been specifically developed to facilitate the construction of a project idea in such a way that it is as clear and feasible as possible. The tool can be used to support the volunteer in the Start-up phase because it provides guiding questions that can facilitate the project planning and implementation, step by step.*

*The tool **AFTER THE EU VOLUNTEERING** (see annex 5) is an evaluation and follow-up tool developed for the Step out phase, with some guiding questions to help the volunteer think of different aspects of their experience and evaluate the impact the volunteering experience has had on them.*

”

INCLUSION OF YOUTH WITH FEWER OPPORTUNITIES, SPECIAL NEEDS OR NEET

The sending and hosting organisations have a key role in the integration of volunteers with fewer opportunities or NEET youngsters as well as special needs volunteers. Strategic Action for the Inclusion of these volunteers in a European volunteering project includes:

IN SENDING

- Recruitment of participants, individual and group meetings for selection;
- Information meetings addressed to families;
- Preparation of participants through an individual pathway, tailored to the specific needs of each volunteer (usually additional meetings for intercultural training and presentation of the host country; home economics to improve autonomy in cleaning, money management the use of time and space; preparing for the journey and the suitcase; the project and the meaning of volunteering; what I would like to learn);
- Preparation of families and their engagement in supporting the participants' experience so that they do not represent an obstacle to the independence of the young people involved;
- Collection and processing of relevant medical and personal information of participants and if necessary, exchanges with relevant psychologists;
- Preparation and sharing with the host organisation of detailed profiles (including all the contributions described above) for each volunteer and joint development of the hosting project;
- Additional monitoring during the project abroad; constant contact with the host organisation and volunteers;
- Evaluation process on return with a series of group and individual meetings;
- Translation of the final report, support in understanding and compiling it through additional individual meetings;
- Reporting and feedback to the families and follow-up with the different actors.

IN HOSTING

- Arrival preparation (activities built on the target group to facilitate understanding of the host project, the tasks, the intercultural context; create a team spirit, support in building a relationship of trust between volunteers and host organisation staff; working in a group);
- Individualised language course (a language learning programme adapted to the volunteer's abilities and to the duration of the project is fundamental for the integration of volunteers);
- Additional measures for discovering the local area and culture (how to find one's way around the city, customs of the host community, rules);
- Involvement of specialized personnel for reinforced mentorship and additional meetings of support, also capable of managing possible crises;
- Additional meetings and tailor-made methods and tools for evaluation and Youthpass.



All the measures foreseen are to be appropriately adapted to the individual's profile and type of disadvantage. The special attention, the need for additional, tailor-made meetings and tools (often original, to be created and tested), the need for a support figure with specialised skills, the adaptation of the hosting context, remain fundamental to make such inclusion projects possible.



THE ROLE OF THE HOSTING ORGANISATION

SUPPORTING VOLUNTEERS INDIVIDUALLY AND IN A GROUP




Overview of the topic



Supporting volunteers as a host organisation within the frame of programmes such as the European Solidarity Corps includes many things:

- *supporting the integration in the community*
- *supporting the participation and inclusion in the volunteering activities*
- *supporting the participants in their learning process*

...and sometimes even more when it comes to supporting them when they face crises, conflicts...



In this part, we will mainly focus on the support offered to the volunteers in terms of learning and the different approaches that can exist by combining individual and group support.

These two approaches are highly complementary, and the organisations must find the right balance between them and the methods that they use.

When we address the learning process within the frame of volunteering, we mostly focus on skill development, especially on attitudes (also known as soft skills, social skills...).

Working on this is essential since nowadays, employers are looking more and more for social skills and volunteering is the perfect place to develop and strengthen numerous skills of this category.

That is why, no matter which tools and methods are used, the first step must be to educate young people about what we mean by “soft skills” and to give them tips (or lead them to identify) all that can be considered as soft skills.

One publication of reference that is regularly updated is “The future of jobs” from the WEF (World Economic Forum), that lists the most expected skills in the next 5 years.

INDIVIDUAL SUPPORT VS GROUP SUPPORT

Before going further, let's sum up what we mean with these two approaches:

- **Individual support:** face-to-face activities or individual ones (including self-reflection for example) involving only one volunteer and their mentor or tutor
- **Group support:** activities involving several volunteers to work on a similar topic, the group being a resource in the supporting process of each volunteer

Within the frame of this project, what do we mean with group support?

It means involving several volunteers who are living a (more or less) similar experience. It means that they are all volunteers, but it can be within the frame of different programmes.



INDIVIDUAL SUPPORT

Individual support is really helpful to follow closely each volunteer and the impact of the volunteering period on each individual.

It is important to keep track of the work that is done with each volunteer in order to put things into perspective and to organise the following weeks and months. Having a roadmap with the volunteers is essential. They need to know where they go and how. A good strategy to keep the volunteers' motivation as high as possible is to combine objectives that can be realised in different periods of time (short-term perspective VS long-term perspective). The objectives must be as SMART as possible (Specific, Measurable, Achievable, Relevant, and Time-Bound).

At some specific moments, make a pit-stop on these objectives to see the percentage of achievement. You will work with the volunteers to define strategies and support them to reach them if needed. It is also the occasion to identify new objectives.



In our experience...

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COMP-PASS is a tool that enables you to develop an electronic portfolio that is a digital CV and gives the possibility to promote social skills for the users: the COMP-PASS is an innovative tool supporting the evaluation of the learning and competences development and that it can support the reflection needed for filling in the Youthpass certificate at the end of the project. (See dedicated section for Youthpass)

Based on the work of organisations such as the World Economic Forum, skills are organised in lists to be as precise as possible and help young people understand what is behind each skill (such as organisational skills, communication, learning to learn...).

It is based on a self-assessment system and a coach can be assigned to each volunteer to review the assessment, help describe the context in which it was developed...

What is interesting with this tool is you can make assessments at different moments of the volunteering period. For example, a V1 (version 1) at the arrival of the volunteer, a V2 at mid-term and V3 at the very end.

When completing the V1, it is interesting to define the learning objectives of the volunteers. For example, they can identify “weaknesses” they have or skills they want to strengthen.

To work on the topics of volunteering and skills, two approaches must be combined to make an evaluation as complete as possible:

1. Start from the activities the volunteers have led (including the ones inside the hosting organisation and what they have experienced outside of the volunteering activities) and deducing skills from that list
2. Start from the list of skills and make the assessment evolve, paying attention to the fact that the volunteers must be able to justify clearly any change

”



GROUP SUPPORT

The dynamics of working with a group of volunteers is much different than supporting volunteers individually. Group volunteering contains several people, which are all working on similar topics and achieving similar goals.

There are several important factors for a successful group volunteering mobility:

SHARED VISION & GOALS

The whole group should have the same vision and goals in mind, they need to be clear on what they need to achieve by the end of mobility



TEAM BOND

Invest some time at the beginning of team building activities. The stronger the bond of the group the more efficient they will be, and less disagreements will happen.

OPEN COMMUNICATION

When working with larger groups communication is the key. Even if problems arise, you will be able to solve it faster if you are fostering an environment where volunteers can share feedback between themselves and the tutor/coordinator

In our experience...

“

In order to make the volunteers share about their experience, one important step is to be able to talk about what they have lived in order to put things into perspective and so that the others can help them to analyse what they have learnt.

One method that is really efficient is “The Human Library”. In this activity, the participants become books and they share their own stories. Depending on the objective of the activity, the facilitator can choose a common topic for the participants.

As a group, it is interesting to give each volunteer a role to play to support the learning process of the other volunteers. Thus, we try to encourage as much as possible collective projects during their volunteering period, so that they create spaces for skills development, paying attention to each other and taking into consideration their existing skills and the ones they want to develop.

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YOUTHPASS

Overview of the topic

Youthpass is a tool that documents and recognises the learning outcomes of participants in the Erasmus+ Youth programme and the European Solidarity Corps programme. It is part of the European Commission's strategy to encourage the recognition of non- formal and informal learning. For the hosting organisation, it is important to use this tool correctly because it allows us to maintain contact, empower the volunteer and to maintain focus and prevent the volunteer feeling overwhelmed or stressed from what seems like a big activity.

Once the volunteer is registered in the Youthpass platform, the hosting organisation schedules weekly appointments with them where they can work transversally on the volunteer's state of mind, as well as direct his non-formal and informal learning in a way to maintain their motivation. It can be considered as an additional way of taking care of the volunteer.

Mentoring sessions should create a safe and trusting space where the volunteer can express their emotions and feelings without feeling pressured or judged. It is very important to explain to the volunteer that working on the Youthpass will allow them to follow their progress and be aware of the new competences they are developing.

Working through Youthpass allows the mentor to have an insight about the evolution of the project and to talk about many different topics about the experience they are living.

Youthpass is not just a document to be generated, rather a tool that supports a learning process of a volunteer through the whole mobility period, and it can be supported both by the sending and hosting mentor. In the final weeks of the mobility, the volunteer should have dedicated time to summarise and write down all the learnings, with the support primarily of the hosting organisation mentor, who has worked closely with the volunteer and is aware of context of volunteer's experience.

Youthpass



Erasmus+



EUROPEAN
SOLIDARITY
CORPS

In case of working as a sending organisation, this support can be a part of the final evaluations done at the end of the project, which gives the volunteer a space to express all the emotions that this moment can generate.

It also serves to allow the volunteer to share with someone who understands them the moment of their return, which is usually complicated by having to readjust their routine and their daily life again.



In our experience...

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From our experience, a lot of volunteers were able to feel more trusting with the tutor and the organisation through the construction of the Youthpass. It allowed us to collect useful information but also develop different tools and activities during their volunteering. They have also discovered skills that they didn't not know they had, which gave them a new perspective of the experience.

During the time dedicated to reflect on the learning process, it's also a time to deal with different issues that concern the volunteer at times and you can offer the support they need to develop the project.

In conclusion, Youthpass is a part of the obligatory programme documentation, but at the same time it can be used as a tool for creating a relationship of trust with the volunteer and get a lot of relevant information about their experience.

”

GROUP REFLECTION MEETINGS

TO ENHANCE YOUR NGO & YOUR VOLUNTEER'S EXPERIENCE

Overview of the topic

Volunteers are a vital part of completing projects and supporting the mission of organisations. Management and motivation of volunteers are essential to a successful experience for both parties. One method by which an association can promote support is by having weekly scheduled reflective supervision groups. Mentorship and peer support are two significant aspects to ensuring a volunteer feels connected and develops self-efficacy around their role in the association. Group reflective support provides an opportunity for staff to give ongoing mentorship, promote effective communication, model expectations, and further enhance peer connections.

Keep in mind that group support cannot substitute individual support, and that, mentor and other professional personnel should decide what topics (or at what level) should be tackled as group support and what as individual support. Also, the mentors should consider specific situation and decide when it is appropriate to engage in reflection group and when it might be counterproductive, if some topics should be tackled individually. See annex 6 for some top tips.

Here are some simple steps in developing a supervision group for your association:

STRUCTURE

Each association has its own culture and communication styles. The same applies to each volunteer group. The structure needs to be what works for the facilitator and those involved. It is helpful during the first session to include all group members in this process. Groups are ever-evolving as well, so continuous check-ins empower all participants to take some ownership in this piece.

The facilitator has the role of leading the group, directing the conversation, utilising empathy through active listening, engaging all participants, and providing support. Having an outline of group topics and ideas can assist the facilitator in planning each group session. The facilitator also needs to be flexible in understanding the needs of the group. While it is best to be prepared for each new group, having the adaptability to address any current needs or concerns is also vital. The facilitator should be someone who knows the volunteers and has experience in non-formal learning and conflict resolution.

Having a consistent outline for each group can help all members know what to expect. It is essential to know what volunteers need from the group and how to support them best. Groups can quickly turn from supervision to task-oriented, so in development, be aware of the purpose of coming together. Here is an example group outline:



PLANNING

Supervision can have many objectives. When mentoring volunteers, there will be a fluctuation in the type of guidance needed. For newer volunteers, perhaps more of a directive will be desired versus support from a distance for those volunteers who have been at the association longer. While having a mixed group of volunteers can seem daunting as they all may need different levels of support, this can also be a benefit. Peer support can be of assistance to all volunteers. Having a group of individuals who share similar experiences can generate feelings of connection and support, perhaps encouraging individuals to feel more comfortable sharing.

Supervision can be task-oriented, educational, or reflective. There are certain situations when each is appropriate to utilise and sometimes the group may be comprised of all three. In planning the group meetings, it is important to understand the goal of the group. It can also be useful if time permits, to have two groups, one specifically task-oriented or educational, and one providing reflective support.

The reflective group will focus primarily on providing support and building on volunteers' strengths through an empathetic lens. Utilising techniques such as active listening and motivational interviewing can enhance a facilitator's ability to provide the most valuable reflective listening group. This process is a collaborative effort between the facilitator and the group members.



FACILITATION TIPS

As discussed, the facilitator plays a significant role in how helpful the group is to volunteers. Not every association will have the ability to assign one person to take on this role and as is the norm within many NGOs, the workload of staff is often larger than the time allocated to achieve it. It is crucial to be realistic in what each association can provide for volunteers; however, if each staff can follow a shared set of expectations, a rotation of facilitators may be one of the solutions. Having different facilitators provides a different perspective and dynamic that would help the volunteers develop personally.

As mentioned, the facilitator should be working through a collaborative process with the volunteers. Miller & Rollnick offer a great approach through the technique of Motivational Interviewing. While taking a lead role, using guiding rather than just directives or passiveness can offer a unique space for open dialogue. Be aware that while a facilitator may be an expert on the association, the volunteers are going to be an expert in their own experiences and perspectives.

A reflection group is an opportunity for both volunteers and staff to come together and have a conversation. Associations can do their part in prepping and ensuring this is a priority for volunteer support. Developing a structure, planning, and setting standards for facilitation are three ways organisations can guarantee groups are held on an ongoing basis.

In having regular sessions, volunteers can expect to have this time to share, learn from each other, and gain the support they need for a successful volunteer service.

For some top tips for setting up and facilitating group sessions see annex 6.



In our experience...

“

In early 2020, at the beginning of Covid 19 pandemic, many organisations were in the situation with full lockdown and with volunteers on their mobilities. Almost overnight, organisations had to close their doors and volunteers were forced to stay in their accommodation.

In some organisations, volunteers and interns during that period decided to stay in their host country since that was a safer option than to travel in peak pandemic.

Reflection groups were the main tool that helped us to maintain the mental health of volunteers and interns, to organise tasks for the week and receive feedback. Even though we were not able to hold this meeting face-to-face, but rather online, they were still priceless for everyday work.

”

PARTNERING UP WITH THE LOCAL COMMUNITY TO INTEGRATE VOLUNTEERS

Overview of the topic

Full integration of the volunteers inside the local community is really important and should be addressed.

Indeed, most of the time, we focus on the integration of the volunteers in their projects, but it must be kept in mind that there are plenty of hours when they are not volunteering, which means having free time to spend in a new environment.

Upon arrival, hosting organisations have a role to play to facilitate the volunteer's integration.

Getting integrated in their new environment is essential for the volunteers since if they feel good in their free time, they should also feel good in their project and we are then in a wholesome cycle.

Needless to say, that it contributes to their learning experience too.

The hosting organisations must tackle the topic of integration with the volunteers as soon as they arrive and share with them some key information to understand the local realities and how they can be supported for their integration process. From the beginning, it must be explained to the volunteers about what can be expected and how to have a successful integration process.

One significant example is the difference between urban and rural areas.

In urban areas, the volunteers can have access to plenty of opportunities, but it might be more difficult to meet with people and to really integrate themselves in their new community.

On the contrary, in rural areas, there are less services or events to attend, but it might be easier to connect with people at a local level.

It is advised to address this topic during the selection process. Indeed, even if the volunteers will not be able to be aware of all the realities of their future local environment, it might be helpful to help them imagine what could be the opportunities and challenges regarding their future integration.



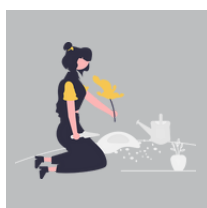
Partnering up with the local community to support the integration of the volunteers can be a great strategy.

It helps the volunteers to meet with other people than the ones of the hosting organisations and it gives the possibility to easily make a distinction between professional and personal life, which is what most of the people look for, no matter if they are employees or volunteers.

The integration of young people must be seen with two approaches:

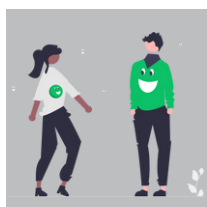
1. creating contacts and links with other people on their own initiative
2. encouraging the volunteers to go and create links with the local community by giving them advice and tips.

The way the “local community” can be understood to support the integration of volunteers:



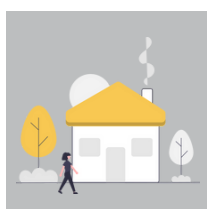
LOCAL ORGANISATIONS & NGOS

Those that are interested in encouraging the integration of volunteers. On one hand, it can be organisations developing activities in fields in which the volunteers are interested in. On the other hand, it can be youth organizations that volunteers can join.



YOUNG PEOPLE

Nothing better than young people to support other young people who know the city and the region where you host volunteers. Allocating a local “buddy” to each volunteer has real added value. This could be someone who has already participated in mobility projects since they really know what living abroad and volunteering means.



LOCAL CITIZENS & FAMILIES

It is interesting to have in our network citizens and families that are interested in supporting the integration of volunteers. It is really interesting especially in rural areas where it is often more complicated to move around and to access information about events taking place for example. These people can be kind of “godmothers and godfathers” to which the volunteers can refer to during their stay.

TIPS FOR INTEGRATING VOLUNTEERS IN RURAL & URBAN ENVIRONMENTS

The best way of learning is by doing, especially when finding yourself in a new environment. Here are some suggested places in your local community that you could utilise to support the volunteer's independent integration and engage their exploratory spirit in both rural and urban environments.

IN RURAL ENVIRONMENTS

- **The tourist centre, town hall, community centre or similar institutes** where volunteers can collect leaflets, check out the local events or opportunities for the youth.
- **Partner organisations** that you have a good relationship with and/or they have experience working with youth/volunteers.
- **Local cafes and restaurants** that you are familiar with and have spoken to the staff before, to ensure they welcome international volunteers.
- **Known people/groups** that are interested in meeting and accepting new members for a short period of time. This could be a sports club, a choir, a religious centre or knitting group. These are just for a few examples where language doesn't have to be a barrier.
- **The local market** to buy local produce. Introduce the volunteers to known suppliers that will greet them and look forward to their return each week. This is also a great place to practice simple language skills.
- **Community gardens/parks** for those that are green fingered and willing to get stuck in.
- **Local sports matches** as these are often free/low cost and locals will notice unfamiliar faces. A common interest in the sport is an easy topic of discussion and a great way to meet locals.

IN URBAN ENVIRONMENTS

- **Youth centres** where volunteers can join their activities and meet others of a similar age.
- **University student centres** often will welcome volunteers to their societies on a drop-in or short term basis. Here you can find something for everyone's different interests.
- **Partner organisations** that you have a good relationship with and that are situated in close proximity. Perhaps the volunteers can participate in their workshops and activities.
- **Language exchange groups** run across many large cities where linguists meet in a cafe for a relaxed conversation exchange.
- **Sports centres** run regular training sessions and classes that welcome new members.
- **Facebook pages** for the city dedicated to connecting volunteers, international students and/or nannies. These people are all in the same situation and keen to meet up.
- **Hostels** are full of international people wanting to connect and socialise and often host games nights and social events for anyone to attend.
- **The library or book shops** that have international books. There are often workshops and meetings here that volunteers could get involved in.

Depending on your specific environment and local facilities, you may find some of these suggestions overlap for rural and urban environments. If you have extra time to dedicate, you can make this, sometimes stressful process into a game by designing treasure hunt and sending volunteers on locations where they will find new clues and useful information.

In our experience...

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In cities where there are Universities, one interesting partnership that can be made to encourage the integration of the volunteers – and especially European volunteers – is with organisations such as ESN (Erasmus Student Network). This organisation aims to facilitate the integration of foreign students and it is a great resource for international volunteers too.

When volunteers end their volunteering experience, it is great to get from them some tips and advice about what they did to facilitate their integration at the local level. The volunteers ending their experience share with the future ones some places where they could meet up with people, and local organisations that are open to international volunteers...

In France for example (and we know that some of our partners also do the same), we have created a network of local “buddies” that support the volunteers in their integration. Most of them have volunteering experience and participate in the welcome activities of the volunteers e.g. a tour of the city.

Another pilot study is the creation of pathways inside the hosting city including some challenges to get to know the city. It is the result of a KA2 Erasmus+ project (oertown.eu) in which, based on the use of QR codes, the young people have to complete some challenges to discover the city. The ideal pathway is a combination of different kind of places: historical, administrative, leisure, affordable shops... When creating the pathways, you can lead them to meet with people with whom they can connect.

”

CRISIS MANAGEMENT

Support in personal crisis

Overview of the topic

The international volunteering experience is an intense learning experience characterised by going out of one's own comfort zone and putting oneself into question while immersed in a new context and interacting within a new culture and language, different from one's own. For these reasons, the volunteer may experience periods or moments of personal crisis.

Here you can explore some conditions and suggestions that may facilitate the management of crisis situations involving the volunteer.

SAFE SPACE & RELATIONSHIPS

This is based on trust and confidence.

If the volunteer was not able to bond and build a trust relationship with their mentor, identify a different person with whom the volunteer has built a relationship or who could make the volunteer feel at ease and guide them in dealing with the situation of crisis.

CRITICAL & EMPATHIC THINKING

Support the volunteer to:

- clarify cultural aspects
- put the situations into context
- consider and evaluate the issues from different perspectives

Remember that when a person is in pain they may not be able to express empathy. Give time for the person to calm down and come back to the conversation when they feel ready. It is fundamental to raise awareness on the importance of everyone's needs.

Evaluate what changes (internal or external) may improve the situation and how these could be reached.

PROXIMITY

Increase the frequency of the mentoring sessions. Keep an open communication channel with the volunteer who should be able to reach the mentor at any time in case of emergency. If possible, involve a person that can exchange also in the mother tongue of the volunteers, allowing a closer connection with the volunteers, making them feel supported.

ACTIVE LISTENING

- Try to understand the volunteer's needs and emotions.
- Support the volunteer be aware of their needs and emotions.
- Remember the difference between needs and specific ways to meet them.
- Support the volunteer to understand the difference between what they see or experience (observations) and what they think (judgements, assessments).

Remember that many people tend to use many words when they feel hurt. In these cases, encourage using a few words that best describe how they feel, gradually explaining that only in this way the others may arrive to fully understand what is being said. Support the volunteer to formulate clear requests that may bring to satisfying the existing needs. Try paraphrasing to support the process of understanding and awareness.

COLLABORATION EVERY STEP OF THE WAY

Remember to include the sending organisation in the management of the crisis situation, from the beginning, in an open communication process. Keep each other updated on the evolution of the project and of the volunteer. Be coordinated in the strategy to deal with the crisis situation and in how to approach the volunteer. If needed, reflect together.

EMPOWERMENT

Offer options and the possibility to choose.

Encourage volunteers to find their own solutions, with respect to the context and concrete possibilities. Involve the volunteers in implementing the solutions agreed upon, taking and sharing responsibility of the decisions.

If you have tried everything above in the case of managing a volunteer's personal crisis but see no improvement, then here are some suggestions for next steps:

Offer the volunteer the possibility to take a break from the project, for example by taking some vacation days to go back home to visit their family. This should be done through a verbal agreement with the volunteer based on the will to overcome the crisis and continue the project. The volunteer takes the responsibility to come back and resume the situation from there, trying to arrive together to a solution.

Recognise when it is the time to accept that the volunteer shall not complete the volunteering project and act accordingly.

Guide the volunteer to conclude the volunteering project with awareness and making sense of what they experienced, even if sooner than foreseen. Guide the volunteer to put in context the need or the will to end the project sooner than initially planned, and extract the learnings.

Make a final reflection and evaluation within the organisation team involved in the volunteering project and in collaboration with the sending organisation. Try to think about and discuss the difficulties encountered and how these might have been anticipated or not. Think about what you would now do differently or do the same, extract the learnings.



In our experience...



MONTHLY EVALUATION FORM (see annex 7)

This is a tool of monitoring and support, developed in the form of a questionnaire useful to the volunteer to reflect on the evolution of the volunteering experience and the learnings achieved, and useful to the sending organisation to guide the volunteer throughout the timeline of the project. This tool offers the volunteer the space to think on their own and put into words their feelings and thoughts before sharing them with the sending or hosting organisation. At the same time, it offers a fixed and constant evaluation that may help identify possible difficulties and prevent or offer elements to approach and deal with crisis situations.

INCOMPLETE SENTENCES (see annex 8)

This is also a tool of monitoring and support, developed with a simplified and slightly informal approach, that can be used during the project periodically to facilitate communication with the volunteer on the impact the volunteering experience has had on them.



CRISIS MANAGEMENT

Register of communications

Overview of the topic

As mentioned in the first section, different kinds of crisis can occur and they can occur in different stages of the volunteer's mobility. One of the best ways of preventing some possible crises is having a good relationship with the volunteer and staying in regular contact and having written history of conversations and main topics/problems in one document. A tool that can be used for that purpose is a "Register of communications". See annex 9 for a template.

When it comes to crisis management, in order for the organisation to be able to act properly it's necessary to collect some basic information about the volunteer. In the earlier section on administration, it is explained which kind of information is recommended to be collected before the project starts.

Apart from that, in order to follow the progress of the volunteer and have a kind of 'database' with the written communication regarding the evolution of the project and the volunteer, their motivations, satisfaction, feedback on activities, etc. it can be useful to have a template for collecting this kind of information.

This kind of database could contain the following information:

- ▶ Volunteer's personal information
- ▶ Notes from the initial interview
- ▶ Date and time of the contact
- ▶ Main topics of the conversation
- ▶ Main questions / recommendations
- ▶ Main conclusions
- ▶ Next steps
- ▶ Additional comments

Depending on if you are a sending or hosting organisation, you will be filling in this register more or less frequently.

Communication with partner organisations about the volunteer can also be included here.

Advantages of using the "Register of Communications" tool:

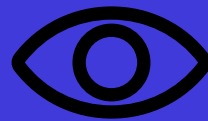
It is easier to maintain frequent contact with the volunteer and then you have quick access to all information related with a certain person



Ensures you are able to share the information about the mentoring of the volunteer with the partner organisation (or National agency if needed)



It enables you to have a full vision of the progress, problems or issues to be solved



In case of some problems or crisis, you have written proof of regular communication, your observations, and actions you have taken



In case you manage a lot of volunteers at the same time, it allows you to be up to date easily and not lose or forget important information



In our experience...

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There was a volunteer who before departure never showed his face (during interviews and pre-departure training the camera was always off or “broken” and he refused to meet in person). Later on, the hosting organisation communicated that he was always wearing a face mask (during COVID restrictions) and glasses, and therefore they barely saw his face. The communication was minimal by WhatsApp messages and he didn't want to have an online mentoring session either.

After more than six months, the hosting organisation decided to stop his project because he was causing a lot of problems, and later he messaged to say he is contacting the National Agency and stopped returning calls.

In case the National Agency contact the hosting or sending organisations, having written proof with all the observations including noticing about those ‘strange actions’ of the volunteer would be good evidence. It shows that the organisations did their best to work out the issues but the volunteer refused any help and was not open for problem solving.

”

CRISIS MANAGEMENT

Volunteering in a crisis situation

Overview of the topic

Sometimes you will find yourself in an unexpected situation which can be caused by environmental factors such as a pandemic, a flood, a fire or an earthquake. These are high stress and high-risk situations that will require quick response, so being prepared is the key to offering support to affected communities.

The best possible option would be if every organisation, that gathers volunteers, has a crisis response team or at least one such team in the local community. Even if you do not have a crisis response team or capacities to organise one, you can prepare yourself by devising a Volunteer continuity plan. This document focuses on continuity of volunteering activities even when the organisation is faced with a crisis. Volunteer continuity plan will give you an opportunity to devise different scenarios and assess the impact of volunteering activities.

Even without preparations, not all is lost.

If your organisation is going through a crisis, you find yourself in a community hit by a certain crisis or you have an opportunity to support other communities hit by a crisis, here is what you can do:

1

Assess risk & safety compliance

The safety of the volunteers should be your first priority if you are planning to enter into crisis response activities. You need to assess what activities and tasks are safe for the volunteers to deliver, and what is better left for professionals. Keep in mind, if you bring yourself or your volunteers in a harmful situation, you are only contributing to the crisis, not to its conclusion.

Make sure that the volunteers are equipped with basic necessities for delivering their work, whether this means protective gear, a vehicle or training and insurance.

Ensure basic preparation & equipment

2

3

Delegate tasks clearly

In high stress and high-risk situations, it is very important that volunteers are clear on what their role and tasks are. It should be clear what activities they are delivering, who they report to and what to do in case of a problem or if they need support.

If you have volunteers through the European Solidarity Corps you need to contact your National agency and notify them about the situation in your community. You need to evaluate your project, situation in your community and decide if some changes are required.

Contact your National Agency

4

5 Provide ongoing care & support

Volunteers engaged in crisis response are much more susceptible to stress, burn out or even PTSD. Depending on the situation at hand, volunteers will be faced with difficulties of residents, images of destruction, grief and even aggression from people they are trying to help. It is crucial that you provide continuing support and check-ins, building a relationship of trust, keeping in mind the mental health of the volunteer and assessing if the volunteer needs additional support or a break.

Crisis situations often connect people on a deeper level, and many volunteers that started their engagement in such situations want to remain in the role of a volunteer. Give them a chance to grow and develop their role in your organisations outside crisis situations, or they can be a starting point in setting up your crisis response team, sharing the knowledge and experience.

Learn with your volunteers

6

7 Keep your partners close

In difficult situations like these, it is very important to stay in touch with your partners and other relevant organisation that can share their resources to help your organisation and your community. Often the response from civic sector is much faster than help provided by the government.

In our experience...

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When the earthquake of 6,4 on a Richter scale hit the city of Petrinja in Croatia at the end of 2020, Association IKS was faced with a crisis.

Seven people died, many more were injured, and the city was badly damaged, without water or electricity for several days.

Association IKS lost its office, and employees lost their homes. At the moment of the earthquake, Association IKS had four international volunteers through the European Solidarity Corps programme, and was faced with a difficult decision to send the volunteers home. Their safety was a priority.

Within two months, the association managed to organise the return of the volunteers to Croatia. Some returned to Petrinja, but those who were afraid to come back to Petrinja went to other parts of Croatia, to volunteer in partner organisations. Volunteers worked on mapping the needs of citizens, organising activities for people who lost their houses and were put in container villages, helping children with learning and even organising a summer camp for youth.

Their engagement was vital for the recovery of the organisation itself and the community.

”

ANNEX 1

Project administration checklist

BEFORE THE MOBILITY

- ☐ Complete a document with the personal data of the volunteer.
- ☐ Make sure the volunteer has all necessary valid personal documentation (valid ID card, passport if necessary or preferred, etc.) and obtain copies.
- ☐ Ensure that the volunteer receives the European Solidarity Corps Info Kit.
- ☐ Make sure the volunteer has the European Health Insurance Card (when national rules deprive volunteers from coverage under the European Health Insurance Card for the duration of the activity or a participant comes from or to the country where the EU social security coordination does not apply, the European Health Insurance company foreseen by the programme will provide full coverage).
- ☐ Make sure to explain "rights and responsibilities" of the volunteer in the programme.
- ☐ Provide adequate preparation for the volunteer before departure, according to the individual needs, specific to the activity and country/region of the activity to prevent culture shock or other possible difficulties with integration.
- ☐ Dedicate time to investigate and work on the expectations and fears of the volunteer. This can be done through different tools or specific meetings, always adapting the approach to the volunteer.
- ☐ Create and fill in the Activity Agreement.
- ☐ Give time to correct any data from the volunteer or partner organisation, also give time to ask questions and answer any concerns related to the Activity Agreement (recommendation 1-2 weeks).
- ☐ Maintain regular contact with the partner organisation and volunteer throughout the activity.
- ☐ Confirm with the volunteer their participation in the project and sign the Activity Agreement before departure.
- ☐ First introduce information about the project in the Mobility Tool (IT tool for project management provided by the European Commission).
- ☐ Enrol the volunteer in the European insurance foreseen by the Programme (check that it has been processed automatically by the Mobility Tool - IT tool provided by the European Commission). Ensure dates are accurate in the system and include travel days, update in case of changes during the project. The insurance complements the coverage of the mandatory European Health Insurance Card and/or national social security systems or covers 100% of costs incurred in specified cases.
- ☐ Match the volunteer through the European Solidarity Corps Portal/European Youth Portal to your Activity/European Solidarity Corps opportunity.
- ☐ Create an info email about the enrolment process for the insurance, the invitation they will receive from the insurance and how to create their personal profile.
- ☐ Enrol the volunteers in OLS (The Online Language Support platform (OLS) allows participants to assess, practise and improve their knowledge of the language chosen, which is recommended to start prior to their departure); In cases without OLS you can search for language courses, a language teacher or any appropriate language support.
- ☐ Provide information about the rules of the accommodation and inform the volunteer.
- ☐ Deliver a timetable with working days and holidays.
- ☐ Inform the volunteer about the Training and Evaluation Cycle obligatory meetings/learning opportunities (pre-departure, on-arrival, mid-term training, final evaluation, annual events, etc.).

As a hosting organisation, also:

- ☐ Provide an info pack of the project including important locations, information about the city and the organisation, what is included in the accommodation and what the volunteer has to bring, if they have to share rooms or not, photos of the accommodation and calculation of travel time between the house and office, and similar information.
- ☐ Answer any questions or concerns of the volunteer and provide additional information about the culture, community, any possible challenges with integration or relevant historical or other facts crucial for understanding the hosts' environment/community.
- ☐ Create a template for "pocket money" payments.
- ☐ Make sure the volunteer has all necessary valid personal documentation (valid ID card, passport, European Health Insurance card etc.).
- ☐ Plan and share activities with the volunteer.
- ☐ Offer contact details of current or previous volunteers to the new participant to share information and satisfy possible curiosities.

DURING THE MOBILITY

- ☐ Make sure all the obligatory documents according to your country regulations are done in the first few weeks.
- ☐ Depending on the country and its regulations it can include:
 - Enrolling the volunteer for the national identification number as a temporary resident
 - Opening a bank account
 - Buying a mobile phone SIM card from the country
 - Enrolling in the Town Hall or relevant authority (internal affairs) as a resident for long-term participants (this can also be helpful for using some local services like renting bikes, sports or leisure activities for young people)
 - Buying a transport card/ticket (if necessary)
 - Enrolling the volunteer in the Public Health centre/Doctor/Hospital
 - Enrolling or supporting the volunteer in the case that they want to have the "European youth card"
- ☐ Make sure all project documentation is signed.
- ☐ Introduce the volunteer to the accommodation and check, explain and sign the house rules and relevant code of ethics.
- ☐ Create and provide a document including a community map with useful places for the volunteer like closest supermarkets, emergency, doctors, pharmacy, post office etc.
- ☐ Include the emergency services numbers (medical, police & fire) and an emergency contact number in the organisation.
- ☐ Explain the reference person in their project and all relevant information in the official documents like the Activity Agreement, refund process for the flight/travel tickets, pocket money etc.
- ☐ Refund the travel costs and collect the evidence documents for the costs such as original or electronic boarding passes, tickets etc.
Pay the pocket money monthly and make a monthly receipt of this signed by the volunteer.
- ☐ Maintain regular contact with partner organisations.
- ☐ Maintain regular communication with the volunteer and supervise their evolution as well as the progress towards their project objectives.

Final weeks of the mobility

- ☐ Meet the volunteer for the final evaluation and feedback session; support the volunteer's awareness and analysis of their learning pathway, the impact the project had on the volunteer themselves, on the hosting organisation, beneficiaries of the volunteering activities and on the hosting community in general. Collect suggestions for improvement.
- ☐ Ask the volunteer to provide a testimony of their experience which will be useful for dissemination and promotional activities to motivate youth in taking part in European Solidarity Corps volunteering or other similar activities.
- ☐ Check and edit, print and sign the final version of the Youthpass for the volunteer. (See Youthpass section of this guide for more information))
- ☐ Issue a Certificate of Participation to the volunteer (In the context of the European Solidarity Corps, a document issued to a person having completed a European Solidarity Corps activity. Such document certifies the attendance of the participant in the activity.)
- ☐ Ensure that the volunteer signs all relevant completion documents: Confirmation of receipt for the total amount of Pocket Money for the length of service; Statement/Declaration of Attendance (participation in Activity).

Hosting organisations only

Learning, mentoring and support

- ☐ Ensure that the volunteer attends the full Training and Evaluation Cycle (if applicable on-arrival training and mid-term evaluation).
- ☐ Ensure that the volunteer makes proper use of the European Health Insurance Card, and only uses the insurance scheme when required by the circumstances (if applicable).
- ☐ Offer the volunteer the opportunity to carry out a well-defined set of tasks, allowing some of the volunteer's ideas, creativity and experience to be integrated.
- ☐ Identify clear learning opportunities for and with the volunteer.
- ☐ Provide task related support, supervision and guidance to the volunteer.
- ☐ Provide support to the volunteers to reflect on the learning process and to identify and document their learning outcomes, through EU validation tools, in particular Youthpass or Europass or national tools (this task may also be undertaken by or shared with the support organisation).
- ☐ Enrol the project in the Youthpass platform.
- ☐ Invite volunteers to work in the Youthpass platform. Explain competencies and how they are connected with the volunteer tasks and project.
- ☐ Support the volunteers undertaking language courses, if necessary.
- ☐ Identify a mentor who is responsible for supporting the volunteers:
 - support to carry out self-reflection on the learning
 - personal support
- ☐ Encourage contact with other European Solidarity Corps participants whenever possible.
- ☐ Provide opportunities to integrate in the local community, meet other people, etc.

Living and working conditions

- ☐ Provide suitable accommodation and healthy meals (or a food allowance) to the volunteer, including during the holiday period.
- ☐ Ensure that means of local transport are available for the volunteer.
- ☐ Provide the pocket money allowance to the volunteer on a weekly or monthly basis.

AFTER THE MOBILITY

- ☐ Make sure that the volunteer completes the Final Evaluation requested of them by the European Commission IT tool.
- ☐ Complete the project in the IT tool for project management provided by the European Commission, the final report, and submit it to the National Agency.
- ☐ Follow up and evaluation between hosting and sending organisations: exchange feedback and lessons learned and work on implementing actions for quality improvement.
- ☐ Contribute to planned dissemination activities in order to share project results and support the final evaluation of the project.
- ☐ Pay the necessary funds to the sending organisation upon receiving the proper invoice and per relevant agreement with the organisation.
- ☐ When and if the organisations involved have the capacity, continue to follow up on the participants progress post-mobility for the purpose of assessing "impact" of the mobility experience on the participants life (personal and professional development and pathways) and community/civic engagement.

As a sending organisation, also:

- ☐ Provide support for the reintegration of the volunteer into the home community.
- ☐ Provide the volunteer with the opportunity to exchange and share experiences and learning outcomes.
- ☐ Encourage the involvement of the volunteer in dissemination and exploitation of results.
- ☐ Provide guidance regarding further education, training or employment opportunities.
- ☐ Ensure the participation of the volunteer in the annual European Solidarity Corps event.

ANNEX 2: COMPILING THE VOLUNTEER'S PERSONAL DATA

Dear participant,

This form will help your hosting organisation get to know you better and it will give them all the necessary information needed to ensure that your mobility experience will be adjusted to your profile.

Personal data required in this form has the purpose of serving to your hosting organisation in case of emergency or crisis management. Your personal data will not be shared with other parties and will be stored according to the EU General Data Protection Regulation (GDPR).

Personal Information				
Last Name				
First Name(s)				
Address		Number		
Postal Code		Town		
Country				
Phone		Fax		
Mobile		e-mail		
Date of Birth		Place of Birth		
Nationality		Gender		
Personal (ID) number				
European Solidarity Corps reference number				

What is your highest diploma and what did you study or which school did you go to?	
Do you work, study...?	
Do you have any work experience?	
Did you take any courses?	
Which languages do you speak?	
Do you have a driving license?	
Do you smoke?	
Any food restrictions/preferences?	
Do you have any allergies?	
If yes, please specify:	
Any special medical needs?	
If yes, please specify:	
Do you have any health problems?	
Do you have any problems with addictions (alcohol, drugs, pills, other substances)? If yes, please specify:	
Do you suffer or have you experienced mental health problems? If yes, please specify:	
Can you give your 3 good character traits?	
Can you give your 3 less good character traits?	

What are your hobbies?
Do you have previous international or intercultural experiences?

Do you have experience in being a volunteer? If yes, please specify.
Do you have experience in working with groups? Please describe 1 or 2 of these experiences?
Do you have experience in working with children?
Do you like active/social activities?
Are you into sports? If yes, which kind?

Please describe briefly your family and consider especially the following aspects: Who is part of your family, how does your family see your plan to stay abroad for a while.
Do you live with your parents/carers? If not, do you live alone or with somebody else?
What is your motivation to take part in the European Solidarity Corps project?
What do you think could be your contribution to the above chosen project?

How much support do you need with (from 1-4)?

1. No support at all 2. Little support 3. Medium support 4. Total support

⇒ Cooking your own meals:

⇒ Planning the budget for your food:

⇒ Daily cleaning of the apartment:

⇒ Washing your clothes:

⇒ Being on time for the work:

Who should we contact in case of emergency during your mobility?

(Please choose someone who can speak English and/or language of your hosting country).

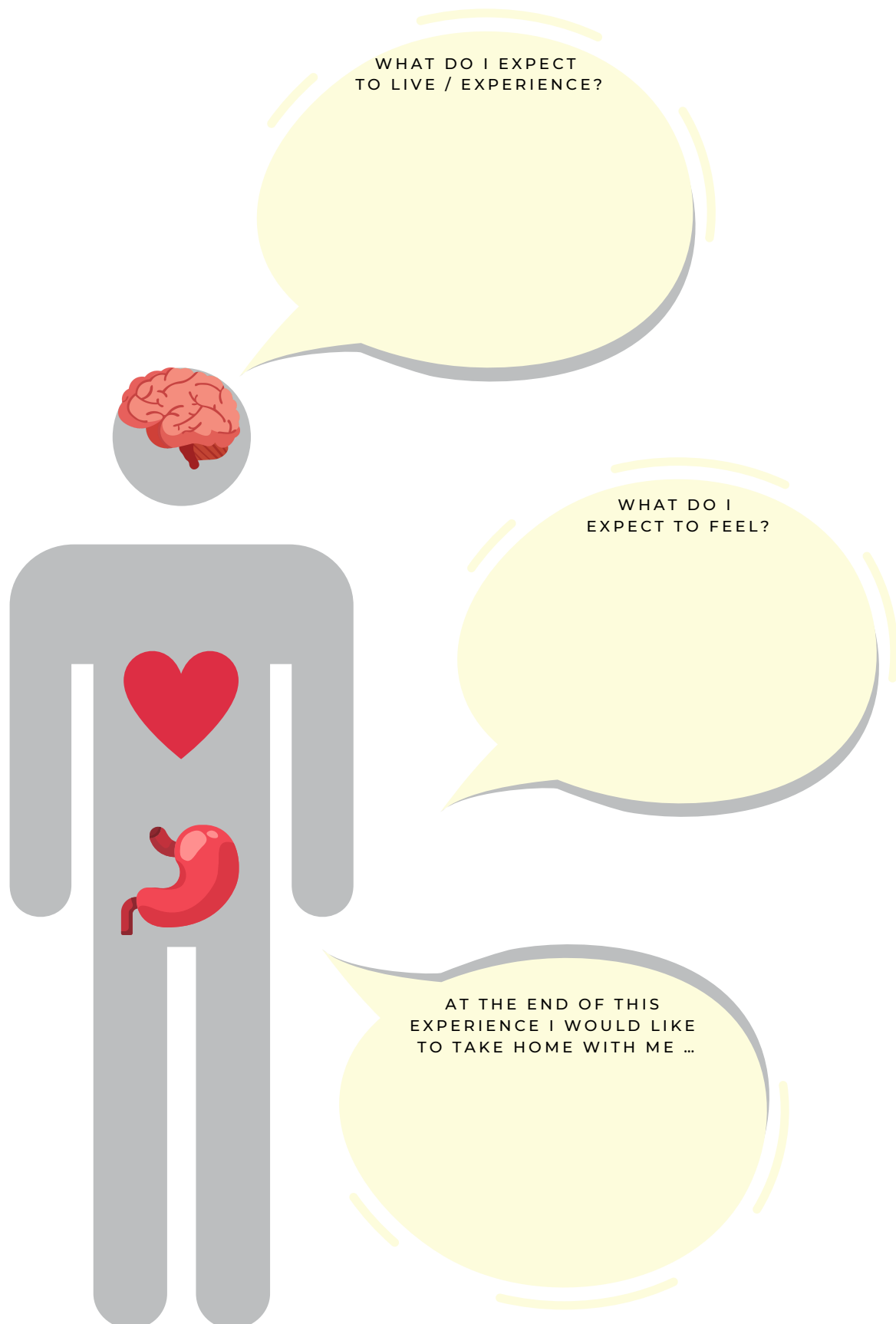
Name and surname	
Address	
Mobile	
Work telephone	
Your relationship with that person	
Which languages does the person speak?	

I declare that I have completed this form personally

Date and place:

Signature:

ANNEX 3: OUTLINE OF EXPECTATIONS TOOL



ANNEX 4: IDEOMETRO TOOL

GUIDE TO PROJECT PLANNING

Introduction – the why



This document is designed to facilitate the construction of a project idea in such a way that it is as clear and feasible as possible. It is important that in the explanation of the project we can immediately understand the ultimate objective of the project, as well as the steps leading to this expected result, taking into consideration the timeframe and resources available, including contributions in energy and commitment from colleagues, specifying the roles we expect them to play in the practical realisation of the project.

This document seeks to provide guiding questions that can facilitate the construction of the project, according to the above-mentioned characteristics, step by step. The answers obviously, in order to be relevant and contribute to the construction of the project, must be as detailed as possible and not synthetic. Sometimes it may also be necessary to repeat concepts already included in other answers, so as to be able to possibly distribute the roles later, referring to the individual sections of this document. This mechanism, that of repeating concepts in the various answers, also allows for a cross-check of consistency at each stage.

IDEA: the idea behind the project	What is the problem your idea aims to solve? Who would your project address? Why do these people in your opinion need this service/initiative? Why should this project be implemented in the NAME OF THE REALITY/YOUTH CENTRE...? Describe how you imagine the service/initiative would work in practice.

<p>PROJECT DESIGN: where we want to go</p>	<p>What would the service/initiative you want to implement bring that is not there now? According to your idea, what are the first practical things that should be done to start with? What should be built/installed/brought in? Can you specify what each of these elements you think is needed for? What do you expect to happen with the users of the service/initiative in the first 4 weeks of opening? And in the first two months? And after one year?</p>
<p>ORGANISATION: what we want to do</p>	<p>Do you plan to realise the service/initiative on your own? If you have thought of a working group, how many people does it consist of? Do you intend to organise a meeting to share your idea? Do you think you will need meetings to organise the project? What do you think is the most suitable place to hold them? If yes, who do you think should be involved in these meetings? Why do they participate, what role do you think they might have? Will the people you possibly need to organise the project continue to have a role once the service/initiative has started?</p>

<p>IMPLEMENTATION: how we want to do it</p>	<p>What do you need materially to get started (PC, paper of different formats and colours, etc.) to carry out the service/initiative?</p>

<p>FOLLOW-UP: one thing leads to another</p>	<p>Do you think there could be other possible initiatives/ideas related to your idea that could be added to the project?</p>

<p>EVALUATION: how is it going</p>	<p>Did you also envisage tools or moments of evaluation during the service/initiative or at the end of periods of implementation of the service/initiative which could give indications on the progress of the project? What kind of concrete tools or procedures did you think of? What elements should be recorded during the course of the project to see how it is going?</p>

<p>TIME: when we do what</p>	<p>Based on the phases described above (conception, design, organisation, implementation and evaluation), could you go into detail about the different moments of the project idea (from the idea-sharing meeting to its implementation and evaluation)?</p>

FREE SPACE	This space has been left for you to write down all those notes, impressions or ideas that you think were not included in the previous questions but that you nevertheless consider important for your project or for the people who will manage your idea after you.

ANNEX 5: AFTER YOUR EU VOLUNTEERING MOBILITY

1. Share a memory of your volunteering experience ...
2. Share with us an image, a photo, a song (...) that represents your volunteering experience.
3. What three things have you learnt from European volunteering?
4. Has European volunteering answered your questions and/or raised new ones?
5. What amazed you about the host culture that you did not know before your departure?
6. Did you keep in touch with the people you met during your European volunteering? And with your sending / hosting organisations?
7. What did you do when you returned to your country to make the volunteering host culture and/or European volunteering known?
8. Do you think the European volunteering project was helpful for your professional training?
9. Did your European volunteering experience increase your interest in new activities and/or professions?
10. Do you think the European volunteering experience has produced any changes in your life?

Thank you for answering these questions!

ANNEX 6: TIPS FOR FACILITATING GROUP SESSIONS

TIPS ON CREATING A REFLECTION/TASK GROUP

Here are some questions to consider when establishing groups:

- Who will be facilitating?
- Where will the group session be held?
- What time and how long will the group session last?
- What materials does the facilitator or the group members need to bring?
- What is the purpose of this group?
- What is the goal of each particular session?

IDEAS TO ENGAGE CONVERSATION IN A REFLECTION GROUP

- At regular check-in's, each member shares:
 - One challenge
 - One success
- Expectation Activities
- Communication Activities
- Learning About Volunteers
 - Learning Style
 - Meyers- Briggs Personality
 - Enneagram Types
- Promoting Mental Wellbeing
 - Coping methods for stress/anxiety
 - Self-Care / Support Plans
 - Discussion around current stresses/anxiety
 - Processing stress or anxiety

IDEAS TO ENGAGE CONVERSATION IN A TASK GROUP

- Understanding the components of different projects
 - What are the volunteers responsible for?
 - How will they achieve this?
 - What areas do they need staff to follow through in?
- Weekly update, each member shares their tasks/ schedule for the week
- Weekly follow up, facilitator checks in with each volunteer about previous week's activities (if not already done naturally throughout the week)

TOOLS TO USE WHEN GROUP MEMBERS ARE HESITANT TO TALK

- Turn & Talks
 - When a question is proposed, have members discuss their response with the person next to them & then share with the group
- Energisers or Icebreakers
 - Quick activities can be done at the beginning or throughout group if the energy needs to change
- Silence
 - People naturally are drawn to fill silence, which may prompt members to share
- Direct engagement
 - Directly ask group members if they feel comfortable sharing

BONUS!

Here is a list from volunteers and NGO staff of how they are promoting self-care & taking care of their mental health:

- Having a schedule/routine
- Talking to friends and family
- Allowing space to not be productive
- Separating work & personal time
- Reading
- Humour
- Cooking
- Eating well & on a normal schedule
- Yoga
- Cleaning
- Purging unused items
- Coffee
- Having time away from the computer/phone
- Upkeeping personal hygiene
- To do lists
- Hydration
- Change of clothes depending on what you're doing
- Limiting news intake
- Reflecting on positives

ANNEX 7: MONTHLY EVALUATION FORM

Please fill out the following form with the maximum sincerity and trust and send it back to your host organisation within 3 days of receipt; this questionnaire is designed as a monitoring and support tool, useful to you to reflect on the progress of your volunteer work and the learning acquired and useful to us to support you throughout the duration of your European voluntary service.

NAME:
SURNAME
HOSTING ORG:
MONTH:

HOW DO YOU EVALUATE THE OVERALL EXPERIENCE OF THIS MONTH ...

ON A PERSONAL LEVEL?

EXCELLENT ☐
GOOD ☐
FAIR ☐
NOT GOOD ☐
BAD ☐

ON THE SERVICE LEVEL?

EXCELLENT ☐
GOOD ☐
FAIR ☐
NOT GOOD ☐
BAD ☐

SUMMARISE THE PROGRESS OF YOUR PROJECT OVER THE PAST MONTH USING KEYWORDS THAT IDENTIFY EACH WEEK

ENTER A KEYWORD FOR ...

WEEK 1	WEEK 2	WEEK 3	WEEK 4

ACTIVITIES ...

THE GOALS YOU BELIEVE YOU HAVE ACHIEVED ...

AND THOSE MISSED ...

DO YOU THINK THERE HAVE BEEN ANY CHANGES, EVEN SMALL ONES, IN YOUR PROJECT THIS MONTH?

YES ☐

NO ☐

IF YES, WHICH?

IF ANY, WHAT WAS THE MOST DIFFICULT OR SAD MOMENT OF THE MONTH?

IF ANY, WHAT WAS THE MOST BEAUFIFUL OR SATISFYING MOMENT OF THE MONTH?

HOW DO YOU RATE THE ATTENTION YOU'VE BEEN GETTING THIS MONTH FROM

YOUR SUPERVISOR / PERSON
RESPONSIBLE FOR YOUR SERVICE?

TOO MUCH ☐
GOOD/APPROPRIATE ☐
LITTLE ☐
DOES NOT CONSIDER ME ☐

YOUR MENTOR?

TOO MUCH ☐
GOOD/APPROPRIATE ☐
LITTLE ☐
DOES NOT CONSIDER ME ☐

HOW OFTEN HAVE YOU MET THIS MONTH?

YOUR SUPERVISOR / PERSON
RESPONSIBLE FOR YOUR SERVICE?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

YOUR MENTOR?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

IF YOU HAVE MADE REQUESTS OR REPORTED PROBLEMS, HOW DO YOU THINK THE RESPONSE TIME WAS?

FROM THE SERVICE TEAM?

APPROPRIATE ☐
SATISFACTORY BUT NOT RESOLVING ☐
TOO LONG ☐
UNSATISFACTORY ☐
I HAVE NOT REPORTED ANY PROBLEMS ☐

FROM THE MENTOR?

APPROPRIATE ☐
SATISFACTORY BUT NOT RESOLVING ☐
TOO LONG ☐
UNSATISFACTORY ☐
I HAVE NOT REPORTED ANY PROBLEMS ☐

IS THERE ANYTHING THAT PARTICULARLY BOTHERS YOU OUTSIDE OR INSIDE THE SERVICE THAT YOU WOULD LIKE TO SHARE WITH US?

IS THERE ANYTHING POSITIVE OR NEGATIVE YOU DISCOVERED THIS MONTH THAT YOU WOULD LIKE TO HIGHLIGHT?

AFTER COMPLETING THIS ASSESSMENT, WRITE DOWN WHAT YOU WOULD LIKE TO DISCUSS FURTHER, IF ANY, WITH YOUR SENDING OR HOSTING MENTOR.

DATE

SIGNATURE

ANNEX 8: INCOMPLETE SENTENCES

I DID NOT EXPECT THAT...

I AM HAPPY ABOUT...

I DISCOVERED THAT...

I LEARNED...

I DON'T LIKE...

THE THINGS I LIKED MORE...

ANNEX 9: REGISTER OF COMMUNICATIONS

VOLUNTEER:	
PROJECT CODE:	
PROJECT NAME:	
START DATE:	
END DATE:	
SENDING ORGANISATION:	

INTERVIEW OBSERVATIONS:	
IMPORTANT NOTES:	

REGISTER OF MEETINGS

MEETING Nº: 1	
DATE AND TIME:	
ONLINE/F2F:	
MAIN TOPICS:	
PROBLEMS (if any):	
CONCLUSIONS:	
NEXT STEPS:	
NEXT MEETING:	

MEETING Nº: 2	
DATE AND TIME:	
ONLINE/F2F:	
MAIN TOPICS:	
PROBLEMS (if any):	
CONCLUSIONS:	
NEXT STEPS:	
NEXT MEETING:	

GLOSSARY

ACTIVITY

Set of tasks carried out as part of a project. An activity is defined by the same location, the same time frame and the same scope.

COORDINATOR OF THE PROJECT

Contact person in the Lead Organisation that is in charge of coordinating all project activities. The coordinator is responsible for communicating with the project partners, for following achievement of the project goals, for evaluating the project and its activities. The coordinator will also communicate with the National agency in charge and submit the reports.

HOSTING MENTOR

Contact person for the volunteer in the Hosting Organisation. The hosting mentor will take care of administrative tasks regarding volunteers (eg. registering volunteers for their residency permit, health insurance...), organising meetings with the volunteer to reflect on their progress, and follow their learning process.

HOSTING ORGANISATION

Organisation from the country where the volunteer will participate in the project, welcomes the volunteer in the new community, gives task related support, guides the volunteer's learning process.

LEAD ORGANISATION

If the project application is selected for financing, the applicant becomes beneficiary of a European Solidarity Corps grant and the lead organisation on the project. Other included organisations are considered as partners. The lead organisation (beneficiary) signs a grant agreement with the National or Executive Agency that has selected the project. The lead organisation can also have a role of the Sending or Hosting organisation, depending on obligations foreseen by the project.

NEET

Individual Not in Employment, Education or Training

NON-FORMAL LEARNING

Voluntary learning which takes place through learning activities where some form of learning support is present, but which is not part of the formal education and training system.

PARTICIPANT/VOLUNTEER

Young person registered in the European Solidarity Corps and involved in a project.

PARTICIPANT WITH FEWER OPPORTUNITIES

Individuals who need additional support due to the fact that they are at a disadvantage compared to their peers because of various obstacles. It can refer to economic, geographical, cultural, health and other factors.

PARTNER ORGANISATION

A partner organisation is a participating organisation formally involved in the project (co-beneficiary) but not taking the role of lead organisation.

PEER SUPPORT

Support provided by the young people in the local community of the host country on a voluntary basis (in the former programme known as EVS buddy). The peer support buddy will introduce the volunteer to the local community, to young people, show them best places to eat, shop, and spend time in.

PROJECT

A coherent set of activities which are organised in order to achieve defined objectives and results.

SENDING MENTOR

Contact person for the volunteer in Sending Organisation. The sending mentor will prepare the volunteer for the mobility through pre-departure training, help the volunteer to organise their trip and buy travel tickets, will stay in touch with the volunteer throughout their volunteering, mediate in case of any problems between the volunteer and hosting organisation.

SENDING ORGANISATION

Organisation from the country in which the volunteer is legally residing, that prepares the volunteer for the mobility, follows the volunteer's progress during the volunteering period and facilitates volunteer's return to their home country.

TUTOR

Person in the Hosting organisation that will work the most with the volunteer. The tutor provides support on designing and delivering activities in the community.

VOLUNTEERING AGREEMENT

Document signed between the volunteer and the hosting organisation, it can also include a signature of the sending organisation. This document covers all important information such as personal information of the volunteer, dates of volunteering period, rights and obligations of all signed, financial obligations.

YOUTHPASS

The European tool to improve the recognition of the learning outcomes of participants of projects supported by the European Solidarity Corps.

Please keep in mind that some of the terms listed are the same as in European solidarity corps guide (https://youth.europa.eu/sites/default/files/european_solidarity_corps_guide_2021.pdf), but for the purpose of this guidebook and better understanding, some terms used do not match to the ESC Guide listed above.



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