GOTHEN

Go to ESC and then?

GO 📶 LOCALS

Online training design for volunteer coordinators involving the local community in ESC projects

Go Locals - Online training design for volunteer coordinators involving the local community in ESC projects

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INTRODUCTION – The context

The **Go Locals** online training design, containing 4 online training modules that cover 20 sessions, was created to support the quality of ESC volunteering projects, especially to increase the involvement of the local community in ESC projects. This online version is adapted from the 5 days residential training design that can be found here. Both are outcomes of the international project called "**Go to ESC and Then**", implemented by four partner organisations: **MOH** - Mobility Opportunities Hub (Italy), **CVCN** - Cluj-Napoca Volunteer Centre (Romania), **CARDET** - Center for the Advancement of Research & Development in Educational Technology (Cyprus), **USB** - United Societies Of Balkans (Greece).

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

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

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

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

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

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

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

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

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

WHY THIS TRAINING?

As mentioned above, there is a clear need for sustained support for organisations to maintain, increase and scale their capacity in managing qualitative ESC projects that can generate measurable community impact. But in order for this ambitious aim to be reached, there must be adapted training programs and learning opportunities for these organisations to engage in, to learn from experts in the field and experienced actors, as well as from each other, maximising the results of previous innovation projects and resources already created. Having in mind the COVID-19 pandemic and the emergence of online trainings as an alternative to conventional residential ones, we believe this online training design keeps up with the changing world and can represent a solution to organisations who want to become more digital.

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

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

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

FOR WHOM WAS THIS TRAINING DEVELOPED

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

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

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

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

THE TRAINING FLOW

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

At the beginning of the publication, you can find a table of the training, showing 20 specific sessions included in the full online training course, and you can thus get an overview of the entire training flow and how you can implement or adapt it to your own context. Moreover, at the beginning of each session you can find the aims of the session for the trainers and outcomes for participants, the necessary time and required resources. **The online platforms and tools to be used during the sessions act as recommendations, you can use others according to what suits you best.**

We recommend the use of **energizers** as part of non-formal education at the beginning of sessions or when you see the need, depending on the dynamic of the group. You will find suggestions of energizers on page 57.

METHODOLOGY

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

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

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

CONCLUSION

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

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

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

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

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

GO LOCALS

ONLINE TRAINING ON BASIC VOLUNTEER MANAGEMENT AND COMMUNITY INVOLVEMENT

Training design - 4 modules of online training

Training Design - 4 modules of online training
Overview

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MODULE

1

MODULE 1 - INTTRODUCTION	
Session 1: INTRODUCTION	
OBJECTIVES	• **To get acquainted with each other** • **To share and level expectations** • **To set the framework for the training: rules, objectives, the administrative part, agenda**
Introduction	Greet and welcome the participants, followed by a presentation of the facilitators. Briefly introduce the technical aspects of the online platform (Zoom, Teams, etc.), such as using the microphone, camera, breakout rooms, etc. Introduce the participants through a *Name game*: Ask participants to type their names in the chat box and to think about an adjective that describes them best. Give the floor to each participant who will say the name, the adjective and the belonging organisation.

RESOURCES	-	**TIME**	30 minutes

Getting to know each other	Getting to know each other activities: *Things in common*: Prepare a set of questions that you will introduce to the participants, while mentioning that they should reflect on them individually for a couple of minutes. After that, invite them to a Breakout Room (3-4 participants/BR), where they will have to share with each other the answers to the questions and observe if they have anything in common. The questions will relate to getting to know the participants better. (suggested questions: Would you rather be able to read minds or be invisible?, What is your useless talent?) After the set time is over, bring back the participants to the plenary room for a short group presentation session of the things they found out to have in common or not. Optional: *Sociometric games* – Prepare a multiple choice Mentimeter. Ask the participants to vote according to different criteria chosen by the facilitator, e.g., according to the criteria of preference for holidays or pets, the colour of the eyes, the number of coordinated volunteers or the number of years spent in education, or the number of projects coordinated, etc.

RESOURCES	• set of questions • Mentimeter	TIME	20 minutes
Training presentation	Using a visual presentation, briefly present the training to the participants: context, aim, objectives, activities, flow, results, etc.		
RESOURCES	• visual presentation	TIME	10 minutes
Expectations, contributions, fears about the training	Ask each participant to write maximum 3 expectations, 3 contributions and 3 fears on 3 differently coloured sticky notes created on Padlet: red for expectations, green for contributions and yellow for fears. Once done, you will read them in the plenary. You will then identify and clarify for the group what can and cannot be achieved by the training.		
RESOURCES	• Padlet	TIME	15 minutes
Training objectives	Present the objectives and the programme of the 4 modules. Create a schedule on a colourful digital poster (e.g., in Canva) to be easy to follow by the participants.		
RESOURCES	• posters with objectives • programme of the modules	TIME	10 minutes
Group rules	It is advised to establish a set of group rules, such as: sharing, group interaction, respect, asking questions for clarifications, self-directed learning, friendly atmosphere, burning questions, etc. Ask the participants to propose and contribute to the group rules. Group rules will be agreed on together and posted on a Padlet where the participants will be given access to.		
RESOURCES	• Padlet	TIME	5 minutes

Session 2: TEAMBUILDING	
OBJECTIVES	• **To better know each other as members of the group** • **To trust each other more** • **To reflect on own role in the group** • **To be better prepared for the group work during the training**
Team-building activity	*Team-building* – Prepare and give the group a set of challenges (approx. 15-18), added in a document that will be shared with them via link on the chat. Tell them that they have 5 minutes to strategize and 35 minutes to work together to solve all tasks. You will divide them into groups in Breakout Rooms. Allocate some time for the presentation of the results, going through the entire task and checking them out. Examples of tasks: • make a list of useful book and movie recommendations for personal or professional use • find out what the age of the group is by adding up the age of each member in the group (take into account months not just years) • sing together a song for 2 minutes and record it • take a common photo with maximum 2 closed cameras • compose a haiku describing how much you like online courses • write down 10 ways to use a pizza box. • come up with a list of 25 fun activities that one can do After the activity, hold a debriefing moment. Bring the participants back into the plenary room and discuss what happened and what they took away from the activity, focusing on how the team worked together. Suggested question: • What was the task? • How did you approach it? • How did you feel during the activity? • How was it working as a team? • What worked best about it? • What could be improved? • Lessons learned/What could you do differently next time?, etc.

RESOURCES	• Jamboard with the tasks	**TIME**	75 minutes

Session 3: THE COMMUNITY AND HAPPINESS. THEORY OF CHANGE	
OBJECTIVES	• **To understand the Theory of Change** • **To understand the link between volunteering and happiness** • **To develop the ability to think about a project from an impact-change perspective (theory of change)** • **To develop the ability to present a project succinctly and convincingly**
Short movie - the science of happiness	Share your screen to watch a short video on youtube - The Science of Happiness - Laurie Santos. The video lasts 5 minutes, after which the video is discussed based on the opinions, ideas generated by the participants. The conclusion of the debrief is that volunteering and activities dedicated to others contribute significantly to the feeling of happiness. What works to convince you or someone else to volunteer? 1. Rational - scientific arguments 2. Emotional 3. Immediate benefits 4. Real connection with the cause, beneficiaries, other volunteers

RESOURCES	https://www.youtube.com/watch?v=HStWtmSCAS8	**TIME**	15 minutes

Theory of change Input - activities - output - results - impact	For those working with this methodology linked to the Theory of Change, it is important to keep in mind that the planning and the strategy "flow" should be in opposite direction: we start with the "why?", with the impact or change we want to achieve and how to achieve it. We start with what we want to see changed in the world, then we look at what we need to do to achieve that impact, to have the results we want, and what activities we need to do to get the outputs that will bring about the change we want. All of this creates a feedback loop that continually evolves as you check and measure outputs and outcomes. The feedback you receive through measurement and analysis helps you revise any part of the process that might be "blocking" the loop from "spinning" naturally in the direction of the desired change. After a conceptual explanation of the Theory of Change, divide the participants in groups in Breakout Rooms and for 20 minutes ask them to create and customize the cycle of: Impact - Results - Output - Activities - Input. You should explain that the impact has 2 sides: impact in the development of volunteers and impact in the local community. Once they finished, ask at least one team to present the results of their work to the whole group in plenary.

RESOURCES	• presentation • Theory of Change	TIME	40 minutes
Activity - "pitch" for the aunt	Ask the participants to create individually a "pitch" that is no longer than 45 seconds and which includes the elements discussed in the previous activity about the Theory of Change. Allocate them a preparation time of 10 minutes. It is important to give them a few pointers before starting the work: • Explain in simple words what you have in mind, so that "auntie" understands. • Avoid "dry/wooden language" – vague words, jargon • Try to create a flowing story Invite a few participants (or all - depending on the time available) to share in plenary the pitch they created, and observers to give feedback (if they understand exactly what they want to do, if the change is clear, etc).		
RESOURCES	-	TIME	25 minutes

	Session 4: VALUES AND PRINCIPLES
OBJECTIVES	• **To identify one's own values** • **To identify the values of the volunteering programme To clarify some myths related to volunteering**
The values of the volunteer programme/ project	Invite the participants to choose 10 values, from the list below, that are important to their organisation (10 minutes), then to select 4 of these that are relevant to their volunteering programme/project (5 minutes). The list includes these values: integrity, creativity, courage, competence, health, independence, balance, dignity, structure, simplicity, loyalty, realisation, family, faith, action, knowledge, perfectionism, ambition, entrepreneurship, adaptability, responsibility, development, diversity, equity, humour, quality, wisdom, correctness, passion, trust, compassion, generousness, vision, ethics, change, efficiency, authority, recognition, effectiveness, etc. The values can be added on a Slide. Ask participants to share, for 20 minutes, in a group of 4 or 5, in Breakout Rooms, the values that guide them in their work with volunteers and discuss the importance of values in the volunteer management process in all its stages, but especially in the recruitment and motivation of volunteers. Ask them to identify common and different values and to explain their choices. At least 2-3 groups will share in plenary (10 minutes).

RESOURCES	• list of values on a slide	**TIME**	45 minutes

Clarification of concepts	Explain to participants that they will have to debate in small groups, in Breakout Rooms some myths about volunteering. Tell them that debriefing and conclusions will take place in plenary. Some debriefing directions are noted in the parenthesis of each myth below. Write the myths about volunteering on Padlet; you will share the links to the participants and they will have to write their names in line with their beliefs in 3 areas marked as following: YES area, NO area, MAYBE area. 1."Volunteers are people who want to give of their time and skills, they do not expect to get anything in return! "(Correct answer: No. Debriefing: volunteers expect something: maybe joy, smiles, impact in the community, etc. You will conduct the discussions to the importance of motivating volunteers by the coordinators, different internal drivers/motivation, and clarification of the terms Volunteer and Donor. The first (volunteer) gives of his/her time and skills, the second (donor) gives of his/her money. Sometimes people are both volunteers and donors.)

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

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

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

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

6.“Volunteers should be enthusiastic every time.” (Correct answer: No. Debriefing towards accepting diversity, people are different and show their enthusiasm differently. Then there is internal enthusiasm and externally manifested enthusiasm.)
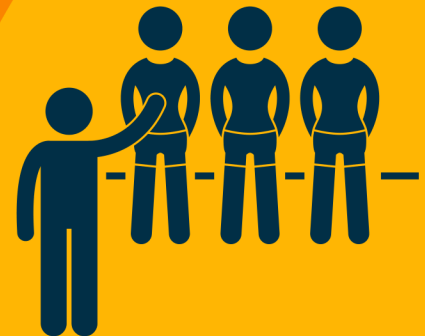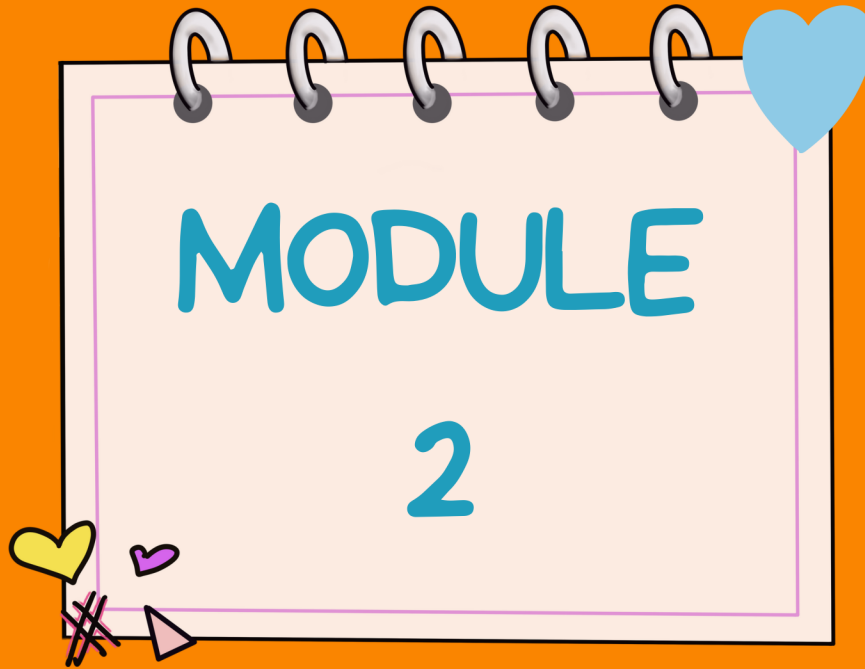
*These statements are formulated in a way in order to stimulate a debate among the participants.

RESOURCES	• each myth on Padlet	TIME	45 minutes

MODULE

2

MODULE 2: VOLUNTEER MANAGEMENT		
Session 5: LOCAL AND INTERNATIONAL VOLUNTEERS. COMMUNITY. ESC PROGRAM.		
OBJECTIVES	• **To clarify volunteering concepts** • **To analyse the needs of a volunteering programme (Needs: community, organisation, volunteers)** • **To understand the Volunteer Management paradigm in 9 steps**	
Volunteering and Community/ Solidarity	Summarize the previous discussions of the myths, taking into account the participants' interventions, bringing the discussion at a definition of the term volunteer, a definition that may be new or it may be an already existing definition to which the group adheres. The main point is that the definition respects the 3 main principles of the volunteer work: - unpaid work - self-initiated - for the benefit of the community. Continue by exploring the concepts of Community and Solidarity. Invite the participants to create a mind map starting from the concept of Solidarity on an online whiteboard. The mind map will be presented to the whole group together and the conclusions will be drawn together by the participants about what each of these concepts means in volunteering projects in general, and in volunteering projects in ESC in particular.	

RESOURCES	• online whiteboard	**TIME**	20 minutes

The needs	A successful volunteering programme must take into account 3 categories of needs: Community needs - Organisational needs - Volunteer needs (make use of the Venn diagram) Practical application – Ask the participants to create a Venn diagram with the 3 categories of needs specific to their project. They will work individually or in Breakout Rooms in groups by projects on an online whiteboard. At the end, an overview of the diagrams will be made and common elements will be discussed.	

RESOURCES	• a visual presentation with VENN diagram • online whiteboard	**TIME**	30 minutes

9 steps in Volunteer Management	Divide the participants into 2 teams working in 2 groups in Breakout Rooms where they will have to make a structure (linear or tree structure or whatever they decide) of the 9 steps of Volunteer Management, according to their experience. Ask them to discuss for 10 minutes from their own experiences and then, in plenary, they will present the results they typed in a document. Draw a conclusion together in the plenary, re-emphasizing the structure of the Volunteer Management steps. The 9 steps: 1. Preparing the organisation for volunteer involvement 2. Recruiting volunteers 3. Selection of volunteers 4. Volunteer orientation and training 5. Volunteer supervision 6. Volunteer monitoring 7. Volunteer motivation 8. Recognition of volunteers 9. Evaluation of volunteers and volunteer programme

RESOURCES	• online document	TIME	30 minutes

Session 6: PREPARING THE ORGANISATION TO INVOLVE VOLUNTEERS			
OBJECTIVES	• **To understand the components of the process of preparing for volunteer involvement** • **To create a vision of the volunteering programme** • **To develop the ability to draw up the volunteer job description** • **To get familiar with the documents necessary for effective volunteer management**		

STEP 1 - Preparing the organisation for volunteer involvement	Present the main elements of STEP 1:
	• Preparing the organisation's team for volunteer involvement
	• Developing a vision for the volunteering programme/project (next exercises)
	• Developing a set of policies and procedures for volunteers
	• Appoint a volunteer coordinator
	• Establishing a budget for volunteer activities
	• Documents necessary for involvement of volunteers (best practices):
	  o Volunteer contract
	  o Volunteer profile (job description)
	  o Volunteer timesheet
	  o Volunteer protection sheet
	  o Volunteer register
	  o Volunteer certificate		

RESOURCES	• visual presentation	**TIME**	10 minutes
The vision of the volunteering programme /project	Participants will prepare a project vision related to volunteers. This will be done gradually, task by task and they will create the vision of the volunteering program/project by answering to the following in Breakout Rooms, using an online document to take notes: • Each group will write down the idea of the project agreed within the organisation (5 min) • The decision to make the effort to run the volunteer project has been made. Think about and note down what is the purpose of the project? (5 min) • Think about the activities that should be carried out to achieve the project's purpose (5 min) • Which of these activities will the volunteers be involved in? (5 min) • Think and write if you choose to work also with local volunteers or only with internationals? (3 min) • Also write the values identified in the previous exercise (3 min) • Write in one sentence all these ideas (5 min) Then, in plenary ask participants to share some visions of volunteering programmes/projects created by them.		

RESOURCES	• visual presentation with the 6 steps • online document or Jamboard	TIME	40 minutes
Good practices - documents	Participants are provided with a link where the good practice documents are uploaded so that they can consult and download them if they wish. Documents necessary for involvement of volunteers – sharing the best practices: • Volunteer contract • Volunteer profile (job description) • Volunteer timesheet • Volunteer protection sheet • Volunteer register • House statute/ House rules • Policy for appropriate behaviours • Youthpass or other volunteer certificates		
RESOURCES	• link with templates of documents	**TIME**	5 minutes
Job description for volunteers	For a practical application of a Volunteer job description, ask each participant/group to create the volunteer job description for the project they propose within the volunteer programme/project. You ask them to work in groups in Breakout Rooms based on a provided online template shared by link and at the end, ask participants to share some of their job descriptions.		
RESOURCES	• job description template	**TIME**	30 minutes

Session 7: RECRUITMENT AND SELECTION OF VOLUNTEERS		
OBJECTIVES	• **To develop volunteer recruitment skills** • **To develop volunteer selection skills**	
Sharing time	Hold an open discussion in the plenary: Review "memories" of volunteer recruitment campaigns: what they did, how it was done, what they learned, successes or challenges in recruitment, etc.	

RESOURCES	-	**TIME**	20 minutes

STEP 2 - Recruitment: Strategies. Sources. Message. Tips and Tricks	You extract the following points, in particular from the information they shared in the previous activity: **Recruitment types/strategies and sources** (here, you emphasize recruitment from ESC platform, but also mention recruitment from the local community to ensure continuity and sustainability): • General • Specific • Concentric • Closed system **Recruitment message** (in general it is advisable to include): • Need (of the beneficiaries/community, not of the organisation or volunteers) • Objectives • Tasks to be implemented/Activities • Period/duration • Volunteer benefits • Contact details of the organisation **Tips and tricks in recruitment** • Be open to new, creative ideas • Brainstorm extensively about possible sources, channels, messages • Stick to motivations/values when formulating messages • Adapt the message according to the targeted volunteers, channels and communication methods Timing is essential • Recruit more than you need • Include a recruitment message in your promotional materials • Recruitment is a continuous process. *A satisfied volunteer is a "living advertisement".

RESOURCES	Visual presentation of: • recruitment types • recruitment message • tips and tricks	TIME	15 minutes
Recruitment strategies	For a practical application, organised in small groups, in Breakout Rooms, the participants will develop a recruitment strategy for volunteers in a project based on: WHAT? Know what you want them to do (vision and job descriptions) WHERE? Where you can find them - list sources WHEN? Decide when it is the best time to find them HOW? Decide how you will reach them: method, message, channel, application system Ask some participants to present in the plenary 2-3 strategies.		
RESOURCES	• online document	TIME	30 minutes
STEP 3 – Selection	Organise a brainstorming session, by asking participants what selection methods they know, using a Mentimeter Cloud to list the participants' answers. Complete, if necessary, with: CV, motivation letter, recommendation letter, interview, practical test, etc. Have a discussion - debate: Do we make a selection or do we not? You will point out when a selection is necessary and when it is not. **Tips and tricks in selection:** • Ask questions and listen • Be honest (don't hide possible risks and inconveniences) • Give information about the organisation • Give them a clear picture of what the job entails • Explore their interests, skills and motivations • Match volunteers with the most suitable positions • Answer questions and concerns • Discuss the benefits of volunteering • Prepare a standardized selection process, policies, and procedures • Establish non-negotiables and areas of flexibility • Ensure confidentiality (for them and by them) • Inform them about benefits • Have the courage to say NO!		
RESOURCES	• Mentimeter Cloud • visual presentation – tips and tricks	TIME	20 minutes

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

Evaluation of the day	Hold an evaluation of the day using the 5-finger method: Ask participants to choose one or more fingers or emoji reactions for which they will evaluate the following aspects: • thumb - something they enjoyed on the day of the course • the pointer finger - something that needs to be highlighted • middle finger - something that needs improvement ring finger - something they would "marry" • little finger - a small important detail to share.		
RESOURCES	-	TIME	10 minutes

Session 9: SUPERVISION AND FEEDBACK. MOTIVATION AND RECOGNITION	
OBJECTIVES	• **To develop the ability to provide supervision for volunteers** • **To develop the ability to give and receive feedback** • **To understand the complexity of the volunteer motivation proc** • **To develop the ability to motivate and recognise the merits of volunteers**
STEP 5 - Supervision of volunteers	What is supervision? Ask participants to brainstorm and discuss about this. Conclude that the role of supervision in working with volunteers is the essence of supervision, it means providing support and building relationships. Organisational modes: group and individual Themes of supervision: • progress meeting: positive aspects and areas for improvement • organisation of working hours • evaluation of volunteer performance/volunteer programme • clarification and problem solving • consultancy/expertise • words of praise • reporting errors • setting standards • assessment of training needs • helping to match tasks to goals • modelling the professional behaviour of the volunteer coordinator (some important characteristics: enthusiasm, gratitude and professionalism) • providing feedback • answering different questions from volunteers

RESOURCES	• visual presentation	**TIME**	15 minutes

Feedback	Explain how to give feedback by using the Nonviolent communication model: observations, feelings, needs, requests. You give some examples so that the model of nonviolent communication is better understood. Give some case studies with real situations with volunteers on the basis of which the participants, in small groups in breakout rooms, practise the feedback.

RESOURCES	• Model NVC	**TIME**	25 minutes

STEP 6- Motivating volunteers	What does motivation mean? Share about volunteer motivation: success stories and challenges. The conclusion should be that motivation is a dynamic process, and in the voluntary sector it has 3 dimensions: • individual motivation of volunteers (particular actions), • group motivation (general actions) and • process motivation (quality of work with volunteers). **Individualized motivation activities**: Ask participants to complete the online questionnaire: What kind of volunteer am I? Hold free discussions with the participants based on the results of the questionnaire. You take from them an example for each type of volunteer: entrepreneurs, collaborators, service providers, supervisors. Together, review the roles and exemplify types of activities according to these roles. You list together general motivational activities (for all volunteers). You complete with: • Celebrating 5 December - International Volunteer Day • Happy birthday - birthday, name day, etc. • Social media posts with volunteers, results, etc. • Theme parties • Nature outings, pick-nicks • Restaurant outings • Mentioning names on the organisation's website, at events • Thank you letters • Certificate of participation, etc. **Motivation as a process**: You make a review with motivational elements mentioned in the volunteer management steps you have done.		
RESOURCES	• Questionnaire: What kind of volunteer am I? • visual presentation – general motivational activities	**TIME**	35 minutes
STEP 7 - Recognition of volunteers' merits	Ask participants to brainstorm using Mentimeter/Padlet about methods of recognition of volunteers' merits. Here are some examples: • Public thanking • Nomination at various events celebrating volunteers, initiatives etc.		

	• Invitation to join the Board of the organisation • Invitation to represent the organisation at conferences/events • Participation in various courses • Increased responsibilities (coordination tasks) • Special social media posts by name (check with the volunteer if they want to appear with their picture/name) • Letter of recommendation, etc.

RESOURCES	• Mentimeter / Padlet	**TIME**	15 minutes

Session 10: MONITORING AND EVALUATION OF VOLUNTEERING			
OBJECTIVES	• **To understand the importance of monitoring volunteer activity** • **To understand how to calculate the value of volunteering** • **To increase skills in evaluating volunteers and the volunteer programme**			
STEP 8 - Volunteer monitoring	What do we monitor? Generally, in volunteering projects we monitor volunteer hours, volunteer activities, and results. Together with the participants review the volunteer timesheet discussed in Step1: the importance of the timesheets and the role for both organization and volunteer.			
RESOURCES	• Volunteer timesheet template	**TIME**	10 minutes
The value of volunteering	In order to calculate the input invested by volunteers in volunteering programmes/projects you present the way of calculating* the value of volunteers' work. *Calculation of the value of volunteers' work (in relation to the average salary in the country).			
RESOURCES	• Visual presentation of calculation	**TIME**	10 minutes
STEP 9 - Evaluation of volunteers and volunteer programmes	You continue with an exercise with 2 flowers. Invite 2 volunteers from the participants to draw a flower on a paper/online whiteboard and to share on camera with the group, or to choose 2 images of flowers from the internet and share the screen. The group is then asked which flower is the most beautiful. Continue by asking the question: Which is the most flowery? Then, there is a plenary vote via Mentimeter, followed by a discussion: Why did we vote this way? What does beautiful mean? What is wrong with our assessment? The conclusion is that a fair assessment cannot be made without criteria. For example, we can easily determine which flower has more petals, or which is more colourful, or which has leaves, etc. and thus have some indicators. You draw the conclusion - characteristics of the evaluation: • value judgement • requires standards/criteria • undesirable evaluation methodology • systematic process			

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

Session 11: CO-CREATION: how to involve the community			
OBJECTIVES	**Create a community around the volunteers** **Inform the community about the presence of the ESC volunteers** **Learning about how to create events & meetings** **Learning how to Involve the local community** **Understand the competences you need for community involvement**		
Create a safe environment with introductory games	Draw up a safety charter before the session and ask the participants if they want to add anything to the charter. Here are some examples of rules to follow: - Speech: pay attention to the flow / do not interrupt it. - Confidentiality: the first rule of the club is: no talking about the club. - Allow yourself to ask questions, make 'mistakes', be aware of them. - Talk about your own experience. - Active listening, without judging the other person's feelings or your own. - Do not reverse guilt if you say something offensive. - Remain benevolent in the face of embarrassing comments. - We are prejudiced, if we feel we are carrying stereotypes, warn the group.		
RESOURCES	• Mentimeter/ Jamboard	**TIME**	10 minutes
Introductory exercises	This exercise will conduct participants to define what co-creation means. You will propose to the participants to think about what they understand by the term of "co-creation". Use Mentimeter or Jamboard to collect their answers. You will encourage them to be spontaneous in coming up with any ideas related to co-creation. After the ideas have been collected, you will conclude a concept definition where co-creation means active participation of all stakeholders (volunteers, beneficiaries, target group, host organisation, authorities, sponsors, etc.) in all stages of a process/project. This complex process of co-creation requires a lot of consultation and communication.		
RESOURCES	• Mentimeter/ Jamboard	**TIME**	10 minutes
World Café dynamics	The World Café methodology is a process of human, intimate and meaningful conversation that allows a group of people to discuss important issues, to generate creative and innovative ideas, agreements and courses of action in a cosy and friendly café-like environment.		

Organise and divide the participants in Breakout Rooms of four to six people, who simultaneously explore the following question for 20 minutes:

- How can the ESC experience improve the community involvement in civic life?
- What value do ESC volunteers bring to our local communities?
- What would be an advantage for associations and ESC volunteers in involving the local community?

After the participants have responded in groups to these 3 themes, ask them to present the results to the plenary and the group and you will make additions. The activity should be brought to an end gently, allowing participants to give feedback to the group, and to connect again with the 'outside' and everyday life in their organisations.

After the "tables" have been fully turned, a participant from each group can share how the group worked and the results found. You can also end the activity with a presentation of the discussion sessions, and give enough space and time for exchanges and comments.

RESOURCES	• online document	TIME	30 minutes

	Every territory is different, and in order to think of possible activities to involve the local community, it is necessary to start from its analysis. What kind of users do we want to involve in the ESC world? Future volunteers? Possible hosting associations? Create together a document to address a needs analysis: the community we refer to, what needs does it express? How can the community connect with ESC?
Stimulating a debate on the territory, its community and its needs	Firstly, divide the participants into pair and divide them in Breakout Rooms. Ask them to answer the following questions, specifying that they will have one and a half minute for each. Each of them should pay attention to what their partner says and take notes: • Imagine an event organised together with the community to present your ESC volunteers in your city: what kind of event would it be? • Now imagine the location: where is this meeting held? • Target: how many people attend and what profile do they have? • You have organised activities to facilitate this event: what kind of activities are you proposing? • How will the community be actively involved to demonstrate the concept of co-creation (community involved in the services they benefit from)? Finally, ask the participants to share their event.

RESOURCES	• online document	TIME	20 minutes

Competences wheel	To stimulate a debate on the kind of skills one needs to have to engage the local community and how to achieve them, ask the participants to write a list of skills they might need to involve the community (use Jambord or Mentimeter, or a visual presentation that you will share with them); some examples might be: • Critical thinking and problem-solving • Emotional intelligence • Collaboration and teamwork • Work ethics and professionalism • Written and oral communication • Leadership • Digital skills • Aptitude for learning • Public speaking • Presentation skills You write a series of questions related to the above-mentioned competencies and at the same time to the subject, e.g. What do you think is the competency that could most help you reach your target audience? What aspects of your competency do you feel are particularly significant for you and why? A question is asked and the participant says the competency he or she believes is needed to answer the question. This will be done with 10 to 15 questions. This exercise will then be used to work out which skills are considered suitable for the activity, which ones to work on, which ones you have etc. At the end, you will draw a conclusion about the competencies and allow for an open space for questions and comments.

RESOURCES	• Jamboard/ Mentimeter	TIME	20 minutes

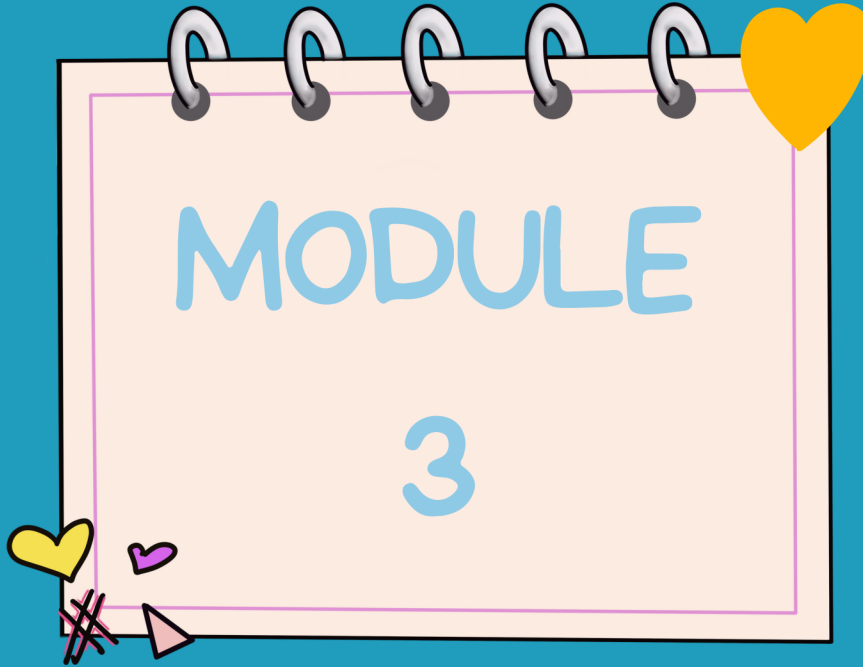| Session 12: REFLECTION	
OBJECTIVES	• **Reflect on the work done so far** • **Reflect on the competencies gained so far** • **Reflect on the learning process**
Reflect on the activities done so far	Use a tool like Mural or Jamboard and place 4 images or emoticons on the digital whiteboard. Then ask the participants to create their name tag on the board. Now read out questions, such as: • What was the main feeling that accompanied today? • How did you like today's lunch? • How do you feel regarding your engagement and involvement during the activities done in the previous sessions? • How do you feel regarding your skills and competencies on the topic of this training? Ask the participants to move their name tag close to the emoticon/image that represents their answer. Make time for those who want to share their feelings and opinions.

RESOURCES	• Mural/Jamboard • 4 images or emoticons showing happiness, sadness, confusion and surprise	**TIME**	10 minutes

Reflect on the learning process	Use a tool like Mural or Jamboard and create different areas on the online white board, with different questions.: • What was new to me? • What made me worry? • What made me happy? • Who inspired me? • What do I want to try now? • What do I still need to complete this learning? Invite the participants to take 15 minutes to reflect on those questions, and ask them to write on virtual sticky notes their thoughts and comments regarding them. They are free not to answer some questions, if they are not comfortable.

RESOURCES	• Mural / Jamboard	TIME	15 minutes

MODULE

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Session 13: COMPETENCIES FOR VISIBILITY AND MEDIA		
OBJECTIVES	• **Gain competencies in communication** • **Learn the tools that can help to get visibility in the local community** • **Learn which media tools to use** • **Build a communication strategy**	
Creating a stakeholders map	Ask the group to identify the stakeholders and construct a stakeholder map on an online whiteboard: segment the market and consider the different profiles of the various stakeholders. Each one needs to create a stakeholder map. Then, divide the group in pairs in Breakout Rooms and let them talk and explain to each other their stakeholder map. (Stakeholder mapping is the process of identifying key stakeholders (i.e. entities who have an interest in your product or project) and understanding their relationships with each other - low/high influence & low/high power).	
RESOURCES	• online whiteboard	**TIME** 15 minutes
Public Relations and External Communication	Give a presentation of the steps to follow for public relations and external communication when aiming to involve the local community: 1. Write the press release: explain that for each activity open to the public, writing a press release can be really helpful to reach a wider public. Show an example of how a press release is made. 2. Spread the press release: explain that they can spread it via email among the list of their stakeholders in the local community. 3. Create appealing visuals: nowadays, by using online tools like Canva, it is pretty easy to do something creative to promote activities, projects, etc. Use these visuals on social media and attach them when sending the press release (they can be used directly by stakeholders to promote the initiative among their network). 4. Use social media: use social networks (such as Facebook, Instagram, etc.) to make your project visible: remember to use appealing and engaging visuals, videos. Try to tell a short story – something that is interesting and catches the attention; interact with your followers, ask questions and find out their opinion. 5. Publish blog articles with ESC experiences: ask volunteers to write about their ESC experience (with photos) and share it on your website. This can be used as a source for press releases as well.	

RESOURCES	• visual presentation • press release & social media posts examples	TIME	10 minutes
Building communication strategy	Divide the group in Breakout Rooms, in pairs, and make them answer the points below, following the order. Give them 90 seconds each to answer the question (3 min in total per pair). Each of them takes notes of the other person speaking. • What is my project about? • What is the problem my project solves? • Why is the project special and unique? • Who is your audience? With whom do you want to communicate? • Which communication channels (online and offline) you should use to reach that audience? • What content to create for those channels? • Who will help me with the creation of this content & spread it? • How much will it cost? • What are the expected results of my communication strategy? After completing all the questions, all the participants go back to the plenary room and the person who took the notes, presents the communication strategy to the rest of the group. All the others follow and give feedback. Allow an open space for questions and comments.		
RESOURCES	• online document	TIME	40 minutes

Session 14: PRESENTATION SKILLS		
OBJECTIVES	• **To provide to the participants useful tips for their presentations** • **To learn about the skills that are involved in making a successful presentation** • **To provide tips on how to reduce stage fright**	
Presentation	Split the participants into teams, by creating Breakout Rooms. Ask them to brainstorm and write possible scenarios in which someone could have a presentation, meaning that they need to find the background, the scenario, the people they will be addressing and the goal of the presentation. Thus, each team will create one scenario (e.g. at home, a teenager trying to persuade the parents to receive a new phone, because the old phone doesn't have the X feature that a new one has).	

RESOURCES	• online document	**TIME**	15 minutes

Learn the essential qualities	Prepare a quick presentation on the essential qualities of presenting, to be used as guidelines. (Essential qualities of Presentation Skills are: thorough preparation of content, structuring content logically, managing stress, engaging your audience, delivering presentation objectives, positively influencing the audience, and responding to audience needs.) Show tips on managing nerves and how to stay cool, noted on the same slide with the qualities or on a Padlet page, that way participants can incorporate them in their presentation.

RESOURCES	• visual presentation	**TIME**	15 minutes

Work as a team Activity	Ask the same teams to prepare a presentation lasting 5 minutes, following the previous guidelines as much as possible. Each of them needs to present it later on. They can practice, find ways to make it more engaging, etc. Split them and make new groups that consist of a member of each team taking a turn to present the team's story to the rest. When each is finished, they check on the online document whether they have used the qualities found in the presentation. You will discuss with the participants and compare which team overall made the presentation that fit most guidelines and deconstruct it. At the end, hold a debriefing session where you ask for feedback. Give participants some time to find 2 things they liked and/or disliked from the session and why, and how they felt and why.

RESOURCES	• online doc with checkboxes	TIME	50 minutes

Session 15: PUBLIC SPEAKING	
OBJECTIVES	• **Gain an understanding of media relations and public speaking** • **Create and deliver a speech** • **Gain knowledge on expanding upon a subject when public speaking, even when you do not know much about it** • **Gain knowledge and practice skills on some public speaking speech frameworks**
Confronting our public speaking fears	Firstly, have a brief discussion with participants about the common fear of public speaking. Ask them how they feel about it when they have to speak publicly. You should point out that speaking in front of an audience often leaves one speechless. According to certain studies, the fear of public speaking is common. Nonetheless, so many professions and careers require public speaking at some point or another. For instance, politicians, businesspeople, and teachers talk in front of an audience. In some situations, it may be necessary to communicate information formally, which can be more nerve-wracking than when it is done more casually or to smaller groups. Many people who fear public speaking are unaware that we all speak in front of groups of people regularly, whether at work, at home, or at school. Remind participants that speaking in front of a crowd will come up at some point in everyone's career. Depending on our preparation, this encounter could either be terrifying or enjoyable. Ask everyone in the group to identify the one aspect of speaking in front of an audience with which she/he is most uncomfortable. Then, on Padlet, write a quick summary of each response. Put a checkmark with the same response if it is mentioned more than once. When everyone had a chance to share their anxieties, count the number of times each response was given. Then, guide a discussion about the top 3 anxieties and strategies for overcoming them. At the end of the activity, show the video <u>Be a More Confident Public Speaker - on YouTube</u> and lead an open discussion on the good practices of effective Public speaking the video suggests.

RESOURCES	• Padlet • Youtube video	**TIME**	45 minutes

Practice speech	Give participants 15 minutes to write a brief speech with an introduction, conclusion, one story or quote, and their opinion on a particular topic in an online document. The allotted time for the speech should not exceed 3 minutes. Inform participants that you will stop them when they have used their allotted time. As they prepare for and deliver their speech, remind participants to remember what they have learned. This includes things like body language, gestures, eye contact, tone of their voice, etc. Share with the participants the presentation feedback form and assign the other two to whom they will give feedback. To help participants understand what to look for and listen for during the speeches, quickly go over the form with them. Each participant should (if time allows, depending on the number of participants) take the floor and present his/her speech. After every speech, give feedback to each participant. Remind participants to give feedback for improvement regarding areas that could be improved. The feedback should focus on areas that the speaker can influence and change. If participants agree, record a video of each participant so that they can go through and understand their weaknesses and strengths after the session. Before the end of the session, you will present the 10 Tips for Improving Your Public Speaking Skills on Padlet according to the referring article.

RESOURCES	• online document • Padlet	TIME	45 minutes

Session 16: ADVOCACY			
OBJECTIVES	• **Learn to advocate properly** • **Gain empathy through debates** • **Gain insights in being an advocate**		
Introduction	Hold a short introductory summary of the next activities and what it is aimed to gain from them.		
RESOURCES	-	**TIME**	5 minutes
Split into groups and debate	Split the participants in 2 groups in Breakout Rooms, each with 4 people (depending on the whole group size). Ask them to identify a problem; they can be inspired from issues in the local community. After they identify a problem they want to tackle, they have to find the stakeholders that would be involved and pick a role (e.g. pollution in a lake has stakeholders the local authorities, fishermen, families, farmers etc.). Join the Breakout Rooms to have a look and allow some time for questions or clarification.		
RESOURCES	-	**TIME**	20 minutes
Find your goals	Ask the participants to brainstorm the arguments for their personal role and find the end goal for what they want to achieve. This time, each one works individually.		
RESOURCES	-	**TIME**	10 minutes
Create grassroots movement	Ask participants to gather everyone who has a similar goal in a group. Then, they will have tocreate a step-by-step awareness campaign. With a simple guide (you don't want to be overly strict) the group will: • find a motto • find a common goa • plan action (how) • develop advertisements • find ways of funding • target the needed policymakers, etc as detailed as possible They can create a presentation or simply gather information in an online document.		

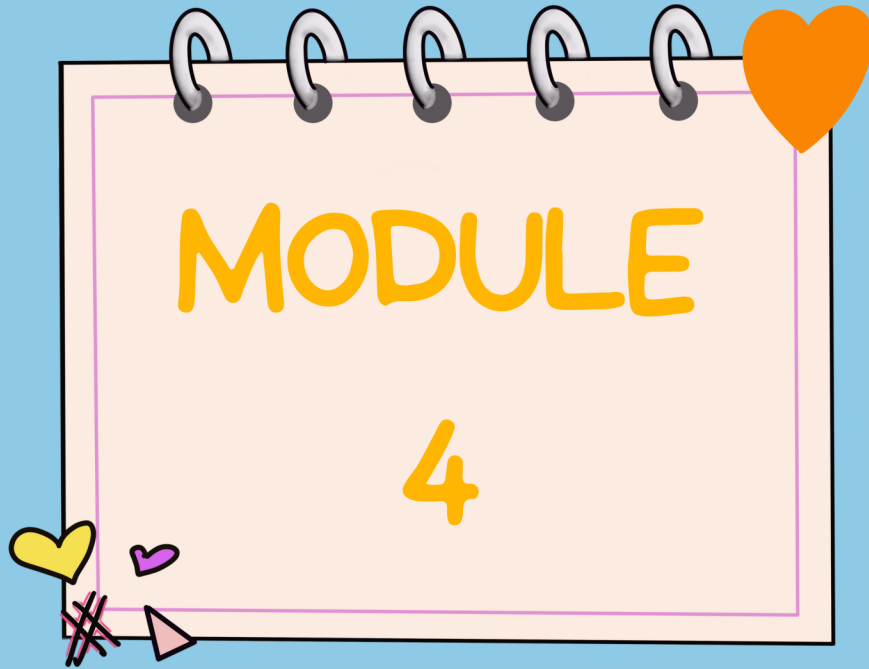|			
	Once done, ask them to present to the rest of the people by sharing the screen in 3-5 minutes their setting, then the campaign (who, what and how, and what is the end goal).		
RESOURCES	• visual presentation of the guide • online document/Padlet	**TIME**	35 minutes
Discussion	Ask participants to share what they think is important for the success of an advocacy campaign (e.g. Covid awareness campaigns, no more plastic on beaches, volunteering campaigns, etc.) and how those well done help the cause and others that aren't have no much impact. Together with the participants brainstorm and identify the core skills of advocating on a Padlet while sharing the screen: Listening, Empathy, Communication, Persuasion, Research, Writing Analysis, Public Speaking, Negotiation, Organisational, Time Management, Multitasking, etc. End the session with reflection questions such as: • Was it easy to create the campaign? • What was something you learned today? • Other Q&A.		
RESOURCES	• Padlet	**TIME**	20 minutes

Session 17: NETWORKING AS A COMPETENCE	
OBJECTIVES	• **To provide to the participants overview about the importance of networking** • **To learn to participants how to be able to build relationships** • **To improve digital networking skills through verified methods** • **To develop communication skills**
Introduction	Hold a presentation of what networking is, the types of networks (operational, strategic and personal network), ways to network and why networking is important, by sharing your screen. Presentation in canva: https://www.canva.com/design/DAFeYMd87pw/8aD3X8bLg1x05SaMadvD2w/edit?utm_content=DAFeYMd87pw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

RESOURCES	• visual presentation	**TIME**	15 minutes

Web of life	In this activity, you can already prepare an online whiteboard with the names of the participants, or to make it more advanced if you want to spend some time to make it even more personalised, you could add some photos of the participants. This way we want to represent them all as if they are in a circle in a room. Now, one person starts by saying something about their hobbies or dreams, anything they like and would like to share. Then, the next person would be someone who likes the same/has a similar interest (participants will be told that they are free to talk/express themselves if they find something interesting in what the previous person was saying) and now a line will be drawn from the one person to the other that just connected. Then, this process continues until a web is created on the whiteboard. This way, we have a visual of networking between the group and how we connect with each other.

RESOURCES	• online whiteboard	**TIME**	15 minutes

Exercices A-Z	Divide the group into Breakout Rooms in pairs of equal number of people (if possible). Ask each team to write down on Padlet apps and tools from A-Z that are related to networking, for example, Facebook for F. After they finish writing (10 min), each team in rotation can ask the next one a question regarding the apps. For example, "I want an app for networking at work". The next team has to reply and suggest one from their list. All teams erase from the list the app that was mentioned. This continues in rotation. Every team has to reply quickly and then ask the question to the next team. At the end, allocate some time for feedback and comments. To make it easier one from each team has to reply maybe even better to select a representative.

RESOURCES	• Padlet	**TIME**	20 minutes

Netwoking - conclusions	Using the world cafe method, but in the digital version, three Breakout Rooms will be created on your platform. In each of them, one person will stay for the whole duration of the activity, as a representative of the topic and will be responsible to keep notes. The topics/questions to discuss: • How to network? • Where to network (places/events)? • Why to network? You will divide the rest of the group except the representatives into 3 teams and let them rotate every 3 minutes from each Room to continue writing down what they discuss. At the end, ask them to present the results and discuss them.

RESOURCES	• online document	**TIME**	25 minutes

MODULE

4

Session 18: RECOGNISING COMPETENCES WITH YOUTHPASS	
OBJECTIVES	• **Learn how to make the volunteers reflect on the competences gained during their project** • **How to recognize competences in volunteers**
Introduction	Hold an introduction about YouthPass: a tool for competences recognition. Facilitate the group discussion with these questions: • What is it? • Why do volunteers need it? • The key competences **Underline the difference between self-assessment and assessment:** When thinking about recognition of learning in the youth field, many youth workers/mentors/trainers take the position that ONLY self-assessment carried out by participants is an acceptable form of validation of learning in non-formal education. Assessment carried out by youth workers/trainers is seen more as a "step back" to the traditional grading system in schools and totally against the values of non-formal education. We would say it is neither self-assessment, nor assessment, only. It is rather, self-assessment enriched by feedback in a dialogue space.

RESOURCES	• Materials available on Youthpass.eu or on SALTO Youth	**TIME**	10 minutes

Discussion	Divide the group in pairs in Breakout Rooms and let them discuss the function of YouthPass in the recognition of competences. Some questions they could answer are: Which difficulties did you face when helping the volunteers write their YouthPass? Was it easy to make them reflect on the competences?

RESOURCES	-	**TIME**	15 minutes

Reflection	Choose 3 of the 8 key-competences and make the group reflect on which questions to ask the volunteers to reflect on them. In the official leaflet there are already some examples that can be used. Prepare a digital whiteboard to share with the participants where you can change from one question to another.

"What would you ask to make the volunteers reflect on this competence?" - Make them write 2 questions for 3 competences with digital sticky notes.

Give them 2 minutes to reflect on each competence and then ask them to share what they wrote with the group.

RESOURCES	• Mural / Jamboard	TIME	15 minutes

Explore, match, prove

The following exercises are examples that can be done with the volunteers to help them reflect on their competences, gained during their ESC project. One can apply these exercises to the competences gained while working as a project coordinator.

Explore, match and prove:
1. Explore
2. Explore goals and needs: What will you use your Youthpass for?
3. What is your target? (eg. job, university, other educational institutions)
4. Match
5. Identify the competencies required by the target and the ones that you gained during the project.
6. Prove
7. Provide evidence to back up each claim (e.g. examples of how you demonstrated a given competence during the project).

EXAMPLE: Some typical competences mentioned in job ads:
Accountability, adaptability, attention to detail, clear communication, confidence, conflict management, creativity, developing others, emotional control, flexibility, handling stress, integrity, leading teams, open-mindedness, openness for learning, proactive thinking, problem solving, project management, results orientation, self-management, taking initiative, teamwork, etc.

Recognition of competences
Now pick max. 10 competences you gained.
Accountability, developing others, networking, relationship building, accurate self-assessment, empathy, risk taking, achievement focus, flexibility, open-mindedness, self-awareness, adaptability, giving/receiving feedback, openness for learning, self-confidence, analytical reasoning, ICT skills, oral communication, sensitivity to diversity, organisational awareness, strategic thinking, artistic expression, integrity, organisational skills, stress management, attention to detail, autonomy, taking initiative, planning, leadership skills, listening, teaching/training skills, taking responsibility, conflict management, presentation skills, team work, creativity, proactivity, problem solving, project management, written communication, working under pressure, decision making, motivating other, etc.

	Now pick 2 of them and write down: **S** - Describe a SITUATION where you have demonstrated or learned the competence **T** - What were the TASKS you had to complete in that situation, what were the specific challenges you had to address **A** - What were the ACTIONS you took to complete these tasks and how did you deal with those challenges **R** - What were the RESULTS of your actions; what have you learned from that situation Ask the participants to discuss the results within the group.		
RESOURCES	• Mural / Jamboard	**TIME**	40 minutes
Conclusions	You will invite participants to a reflection process based on the following questions: • Have these exercises made you reflect on the competences gained? • Would you add or change something to make volunteers reflect on the Youthpass process? • What do you think is important in the recognition of competences for Youthpass?		
RESOURCES	-	**TIME**	10 minutes

Session 19: RECAP	
OBJECTIVES	• **To recapitulate the training** • **Q&A** • **To forsee the next steps** • **To connect with current or prospective job/status**

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

Session 20: FINAL EVALUATION		
OBJECTIVES	• **To identify issues and improve the overall processes of training programs** • **To analyse the effectiveness of training materials and other tools** • **To assess the overall training experience of the participants**	
Evaluation	Share with participants the online dice link, and each number on the dice is assigned to a question, such as: 1. Name three things you gained from the training 2. What wasn't clear to you? 3. What do you think about the duration of each session and the training in general? 4. Would you use any of the methods you learnt? 5. What do you think about the facilitators? 6. Would you recommend this training to others? Why? The participants then roll the dice (online) and answer the corresponding questions aloud, prompting group discussions. At the end of this activity, you will provide an online form to be answered by the participants.	

RESOURCES	• link for online dice • online form	**TIME**	40 minutes

Recommendations	It is recommended to conduct a recapitulation of the training content and ask learners what they would change in this training and to identify positive, valued aspects of the course so that they can be maintained.		

RESOURCES	-	**TIME**	20 minutes

Future evaluation	Share with the participants the FutureMe.org website, so they can write a letter to their future self "Future me as ESC project coordinator." A few weeks or months after the training, send an email and ask them what they have done regarding the course content. Collect the responses and send them to everyone who attended as a mini-report.		

RESOURCES	• Future me letter	**TIME**	10 minutes

CLOSING CELEBRATIONS

ENERGIZERS

1. *Once upon a time...* - Tell the participants you will start a story with a line and they will have to continue until everyone contributed. The story starts like this: "Once upon a time, in a land far away, 5 people got together to solve all the world's problems. Everything seemed easy, until one day one of the people saw on the horizon..."

2. *Connections* - Ask all participants to turn their cameras on. To introduce the exercise, say: 'I'm going say the name of one person in the session, and right after, we will try to clap our hands at the exact same time [make a demonstration]. Then, the named person will do the same with another person, following the 'clap' through the whole group. The idea is to pay attention. The game can end with applause after all their names have been said.

3. *Human Statues* - This is a dynamic energizer, during which participants need to create a vivid image of a given context, named by the you. They must create a "statue" that would fit in that place through a movement or gesture, naming what it represents. You start by setting the context and giving an example, then you invite the participants to jump in and follow you one by one, not necessarily in a specific order. For example, the context is that "the group is France", and you start by saying that they eat a croissant in front of Tour Eiffel, followed by a representative movement that they need to maintain until everybody finishes.

4. *Simon says* - and ask one participant to be Simon. Simon tells the participants what they must do. They will follow Simon's instructions.

5. *Touch Blue* - You will call out something to touch, such as "touch blue" or "touch something warm." Each participant then has to move and touch something that is blue or warm. This might be something on their desk, an item of clothing, or something they have to go and find on their bookshelf. The last person to find an object has to select the next attribute. If you want to make it a little more competitive, give everyone fifteen seconds to find something and eliminate those players who don't find anything in time. Keep playing and make things more complicated or reduce the time until one player remains.

USEFUL APPS, PLATFORMS AND LINKS

Zoom	https://zoom.us
Google Docs	https://docs.google.com
Google Jamboard	https://jamboard.google.com
Mentimeter	https://www.mentimeter.com
Padlet	https://padlet.com
Mural	https://www.mural.co
Online Dice	https://freeonlinedice.com
Future me	https://www.futureme.org

GOTHEN
Go to ESC and then?

GO LOCALS

Instagram: go.to.esc.gothen

WEBSITE | www.gothenproject.eu