

## Report of the training of EVS Mentors and Responsible of Project

Baabdat – Lebanon  
11- 15 November 2014



## Introduction

The accreditation process in South Mediterranean Countries in relations to the European Voluntary Service (EVS) aims in building the capacities of the Non-governmental Organizations (NGOs) in hosting and sending volunteers within Euro-Mediterranean cooperation. It allows an NGO to be part of a “youth mobility project,” being a sending or receiving organization. In addition, it is a golden opportunity to be recognized and added to Erasmus.

Tunisia, Jordan and then Lebanon were hosting the training and mentorship on EVS. In Lebanon, the training for Mentors and Responsible of Projects (RoPs) in EVS took place from the 11<sup>th</sup> to the 15<sup>th</sup> of November 2014 in Colibri Hotel, Baabdat. Twelve NGOs, totaling in 24 attendees, participated in the event, a proof of their engagement and commitment (Annex 1).

The training aimed to help EVS mentors and RoP's comprehending their roles and responsibilities, to respond to their inquiries and concerns and to develop their abilities. It also focused on providing the participants with the necessary support to develop sufficient and innovative tools intended in engaging volunteers, local communities and organizations in an educational and learning experience.

It was a residential training, which allowed the participants to mingle more easily together and build a healthy team and trust spirit. Working for 5 days in a surrounded environment made them enjoy, be more involved and experience more effectively the training, far away from the interferences of their personal lives.

Logistics and accommodation of the training were funded by GIZ. The selection of participants was done by SALTO EUROMED Resources Centre. Thus, several informative sessions were held before the training, trying to cover NGOs from different regions in Lebanon and different backgrounds.

The team was composed of:

Trainers
<ul style="list-style-type: none"> <li>• Aytac Uzunlas</li> <li>• Federica Demicheli</li> <li>• Justine Abi Saad</li> <li>• Lama Tabet</li> </ul>

Accreditors
<ul style="list-style-type: none"> <li>• Kati Inkinen (Finland)</li> <li>• Adele Tinaburri (Italy)</li> <li>• Emirhan Aslan (Turkey)</li> <li>• Fouad Achiba (France)</li> </ul>



The training followed a participatory and interactive approach, based on participants' needs. It covered several themes such as EVS projects, role of the mentor and RoP, Erasmus +, communication among the 3 actors (volunteer, mentor, RoP) and Youth Pass.



## Training Objectives

1. Develop a common understanding of the EVS process and actors within a Euro-Mediterranean cooperation
2. Assess the level of competencies of mentors and Responsible of project as part of the accreditation process
3. Understand the role and tasks of volunteers within the NGO through the EVS process
4. Share and understand roles and tasks of the mentors and Responsible of project
5. Present and experience the youth pass process within EVS
6. Offer participants an opportunity to improve their youth work practice through EVS
7. Assess the NGOs ability to host/send volunteers and elaborate accordingly the necessary development plan
8. Explore Intercultural Learning, a key part of EVS projects
9. Provide participants with concrete tools to use within their EVS projects
10. Develop risk assessment and crisis management plans for mentors and volunteers in EVS projects



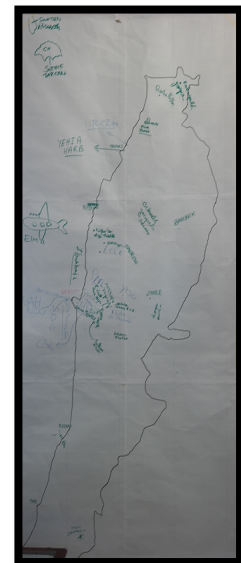
## The program

Training for Mentors and Responsible of Projects in EVS					
	11 November	12 November	13 November	14 November	15 November
9:00 – 11:00		Official Opening	Mentors and Responsible of project: volunteers' point of view	Risk prevention and management in EVS	Personal action plans
		Intro to the programme / expectations			
11:00 – 11:30		<b>COFFEE BREAK</b>			
11:30 – 13:00		EVS machine – how all works?	Mentors and Responsible of project: Task, Roles, Values, Attitudes, Competencies	Communication in EVS	Final evaluation
		EVS machine – how all works?			
13:00 - 14:00	<b>LUNCH</b>				
14:00 – 16:00	15:00: Arrivals Check in not before	Youth Pass and learning in EVS	Mentors and Responsible of project: Task, Roles, Values, Attitudes, Competencies	Tools and resources - building the follow up	<b>Departures</b>
16:00-16:30	<b>COFFEE BREAK</b>				
16:30-18:30	Getting to know each other Who is who/ Group Building activity	Youth Pass in practice and 8 k competencies	Getting familiar with "EVS holy texts"	Tools and resources - building the follow up	
	<b>DINNER</b>				
After dinner	NGOs and project background.	Cultural Evening	Free Evening	Dinner out	

## Day 1: Tuesday 11 November

Activities of this day aimed in introducing the participants and their respective organizations and in strengthening the group dynamic.

### Activity 1: Map of names



#### Objectives:

- Get to know each other
- Have an idea about the NGOs represented in the training

#### Description:

- Each participant is required to write his name (in Green) and the name of the NGO he is representing (in Blue) on the map according to the region he comes from and the location of the organization.
- Each participant shares with the others the story behind the choice of his name

#### Output:

- Participants are from different regions of Lebanon.
- 3 of them are from abroad
- Most of the NGOs are located in Beirut and its suburbs

### Activity 2: The name game

#### Objectives:

- Memorize names of other participants
- Get to know each other in an active way

#### Description:

- A ball is thrown. The person who catches it has to say the names of all participants whom have received the ball before

#### Output:

- Some participants achieved their mission by mentioning all names correctly
- Others have memorized some names

## Activity 3: Group Dynamic Game (X-O)

### Objectives:

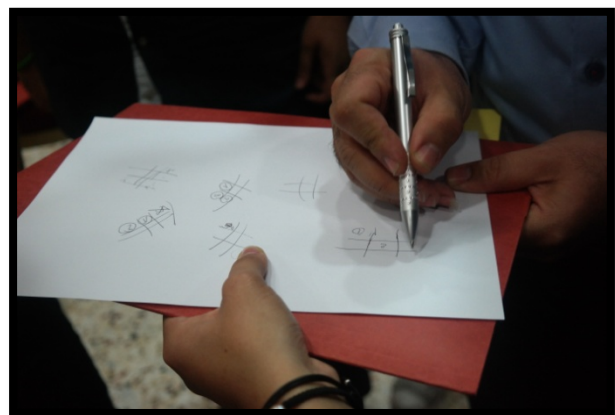
- Enhance the group dynamic
- Break the ice between participants and favoring communication

### Description:

- The group is divided into 2 small groups, Red and Yellow
- 3 red papers (1-2-3) are given to the red group
- 3 yellow papers (1-2-3) are given to the yellow group
- 9 chairs are put within a square of 3\*3
- Each group has to find a strategy to let 3 persons to sit on chairs according to X-O rules

### Output:

- Strategies were discussed – Communication enhanced between the participants
- One of the groups had a leader who came-up with the strategies to be followed
- Some participants were passive listeners and some others took the lead
- An interesting way of dealing with each other among the team



## Activity 4: The round of numbers

### Objectives:

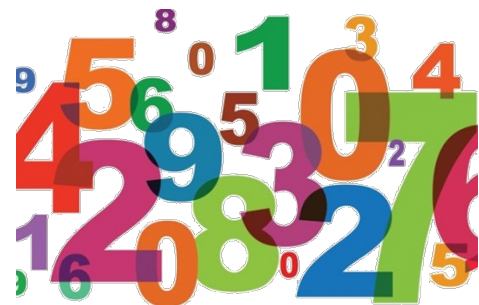
- Enhance the group dynamic
- Find alternatives to the verbal communication

### Description:

- The group has to say numbers from 1 to 25 consequently and one at a time
- Participants seated aside don't speak one after the other
- In case of mistake, they have to start from zero
- Talking is not allowed

### Output:

- Different strategies were discussed with divergent ideas
- They didn't realize that they could actually communicate without using the oral language
- The keys of a successful team:
  - ✓ Adaptation to surprises
  - ✓ Back up plans
  - ✓ Equal participation of all participants
  - ✓ Equal division of tasks according to potentials
  - ✓ Flexibility
  - ✓ Use different ways of communication



## Activity 5: NGO market

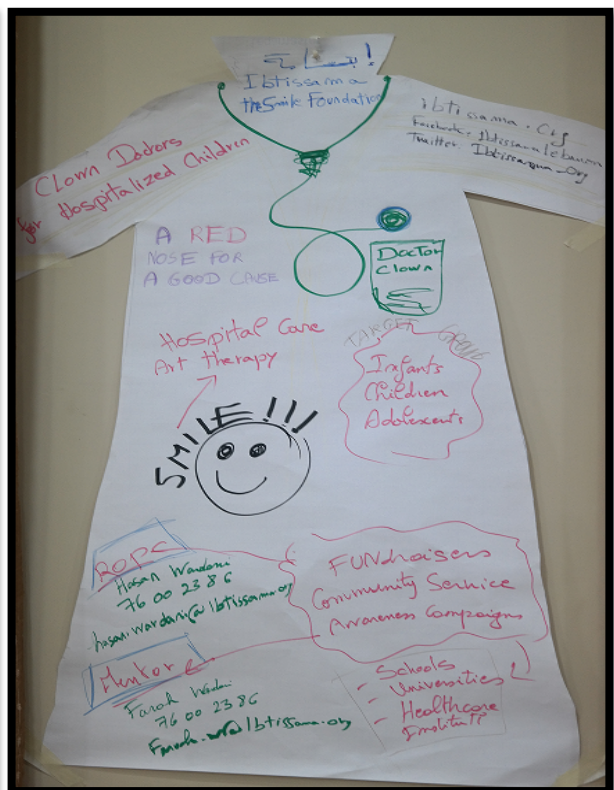
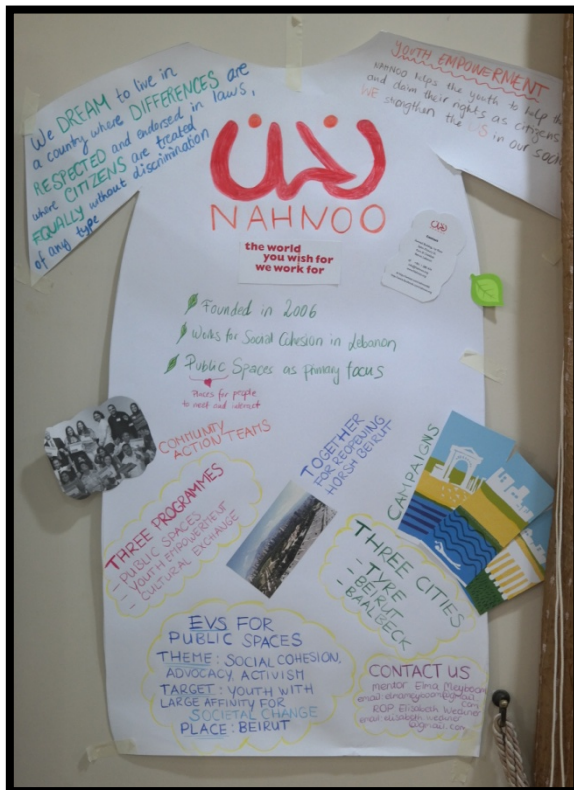
### Objectives

- Get to know the NGOs represented in the training in an interactive and creative way

### Description

- Each NGO is given some papers and pens
- Participants have to write relevant information about their NGO on these papers
- The NGO presentation should be on paper clothes (dress, pants, shirts...)
- These NGO clothes will be hanged on a rope





## Day 2: Wednesday 12 November

Day 2 started with the official opening discourse given by the director of the youth department within the Ministry of Youth and Sports, Joseph Saadallah. The latter focused on:

- Euromed youth program and its importance
- Euromed approach and activities and countries involved
- The importance of an EVS held in Lebanon and its outcome

Following the speech of the ministry, Federica Demicheli, Salto's representative mentioned the following:

- This is the third EVS accreditation training in the region, after the ones given in Tunisia and Jordan
- The EVS accreditation will be compulsory in 2015
- The new process of Erasmus + aims to improve the quality of youth work and reach a common understanding of volunteering
- Following the training, four accreditors from Finland, France, Turkey, and Italy will visit, assess and validate the accreditation process of the NGOs

The Program Coordinator in GIZ, Mona Ahmad, added:

- An Overview about GIZ and CPS objectives and activities in relation to the training: GIZ aims to reduce violence by working in areas of crisis through long term initiatives
- 200 experts related to GIZ are working in 35 countries including Lebanon
- The German Ministry of Cooperation and Development is funding the organization
- Main focus in Lebanon is on dialogue at the interreligious, media and political levels
- These objectives are achieved through mentoring, coaching, supporting projects and empowering local NGOs.



## Session 1: Introduction to the program and expectations

### Objective:

Giving an overview about the training course and participants' expectations.

### Description:

- Energizer where every 2 participants stand facing each other, raising and touching their hands in the air; a third participant is standing between them. The first standing participant represents the sending organization, the one facing him represents the hosting one, and the participant in between is the volunteer. Participants should change their places once they hear the facilitator mentioning their role (sending, hosting, volunteer); if the word "crisis" is used, all the participants should change their places.
- Then, the different sessions of the training were written on separate papers scattered on the ground. The participants were asked to pick one paper and stick it to the schedule provided on the wall. A brief explanation was given about each session.
- Lastly, participants were asked to write their expectations on sticky notes and stick them to two flipcharts, titled "expectations from EVS" and "expectations from the training course."

### Output:

- Main expectations from the training course:
  - ✓ Learning about Erasmus+ and EVS
  - ✓ How to get my NGO accredited
  - ✓ How to obtain a PIC number
- Main expectations from EVS:
  - ✓ Exchanging volunteers and experiences
  - ✓ Learning about European cultures and introducing ours



## Session 2: EVS Machine : *How all works?*

### Objective:

- Explaining EVS cycle and values, the process of accreditation, and overview about Erasmus+ and Euromed IV

### Description:

- Participants were divided into 4 groups, passing through 4 stations. In each station, there is a topic discussed for 20 minutes.
- Station 1: EVS cycle presented by Aytac Uzunlas
- Station 2: Erasmus+/Euromed IV presented by Lama Tabet
- Station 3: EVS values presented by Justine AbiSaad
- Station 4: Accreditation presented by Federica Demicheli

### Main Output:

#### Station 1 : EVS Cycle (Aytac Uzunlas)

- EVS quality criteria
- The outcome of the accreditation (being projected on the European youth portal)
- The process of preparing a project or communicating with the partner and of sending the proposal to the national agency or EMU
- Difference between Erasmus+ and Euromed IV
- Volunteer sent criteria (age: 18-30, once a life, volunteer's profile according to the project...)
- Signing a contract is not obligatory but strongly recommended
- When a volunteer is accepted, they should be briefed by the sending NGO and upon arrival to the hosting country, an orientation is given by the national agency.





- A midterm training (reflection and evaluation) should be done in the hosting country, followed by a final evaluation in the country of residence including the learning process.
- Reintegration in the country of residence is the responsibility of the sending organization.
- When a volunteer reaches the hosting country, s/he needs a health insurance (AXA in case of Erasmus+ and in case of Euromed IV an additional cost should be added for insurance) and a residency permit (included in the project's proposal)
- EVS has long-term volunteering (2-12 months- recommended) and short-term volunteering (2-8 weeks for young disabled participants ) plans.
- The volunteers work 5 days a week and are entitled to 2 leave days per month.

### **Station 2: Erasmus+/Euromed IV (Lama Tabet)**

A card is put on each chair detailing one of the Erasmus programs and its description. Participants were asked to present themselves according to the card found on the chair they sat on.

Then, a PowerPoint quiz was delivered addressing:

- What Erasmus+ and its corresponding programs are (Euromed program, Youth in Action)
- Youth education and training (focus on non-formal education)
- New features of key actions (possibilities and limitations for Lebanese NGOs)
- How to access Erasmus + opportunities (whether it is an organization, institute, university...)
- What is the youth pass
- How to apply for Euromed IV (through agencies i.e ministry of youth in Lebanon)
- Three categories that can be applied to a host: youth exchange, training and networking, EVS.

### Station 3: EVS values (Justine Abi Saad)

Participants were divided into two groups and each group chose a spokesperson. The facilitator makes a statement, and the group should discuss it, ring the bell, and justify why they agree with it or not.

The final debriefing clarified the below:

- What is EVS and its importance
- A successful EVS project requires cooperation between the sending and hosting organizations and the volunteers
- EVS is neither a period of study nor a vocational training
- Young people voluntary service is up to 12 months in a country other than their own
- There are three stages for EVS: 1) preparation 2) implementation and 3) evaluation



### Station 4: Accreditation (Federica Demicheli)

- PIC number to get accredited
- The accreditation is: Fill the application of the EVS online and upload financial statement and IBAN of Bank Account
- Preparation for the accreditors visit to the venue; What to expect from them? Why does the NGO want to host a volunteer?
- Hosting is not easy. It requires 30 to 38 hours per week of dedication and commitment, providing accommodation, food, and transportation, involving the volunteers in the daily work, and providing a training course of colloquial Arabic.

## Session 3: Youth Pass and Learning in EVS (8 key competencies)

### Objective:

- Utilizing the five senses in the learning process and introducing the 8 key competencies

### Description:

- Participants were divided in pairs (a mentor and a volunteer), one of them is blind folded and has to pass, with the help of his partner, through 10 stations.
- On each station, the blind folded is asked by his guider to smell, touch, or taste something.
- Then, they switch roles but the guider must now use non-verbal communication to lead the partner.
- Next, the participants received the 'learning interview questionnaire' and were asked to interview each other using the questions in the questionnaire regarding what, how, when, and with whom they prefer to learn.
- Lastly, the 8 key competencies concept was explained thoroughly.



### Output:

- Valuing the use of the 5 senses in trusting each other
- The second round is easier given that the participants were aware and considerate of what to face
- Upon non verbal communication, a sense of protection is developed
- Key competencies: basic skills, knowledge, and personal development
- During their youth pass, the volunteers should write their key competencies. This serves as recognition, description of learning, and as a certificate.
- The mentor should help the volunteer in reflecting on what competencies s/he acquired
- Description of youth pass (first page: personal information, second page: name of the NGO and the role of the volunteer...)
- Must carry the signature of the responsible of the project
- The language used to fill the youth pass is the choice of the volunteer

## Session 4: Cultural evening

### Objective:

- Getting to know the cultural differences even among the attendees living in the same country but in different regions.

### Description:

- A huge map of Lebanon was drawn and put on the ground and participants were asked to locate the area they are coming from and introduce an item that represents this area.

### Output:

- Introduction to the traditional food recipes, dances and gadgets.





## Day 3: Thursday 13 November

Day 3 started with a quick flash back on the previous day's activities and a general overview of the schedule.

### Session 1: Mentors and Responsible of Project: Volunteers' point of view

#### Objective:

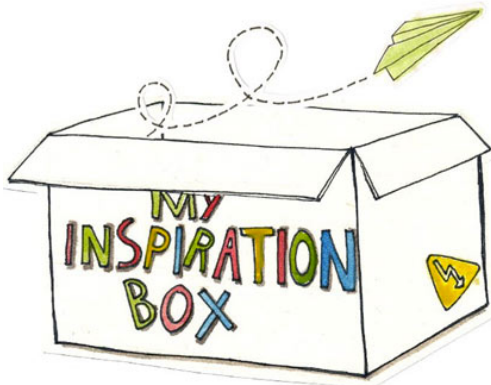
- Sharing the experiences of volunteers who already participated in exchange programs.

#### Description:

- 3 of the participants who took part in previous youth exchanges shared their stories with the rest and responded to the different inquiries asked by the other attendees.

#### Output:

- Explanation given on the events the 3 volunteers participated in
- Challenges the volunteers faced (no cell phones, 2 mentors for 16 volunteers...)
- Activities done: school visits, delivering workshops, teaching Arabic...
- Questions from the audience regarding the visa process, insurance, weekends and free time activities, relationship with the mentor and responsible of project.
- Reintegration after getting back home



*"My son took part in an exchange program in USA and we were not satisfied due to the defects in the program. I want to work on avoiding these mistakes in Erasmus+ programs."*

## Session 2: Mentors and Responsible of Project: *Tasks, roles, values, attitudes and competencies*

### Objective

- Differentiate between a mentor and a responsible of project and clarifying the role of each.

### Description

- Participants are divided into 2 groups: sending and hosting organizations.
- Each of the 2 groups was further divided into 2: mentor and responsible of project.
- Each had to identify the role of the position they represent (mentor of the sending organization, responsible of project of the hosting organization...)
- The tasks and roles were written on flip charts, assessed by the trainers then the corrected version was re-written by the participants.

### Output

#### I. Role of the Mentor of the Sending Organization

##### Pre –departure Phase

#### Orientation

##### Introductory meeting

Assessment of volunteers according to the needs, their potential, and their expectations. This is done using the database tools.

Expectations vs. Reality (What is the volunteers' perspective compared to the real situation)

**Pre –departure Phase**

**Preparation Seminar**

Cultural awareness	Full details of the project (Theme, role, field of interest)
Geography and climate	Provide training activities on project planning
Contact information in case of emergency	Increase the volunteer's awareness on his/ her Rights and responsibilities
Reflection of the volunteer (goal setting and introduction to the 8 key competencies)	Confidentiality (advise volunteers on what to share with the hosting NGO and what not to share)
Provide full information on the roles of the ROPs and the mentors (a volunteer has to have full awareness on the role of each so that he/ she knows who to refer to during his stay)	



## During the project

### Regular communication with the hosting NGO taking into consideration the confidentiality issues

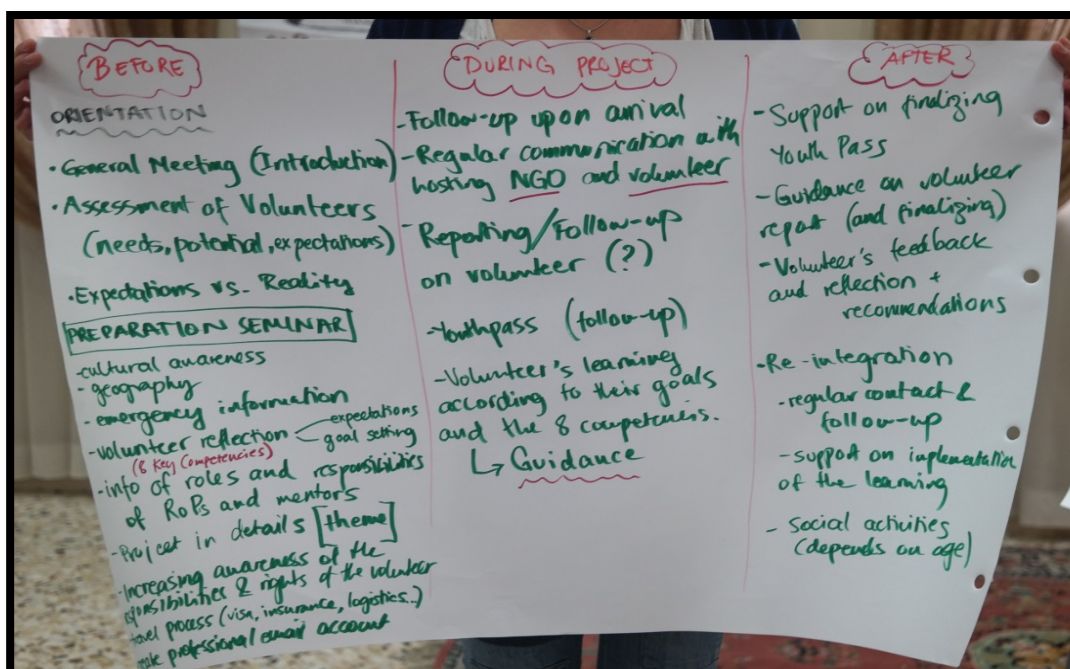
Reporting is crucial (i.e. midterm report on the progress of the project and the volunteers' effectiveness and contribution to its success, or obstacles that stand in the way of the volunteers' learning process)

## After the project

### Providing support to finalize the Youth pass (coordinating with the host NGO)

Valorization of the project (support and follow-up on the implementation of the learning experience within the volunteers' local society)

Re-integration: 1) regular contact and follow up 2) creating social activities for the volunteers



## 2. Role of the Responsible of Project of the Sending Organization

### Pre –departure Phase

#### Partnership agreement between hosting and sending organization

Agreement signed by the two parties involved

Confirm the travel dates of the volunteers

Contact details of hosting organization

Expectations vs. Reality (What is the volunteers' perspective compared to the real situation)

Arranged and pre-planned visit to the hosting organization prior to the project (if the budget allows)

#### Project agreement between the 3 keys actors

Plan the budget details accordingly: who is paying what, exceptional costs, and the time frame of the payment (money in advance, refund during the project, or following the implementation...)

Insurance, food (allergies, specificities...), accommodation (family hosting, shares apartment, cost...), local transportation, language courses, pocket money

Daily Tasks of the volunteer

#### Administrative tasks

Invitation from the hosting organization

Visa or residency permit, insurance (including the costs within the budget expenditure)

Food, accommodation, local transportation, language courses, pocket money

Financial issues: bank accounts...

## Pre-departure Phase

### Pre Departure Meeting/ Training in coordination with the Mentor

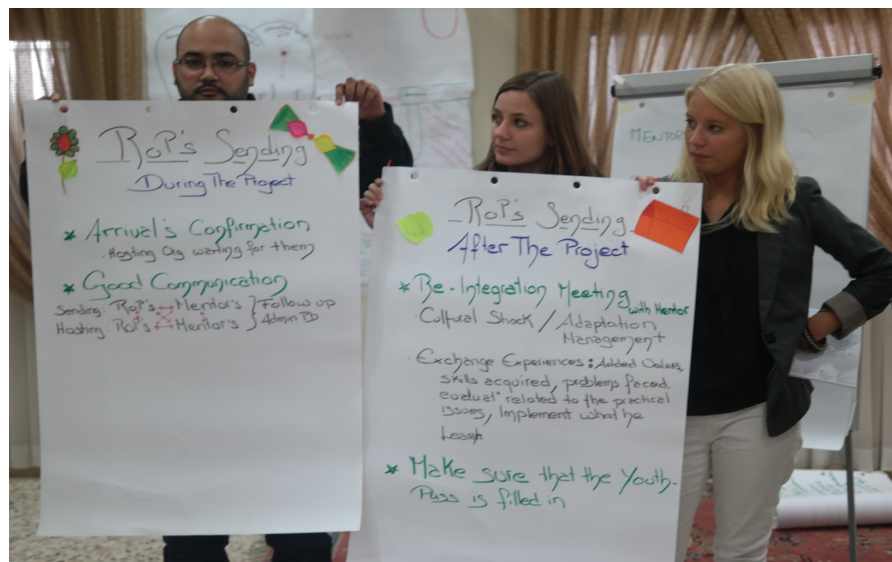
*The RoP will mainly talk about the technical information*

General information, culture, weather

Volunteers' input (self research on the country...)

Local transportation

Professional e-mail address and professional network



## During the project

Arrival's confirmation: airport pick-up.

Establishing a good channel of communication

Follow-up: Reminding the mentor to enquire regarding the progress of the evaluation of the project from the hosting organization and about any administrative problems

## After the project

### Re- Integration/ Meeting with Mentor

Closing budget, final reports

Exchange of experience: added values, skills acquired, problems faced, evaluation related to the practical issues...

### Making sure the Youth Pass is complete

Following-up with the hosting or partner organization and giving feedback

Establishing new partnerships

Following up with the volunteer and making future plans based on lessons learnt

Dissemination and exposure of the program and project on social-media and communication channels



### 3. Role of the Mentor of the Hosting Organization

#### Pre –departure Phase

Getting to know the project: gathering information about the project, the volunteer and about the sending organization

Establishing contact with the mentor of the sending organization: gathering information about its background, social, ecumenical...

Contact details of hosting organization

Hosting mentor: establishing contact with the volunteer, discussing expectations (dream vs. reality), learning objectives?

#### During the project

##### Phase I

Orientation meetings with the volunteer

Setting the learning objectives (Criteria to be used for monitoring and evaluation)

Discuss the expectations

Local context

Specify the monitoring tools (diary, agenda, Youth pass)

Leave days: briefing the volunteer on the activities available in the country, places to visit, emergency contacts...

##### Phase 2

Guidance, Support & Follow up depending on the volunteer personality and capability. This is done through regular meetings (discussions, feedback, evaluations...) and by defining the learning objectives. In case of technical difficulties, use of the Midterm Evaluation and in case of conflict, use of the mediation.



**During the project**

**Phase 3**

Evaluation; Learning objectives; Problems; Obstacles; Support the Volunteer with the youth pass; feedback about the NGO (the experience...); Getting his/her recommendations/ suggestions; Regular communication with Mentor (sending); Regular communication with ROP (Receiving)

**After the project**

**Evaluation & Feedback from/to sending mentor**

Evaluation Meeting (ROP & Mentor)

Lesson learned	Changes for the next project	Obstacles	Learning objectives
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#### 4. Role of the Responsible of Project of the Hosting Organization

##### Pre –departure Phase

###### Define the project

Proposal writing, submission and approval (application form, budget, contract, etc.)

The ROP's may establish internal criteria for recruiting volunteers in accordance with their motivation, interests and skills.

Open the call, receiving applications from different sending organizations and selection of volunteer(s).

Prepare all needed documents related to visa issues (invitation letter....) and legal residency.

Communicating with the partners in order to obtain and send all requirements and information.

Technical logistics (accommodation, food, special needs, transportation, insurance...)

Info pack (contact person, address, refund requirements, program, information about the country....)

The host organization should inform its staff and other volunteers of the arrival of the EVS volunteer, stressing the framework in which he/she will be living and working in.



## During the project

Welcoming phase (airport pick-up, information about accommodation, meals, pocket money...).

Orientation phase (schedule, tasks, language course, rights, duties, responsibilities....)

Insuring the safety and health conditions of the volunteer

Follow up with the sending organization, the mentor and the volunteer (concerning the needs)

Conflict resolution and problem solving: internal and/or external concerns related to the contract, emergency case (national agency)

Midterm and Final evaluation of the project

Collecting the needed documents (receipts, invoices, boarding pass....)

Providing refund of the travel expenses as provided in the contract

Signature of the youth pass

## After the project

Final report to Funding Organization

Thank you note and expectations for the future collaboration

Follow up for needed documents (boarding pass)

## Session 3: Getting familiar with EVS Holy texts

### Objective:

- Highlighting the main concepts of EVS

### Description:

- Participants received sticky notes of 3 different colors and each sticky note carries the letter A or B.
- The yellow group discussed the EVS charter; the green group the expectations from EVS and the pink group the accreditation guidelines
- Participants received a handout of the most important concepts of EVS to read in 10 minutes.
- Then, every A in each color should discuss the main key points with the B holding a similar color.
- Next, participants of the same color gathered and performed the content of what they have read in different ways: the yellow group read it in a kind of a news setting; the green group in the form of a prayer chant and the pink group using visual illustrations and graphics.



### Output:

- Gaining cumulative knowledge after reading the handout and discussing it with a partner and then a group
- Creativity-inducing
- Combination of formal and non-formal education

## Day 4: Friday 14 November

### Session I: Risk Prevention and Management in EVS

#### Objective:

- Enhancing the conflict transformation capacities for the trainees when facing a conflict

#### Description:

- Participants are split into 4 teams to portray and work on a certain conflict they might face when they have a volunteer from abroad working with them in Lebanon. They worked on how to tackle the different cultural and security challenges they will face.
- For the four different situations (conflicts), the participants discussed what could have been done before coming to Lebanon,
- How can the conflict be addressed (situation?)
- Situations are put through a tableau or “portrait” (no speaking and moving) and the other groups had to guess the situation described.

#### Scenario A

A traditional Christian girl from Tyrol, travelling out of her country for the first time, undergoing the EVS process at your NGO located in Baalbeck. She was in shock when she saw people praying differently. Feeling excluded, she comes to you the next morning, telling you that she is leaving your NGO for another Christian one working in Beirut.

#### Scenario B

A French Volunteer, 24 years old, living in Beirut and volunteering for an LGBT NGO, falls in love with a Lebanese rich guy. You discovered he is sleeping over her place twice to three times/week. After 4 months and in the middle of the project she comes to you to inform you that she is pregnant.

#### Scenario C

An Italian volunteer reached your NGO for a one year volunteering service. He is so motivated, interested in the mission of your NGO as well as the art activity that you are doing in the south. Hearing the daily news and the political instability he decided to leave now the country without any negotiation.

### Scenario D

An involved volunteer has been working for your NGO for 6 months in a specific project to “fight against violence” in Akkar. He was preparing for the details of the event that was held during the weekend in the Qobayat region. After two hours, when the event ended, you discovered that the volunteer disappeared and went missing.



### Output:

#### Scenario A

Make sure that the sending NGO trained the volunteer on cultural religious context of the hosting county

If not, share the information about the content with the sending NGO and check the feedback of the volunteer.

Introduce the Volunteer to the Christian community in Baalbeck and how to co-exist with the Muslim community (upon arrival)

Introduce the volunteer to the Muslims traditions and customs



Try to calm her down and then explain the diversity of the community in Baalbeck..

Introduce her to the Christian community and the Muslim community in Baalbeck. Explain the advantages of being exposed to the cultural diversity

Contact the Christian NGO in Beirut to reassure the volunteer and brief her about the Lebanese context.

<b>Scenario B</b>		
Check what the insurance covers		
Include in the project agreement: Responsibility of hosting and sending organizations to organize awareness sessions and orientations		
<b>Assigning responsibilities</b>		
Risk management	Clear values vs. privacy	Implement the awareness session and present previous cases
<b>Solutions</b>		
Considering the age and responsibility of volunteer	Talk to her (human level)	financial coverage
<p>Highlight: Legally, The volunteer should follow the law of the sending organization and they should communicate the rights of the volunteer before sending them to the hosting. Similarly, the hosting should acquire knowledge concerning these legal issues and inform the sending organization about the possible scenarios that might happen.</p>		



Scenario C
<b>Prevention</b>
Give general overview of the political situation of Lebanon
Explain risks of working in conflict areas
Put volunteers in contact with former volunteers and locals
Always have a backup and emergency plan
<b>Post</b>
Communicate with the sending NGO
Cooperate to avoid such conflict in the future (links for prevention)
<b>Report</b>
Action plan: Upon arrival of the volunteer, emphasize on the situation and present how the hosting NGO perceives it. Then, moving to emergency plan if necessary.
<b>Contact sending NGO</b>
Move to the volunteer to a safer place
Use other local NGOs' help
Note: It is preferable to implement the decentralizations of projects (the implementation of projects have to be in different areas in Lebanon); Make it clear that media in Lebanon is politicized and exaggerated.

***"The sense of security is very important, you should always try to detect the different signals that gives you a hint if a person feels secure or not."***



Scenario D	
<b>Before</b>	Agreement on every detail including the time when the volunteer is out of the office (rules and regulations)
	Make sure that the volunteer has a mobile phone (put in the budget) and introduce the volunteer to the region (Orientation; security and safety measures)
	Tell the volunteer to always be around the NGO staff and not to go alone
	Create an ID card of volunteering (NGO, Name, contact person, etc)
<b>During</b>	Give all the tools needed to the volunteer (ID, Phone, Agreement, Insurance...)
	Tips and tricks (welcome to Lebanon)
	Contract and duties
<b>After</b>	Calling the volunteer, sending a message, calling his residence
	Searching: the municipality, calling 112 (999)
	If not found: contact and Inform sending NGOs, Embassy, ROP, Mentor, etc.



## Session 2: Communication in E.V.S

### Objective:

- Enhancing the communication skills (intra-organization)

Exercise I	
<b>Description</b>	<ul style="list-style-type: none"> <li>• Three actors: Hosting and sending organizations and the volunteer.</li> <li>• Hosting and sending organizations are sitting in front of each other. The hosting can't see the volunteer and the sending should inform the hosting about the place of the volunteer.</li> <li>• The objective is to get the volunteer to the object they are assigned too.</li> </ul>
<b>Output</b>	<ul style="list-style-type: none"> <li>• There should always be a system and a strategy to follow</li> <li>• There were problems in the most basic instructions like going right or left and need to find a way to remove the misunderstanding of which left and which right</li> <li>• Lost in translation</li> <li>• There is always too much pressure sometimes from small things like noise</li> <li>• Sometimes there are people who decide to stop and not cooperate out of their frustration originating from the misunderstandings</li> </ul>
<b>Aytac's output</b>	<ul style="list-style-type: none"> <li>• Define the communication channels</li> <li>• The mentor was missing in the exercise hence the importance of the role of a Mentor. The mentor is responsible for the learning process.</li> </ul>

*"The noise around you sometimes prevent you from communicating properly and reach our targets"*

*"It is important to stop and reflect before changing the strategy"*

Exercise 2	
Description	The “Broken phone” story exercise. The volunteer will have to tell a long story to the mentor, the mentor has to tell it to the ROP and the ROP will have to report to the host head of organization.
Output	<ul style="list-style-type: none"> <li>• Always acquire the story from the source</li> <li>• In emergency and extreme cases, refer back to the sending NGO</li> <li>• Cooperation and task distribution are very important</li> </ul>

*"It is not about hierarchy,  
it is about cooperation and  
tasks distribution"*

**Session 3&4: Tools and resources – building the follow – up**

**Objective:**

- To enhance the visibility and introduce the culture of EVS and the European Exchange program at a local level in Lebanon

**Description:**

- In groups of 3, the participants have to choose one of the following to reach the objective:
- Producing an Ad about EVS for NGOs
- Writing an article about EVS that encourages other NGOs to take part in it and increase the visibility of the project
- Produce a guide for volunteers hosted in Lebanon



Output	
<b>The guide</b>	Transportation; Communication; Currency; Food; Legalities; Culture spots and hot spots; Health issues; Important phone numbers and Embassies numbers; Explanation of day to day issues like outage and road blocks, etc. A suggestion was also made to do the guide as a blog so that it is updated and reachable to all.
<b>The ad</b>	Information on the benefit of the exchange for NGOs and the important links.
<b>The article</b>	Introduction on what is EVS; What is “accreditation”; Who and how one can be accredited; Why it is important and what are the benefits; Next steps; Important links.



## Day 5: Saturday 15 November

### Session 1: Personal Action Plans

#### Objective:

- To create an action plan for EVS including an implementation and a communication strategy.

#### Description:

- The participants should sit with their backs to each other (two by two). One of the participants will receive a pink paper on which they need to draw on it following the instructions given by the other participant who has a drawing between his/her hands. The one with the drawing should describe exactly the forms on his/her paper to help the one with the pink paper to copy it exactly.
- Then, the participants switch turns, the receiver becomes the sender and vice versa but with a slightly different drawing, a little bit more complicated than the other.
- Third, the participants will join again the big circle in a plenary session to discuss the outcome.
- The Trainer uses this exercise to demonstrate the importance of having an action plan.
- Finally, a sample of the steps of an action plan is distributed to all participants. For a period of only 10 min, each person will try to elaborate a simple sketch of an action plan; then, they discuss it in pairs before joining the plenary session.

#### Output:

- The importance of having a vision, clear aim (whole picture or drawing)
- Translate the vision into specific objectives and tasks in order to face challenges
- Elaborate proper communication tools and build-up on previous experiences
- Elaborate a proper Plan with realistic learning objectives



## Participants' Evaluations

On the final day, the participants were invited and given the opportunity to provide their input and comments regarding the training.

They were asked to close their eyes and walk through all the sessions, their experiences and then to re-read their expectations.

Their feedback was as follows:

1. Regarding the venue, in general, the food and beverages offered were very good; however, not enough water was offered (bottled-water should be included in the next proposals) and the Internet connection could be better.
2. On the personal level, they gained new skills (training skills...) and knowledge, enhanced their communication and they acquired information regarding the EVS and how they can be part of it as volunteers.
3. On the NGO level, the participants want to share their training experience and the information collected with other colleagues, train them on the EVS process and adjust few details in the accreditation application. They want to try and enhance the process and find an interesting NGO to partner with. Some seemed excited to start the process and work with a volunteer on a project. Others want to receive feedback from other worldwide NGOs.

In general, they appreciated the time given within the training to explain further and in details the process. It clarified the different notions of mentor and RoP and their respective roles. In their experience, the training tackled all necessary detailed; however, they feel that the practice will be different and they need to gain some experience in this regard. Some focused on the feedback to receive when implementing and others mentioned that a second advanced training should be done after completing some parts of the process or a provision of some sort of support during the process.

The informal way of learning was appreciated by several attendees.





"You were really able to put the "dry material" in a very interactive way and were able to feel the EVS values"

"Thank you for being able to make more brothers and sisters and friends! "

In one word describe your feeling towards the training

- Motivation
- Rich
- Synergy
- Intercultural
- Valuable
- Fruitful
- Two ways system
- Smooth
- Informative
- Interactive
- Effective
- Volunteering
- Inspiration
- Exciting
- Engaging
- Discovering
- Innovative
- Harmony
- Organized
- Creative
- Hopeful
- unusual
- Development



## Trainers' Evaluations

### 1. Selection and level of participation

- 14 NGO applied, 13 participated, most of the NGOs don't have any experience in EVS but most of them interested and engaged to learn.
- Having participants who have not a clue about EVS was difficult, but in the end of the training, participants gain knowledge and skills. They asked many questions about concrete steps of accreditation and how to transfer what they have learnt to their NGOs
- Group dynamic was developed along the training's days
- Active participation from most of the participants
- Interesting structure and smooth flow of content adapted to the participants' needs
- Harmony among the team of facilitators
- The day flow started slowly but through an integrating approach throughout the training.
- Some participants did not know the reasons why they are attending the training and were not informed properly by their NGOs
- Some participants are exerting efforts to understand EVS.
- The team was strong enough to face the challenges by some participants, 2 participants left before the last day and 2 others attended the second day
- The "interview" activity examined how much participants are interested in getting to know each other
- High level of motivation and engagement from most of the participants

### 2. Logistics

- The logistics were deeply influencing the group dynamic in a positive way: training venue, atmosphere and different places/ plenary to work in.
- Sleeping outside their area zone helped the participants to disconnect from their daily life and spend some more informal time, which enhanced the group dynamic
- Some of the energy was wasted in managing commitment and attendance problems, which, otherwise, would have been invested in content and flow.

