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# Handbook

## International Short Term Group Volunteering Projects under European Solidarity Corps

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## Clue to inclusion partners



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## Introduction

In September 2018, the project Clue to Inclusion started with the question if early school leaving on VET education can be reduced by using non formal learning methods within the formal education. A quest we investigated with 8 partners, both from formal and non-formal educational backgrounds, from 4 different countries. We did this within the framework of a KA2 Strategic Partnership within Erasmus+ Youth.

One of the outcomes of this research is the conclusion that the program of the European Solidarity Corps offers possibilities for students who are at the risk of dropping out.

This handbook 'International short term group volunteering under European Solidarity Corps' provides information and tools for organizing a volunteering project for a group of students in the European Solidarity Corps (ESC) program. As it is not only important to offer several learning opportunities to students, but also to measure how the students benefit from this, we choose to use Open Badges. Open Badges offer the possibility for students to recognize which competences they have gained and help to show this to others. In this handbook the collections of badges of the SHARE method are used.

ESC can not be part of formal education and/or replace practical trainings which are part of the school curriculum. But the ESC program can be used for reducing school drop outs, giving perspective to own situation or as path to working life for recent graduates. For every educational institute the use of ESC as addition to the formal program can be different. This handbook can lead you through the steps of organizing a tailor made volunteering project, which fits your school.

This handbook is based on the already developed method of Bloom Foundation: Short term group EVS', and on the SHARE badges, which is a product developed in another KA2 Strategic Partnership project under Erasmus+ Youth: 'Shared Responsibility'.

In this handbook you will find information on:

- Learning -an introduction-
- European Solidarity Corps
- ESC project management
- How to carry out ESC
- Recognition of learning

The information and regulations of ESC is originating from the Program Guide ESC 2019. This information is subject to change and it is advisable to always check the latest version of the program guide or ask information from your own National Agency.

A number of terms and abbreviations are used in this manual, which we will explain in this introduction.

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NA: National Agency of European Solidarity Corps in the home country.

Students: Participants of the ESC group

ESC: European Solidarity Corps. The European Solidarity Corps is the new European Union initiative which creates opportunities for young people to volunteer or work in projects in their own country or abroad that benefit communities and people around Europe.



Coaches: The supervisors of the volunteer project. This can be teachers but also, for example, social workers from another organization.

For more information about this handbook or the used tools, please contact the organization from your own country (see page 2 of this handbook for the participating organizations in the Clue to Inclusion project).

We wish you a lot of reading pleasure and, above all, a lot of inspiration for organizing great volunteer projects for young people in Europe!

The Clue to Inclusion projectteam



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## Index

Clue to inclusion partners	2
Introduction	3
Index	5
<b>1. About learning</b>	<b>7</b>
Introduction	7
Non-formal and informal learning	7
Experienced based learning	7
Learning through volunteering work	8
<b>2. European Solidarity Corps</b>	<b>9</b>
Introduction	9
Objectives of the European Solidarity Corps	9
Volunteering under ESC	10
Participants	11
Social inclusion	11
Reinforced mentorship	12
<b>3. ESC project management</b>	<b>13</b>
Introduction	13
Partnership	13
Tasks and responsibilities of organisations for volunteering projects	13
Stakeholders infographic	16
Administration	17
Documents	19
<b>4. How to carry out international short term group volunteering under ESC</b>	<b>20</b>
Introduction	20
Preparing for the Short Term Group Volunteering Project	20
Students	21
Group meetings	22
Volunteering weeks	26
Back home	28

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Group meetings	29
<b>5. Recognition of learning outcomes</b>	<b>31</b>
Introduction	31
Youthpass and Europass	31
Open Badges	31
<b>6. Annexes</b>	<b>34</b>
Annex 1; Funding rules ESC	34
Annex 2; Planning ESC project	38
Annex 3; Checklist Advanced Planning Visit (APV)	40
Annex 4; Example preparation lesson 1	41
Annex 5; Example student agreement	43
Annex 6; Example preparation lesson 2	46
Annex 7; Student Profile	48
Annex 8; Transcultural Communication (TCC)	49
Annex 9; Culture Shock	51
Annex 10; Technical instructions for working with badges	52

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# 1. About learning

## Introduction

Learning happens a lifetime and not only within formal learning in a classroom. Lifelong learning and life wide learning is done also within informal and non-formal learning. In this chapter we will give you the definition of non-formal and informal learning as stated by the European Solidarity Corps guide. The Clue 2 Inclusion scoping paper<sup>1</sup> will learn you more about the differences in formal and non-formal learning and goes in depth into the benefits of non-formal learning and the potential it has for VET schools. Non-formal learning is the base for experiences based learning like a short term group volunteering project under ESC. In this chapter you find information on experienced based learning.

## Non-formal and informal learning<sup>2</sup>

Non-formal learning refers to learning that mostly takes place outside the formal education. It has a participative and learner-centred approach; it is carried out by learners on a voluntary basis and is therefore closely linked to young people's needs, aspirations and interests.

Informal learning refers to the learning in daily life activities, at work, with peers, etc. It can often be characterized as learning by doing. In the youth sector, informal learning has an important role for example in peer group discussions, in voluntary activities and in a variety of other situations.

Non-formal and informal learning enable young people to acquire essential competences that contribute to their personal and socio-educational development and foster their active participation in society, thereby improving their employment prospects. Such learning experiences have also a strong potential to improve the attainment in formal education and training as well as to address young NEETs (i.e. young people not in employment, education or training) or young people with fewer opportunities and combat social exclusion.

## Experienced based learning

‘Experienced based learning is nothing but life itself’ - Jan Klamer

Every person has talents. He/she must be given the opportunity to discover, develop and use this. Experienced based learning can make an important contribution to talent development and helps young people grow up to be socially active adults. A person learns, always and everywhere. In a formal way, for example in lesson within the classroom, but also through non-formal learning, inside or outside of school.

A short definition of experienced based learning is:

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<sup>1</sup> Clue 2 inclusion intellectual output 1 scoping paper

<sup>2</sup> From the European Solidarity Corps Guide, Version 3 (July 2019)

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'Learning by experience is an active form of help that is characterized by a specific methodical (learning) situation in which concrete/authentic experiences are gained so that reflection on one's own situation is created. The new experience and the reflection on this (under expert guidance) lead to new learning processes, autonomy and the development of a new perspective on the future.' (Ruikes, 2018)<sup>3</sup>

Various factors are important to make experienced based learning a valuable positive experience. First of all, an active approach in which young people have a clear own responsibility is important. It is about offering an experience of a total experience that can bring change in doing-thinking-feeling-being, so on a physical, cognitive, emotional and social level. In addition, useful activities and a clear day structure are helpful. Through reflection and using what has been learned in daily life, the experience is converted into a positive sustainable development. Going through a process from orientation to realization and consolidation must receive sufficient attention.

'Characteristic of experienced based learning is that the activities focus entirely on a number of development domains: Physical activities, which are often part of this form of learning, increase the physical fitness of the youngsters and therefore the general well-being. Challenging assignments that require problem solving skills increase mental/cognitive tension. The activities evoke many feelings because you are constantly confronted with yourself. Projects focus on strengthening the emotional balance. The social connection. The projects always take place in a group through which being alone is converted into living together.' (Ruikes, jeugdbeleid 2018).<sup>4</sup>

### **Learning through volunteering work**

In a short-term group volunteering project, the participants are in a setting in which the above-mentioned characteristics are present. The guidance is aimed at making the participants aware of the experience of doing, thinking, feeling. The participants' own process (which can therefore differ per person) is used as the basis for the supervision, which always reflects on: what happens, what does this do to you, what do you think of it and what do you take from it, what do you learn? What did you like? Guiding this process requires a specific attitude from the coaches: open, transparent, following, guiding, empathic and trusting. Trusting in the capacity of the participants, trusting in their own capacities as a coach and trusting in the team that the coaches form together. The why-question the youngsters participate this ESC project must be experienced as a logical step in their own process of growing and learning.

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<sup>3</sup> Ruikes, T.J.M, (2018) *Ervaringskracht: Praktische toepassingen en theorie van ervaringsleer*. Utrecht: Stili - Novi

<sup>4</sup> Ruikes, T.J.M. (2018) *Ervaringsleren: een ontwikkelingsgerichte visie op jeugdbeleid*. Artikel in Jeugdbeleid. Jaargang 12, nummer 3, september 2018. Ben Stafleu van Loghum

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## 2. European Solidarity Corps

### Introduction

The European Solidarity Corps (ESC) is a European subsidy program of the European Union for young people and civil society organizations that benefit communities and people around Europe. ESC makes subsidy available for European Volunteer Projects, Work Experience Places and Jobs and local Solidarity Projects. The program contributes to the objectives of the European Youth Strategy.

In this handbook we focus on what ESC is for volunteering projects for youngsters with fewer opportunities. And as we speak of short term group volunteering, in terms of the application at ESC it is a group of individuals who are doing a volunteering project.

The ESC program can be used for reducing school drop outs, giving perspective to own situation or as path to working life for recent graduates. ESC can not be part of formal education and/or replace practical trainings which are part of the school curriculum. The need for participation has to be for example social empowerment of students or improving their work life skills.

In this chapter you will find information on the European Solidarity Corps and specific information on volunteering projects and the target group 'youngsters with fewer opportunities'. This information are all original texts from European Solidarity Corps Guide, Version 3 (July 2019). Please always check the latest version of the guide online or check your NA what specific rules apply in your country.

### Objectives of the European Solidarity Corps

#### General objectives

The European Solidarity Corps aims to promote solidarity as a value, mainly through volunteering, to enhance the engagement of young people and organisations in accessible and high quality solidarity activities as a means to contribute to strengthening cohesion, solidarity, democracy and citizenship in Europe, while also responding to societal challenges and strengthening communities, with particular effort to promote social inclusion. It shall also contribute to European cooperation that is relevant to young people.

#### Specific objectives

More specifically, its objectives are as follows:

- to provide young people, with the support of participating organisations, with easily accessible opportunities for engagement in solidarity activities effecting positive societal change, while improving their skills and competences for personal, educational, social, civic, cultural and professional development, as well as facilitating their active citizenship, employability and transition into the labour market, including by supporting the mobility of young volunteers, trainees and workers;

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- to ensure that the solidarity activities that are offered to the European Solidarity Corps participants are of high quality, properly validated and respect the principles of the European Solidarity Corps;
  - to ensure that particular efforts are made to promote social inclusion and equal opportunities, in particular for the participation of young people with fewer opportunities through a range of special measures such as appropriate formats of solidarity activities and personalised support;
  - to contribute to European cooperation relevant to young people and raising awareness of its positive impact.

### **Volunteering under ESC**

In the context of the European Solidarity Corps, Volunteering is a solidarity activity that takes the form of a full-time (at least 30 and not more than 38 hours per week) voluntary unpaid activity for a period of up to 12 months. It provides young people with the opportunity to contribute to the daily work of organisations in solidarity activities to the ultimate benefit of the communities within which the activities are carried out. As the main mechanism for promoting solidarity as a value, volunteering helps to overcome important societal challenges and addresses the needs of local communities. It also enables young people to acquire useful experience, skills and competences for their personal, educational, social, civic and professional development, thereby improving their employability and active citizenship. Volunteering can take place in a broad range of areas, such as in the fields of environmental protection, climate change mitigation and greater social inclusion. It does not include activities that are part of curricula in formal education, vocational education and training systems and activities for emergency response, and must not interfere with the functioning of the labour market.

Activities supported under volunteering must constitute a rich experience in a non-formal and informal learning context, which enhances young people's skills and competences. They must not substitute traineeships or jobs and should be based on a written volunteering agreement.

Volunteering should cover the participants' expenditure arising from participation in such solidarity activities but should not provide them with salaries or an economic benefit. Participation in volunteering activities must be free of charge for the volunteer, with the exception of possible contributions to travel costs (if the grant does not fully cover these costs) and additional expenses not linked to the implementation of the activity. Volunteering activities are open to all young people, including people with fewer opportunities. Volunteers are to be selected in a fair, transparent and objective way, regardless of their ethnic group, religion, sexual orientation, political opinion, etc. No previous qualifications, educational level, specific experience or language knowledge must be required. A more specific profile of the volunteer might be drawn up if justified by the nature of the tasks of the activity or by the project context.

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## **Individual volunteering**

Individual volunteering is a solidarity activity of a duration of 2 to 12 months. This type of solidarity activity provides young people with the opportunity to contribute to the daily work of organisations in solidarity activities to the ultimate benefit of the communities within which the activities are carried out. In duly justified cases, especially to encourage the participation of young people with fewer opportunities, volunteering activities of 2 weeks – 2 months can be accepted and implemented.

## **Expected outcomes of volunteering participants**

As regards individual participants, the solidarity activities, as well as any other supported activities related to them (e.g. quality and support measures), are meant to produce the following main outcomes:

- improved skills and competences for personal, educational, social, civic, cultural and professional development;
- more active participation in democratic life and in society in general;
- enhanced employability and transition into the labour market;
- increased sense of initiative and entrepreneurship;
- increased self-empowerment and self-esteem;
- improved foreign language competences;
- enhanced intercultural awareness;
- better awareness of the European project and the EU common values;
- increased motivation for further engagement in solidarity activities.

## **Participants**

Young people express their willingness to participate in the European Solidarity Corps by registering on the European Solidarity Corps Portal. The registration at the European Solidarity Corps Portal is possible as of 17 years of age but participants must have reached 18 and must not be older than 30 at the start date of the activity.

## **Social inclusion**

The European Solidarity Corps aims to promote social inclusion by facilitating access to all opportunities to young people with fewer opportunities. Young people with fewer opportunities are young people who need additional support due to the fact that they are at a disadvantage compared to their peers because of various obstacles, such as disabilities, health problems, educational difficulties, cultural differences or economic,

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social or geographical obstacles, including young people from a marginalised community or at risk of facing discrimination based on any of the grounds enshrined in Article 21 of the Charter of Fundamental Rights of the European Union<sup>5</sup>.

Young people with fewer opportunities might face the following obstacles (see the program guide for more information):

- physical, sensory or other disabilities;
- educational difficulties: associated with young people with learning difficulties; early school-leavers;
- young people with poor school performance;
- cultural differences: related to immigrants or refugees or descendants from immigrant or refugee families;
- people with limited social skills or anti-social or risky behaviours;

The Corps foresees special measures to help the participation of those young people:

- several projects' formats are particularly appropriate for inclusion groups;
- specific support measures have also been foreseen for this purpose such as additional guidance but also additional funding that would allow participating organisations to better accommodate and cater for the needs of young people with fewer opportunities.

### **Reinforced mentorship**

'Reinforced Mentorship' is an intensified mentoring process that might be necessary to support young people with fewer opportunities, if they are not able to implement an activity independently or with normal mentoring or tutoring support.

This type of mentoring is applicable to volunteering and traineeships and jobs. Reinforced Mentorship involves closer contact, more frequent meetings and more time allocated to the implementation of tasks. This guarantees a step-by-step support of the participants during project activities as well as outside working hours. Reinforced Mentorship enables the participants to gain as much autonomy as possible, thus contributing to the successful implementation of the project.

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## 3. ESC project management

### Introduction

To make an ESC project work, you need to have a good project management. In this chapter you find the outlines of what is expected of you within volunteering projects under ESC. You will read about; the tasks and responsibilities of the supporting and hosting organization, the pre-departure training for volunteers, reinforced mentorship, administration and important documents.

Good partnerships in ESC projects are crucial. In this chapter you will read how to find partners and make strong partnerships.

Most information are all original texts from European Solidarity Corps Guide, Version 3 (July 2019). Please always check the latest version of the guide online or check your NA what specific rules apply in your country.

In Annex 1 of this handbook you will find the funding rules of the ESC as found in the European Solidarity Corps Guide, Version 3 (July 2019).

### Partnership

Before you can start on an ESC project and application, you need to have a partner to whom you can send your students. ESC has its own database in which all youngsters who are doing a project under ESC must be registered. Organisations can then find these youngsters through the Placement Administration and Support System (PASS) and offer them a volunteering place. As we work with youngsters with fewer opportunities, we do it the other way around; you, as a supporting organisation, first find a good partner and make arrangements before matching the student with this project.

There are several ways to find your partner;

First of all check already existing international partners in your network and ask if they are open to host a group of volunteers. Most important is that they have a good venue, work and work related guidance to offer your students and coaches.

When you start with these ESC projects for this target group it is strongly recommended to speak with your NA. They can tell you all the ins and outs of ESC and possibilities in projects and (extra) funding. Also they might know interesting partners abroad for you to work with or can invite you for an international partner finding event.

Check regularly the training calendar of Salto Youth (<https://www.salto-youth.net/tools/european-training-calendar/>) to register yourself for events in which you can find your new partner.

When you have found your partner it is strongly recommended to plan an Advance Planning Visit (APV) with them. You can apply for funding for this APV in the application. In this visit you can learn more about your partner and check the venue and work places yourself.

### Tasks and responsibilities of organisations for volunteering projects

<p><b>Project management</b> (<i>supporting role</i>)</p>	<ul style="list-style-type: none"> <li>• Ensure effective coordination of the project in cooperation with all other participating organisations;</li> <li>• Distribute the grant between all organisations (mainly role of the applicant organisation);</li> <li>• Carry out all or some of the administrative tasks of the other organisation(s) involved;</li> <li>• Carry out dissemination and information activities.</li> </ul>
<p><b>Before the activity</b> (<i>supporting role</i>)</p>	<ul style="list-style-type: none"> <li>• Select and match registered candidates in the European Solidarity Corps Portal or support the registered candidates to find suitable opportunities;</li> <li>• Ensure that the volunteer signs a volunteering agreement which includes a learning and training component;</li> <li>• Encourage the volunteer to enrol and take part in the general online training offered through the European Solidarity Corps portal;</li> <li>• Ensure that the volunteer receives support in carrying out language preparation (if applicable, support to carry out the online language course and assessment provided by the Commission);</li> <li>• Provide adequate preparation for the volunteer before departure, according to the individual needs and in line with the Training and Evaluation Cycle;</li> <li>• Ensure the participation of the volunteer in the pre-departure training session, if organised by the National Agency or SALTO;</li> <li>• Ensure that the volunteer is in possession of the European Health Insurance Card and is covered by the obligatory Insurance plan foreseen by the Corps (if applicable);</li> <li>• Ensure that the volunteer receives the European Solidarity Corps Info Kit;</li> <li>• Stay in touch with the volunteer and the host organisation throughout the activity.</li> </ul>

<p><b>During the activity</b> (host role)</p>	<p><i>Learning, mentoring and support</i></p> <ul style="list-style-type: none"> <li>• Ensure that the volunteer attends the full Training and Evaluation Cycle (if applicable);</li> <li>• Ensure that the volunteer makes proper use of the European Health Insurance Card, and only uses the insurance scheme when required by the circumstances (if applicable);</li> <li>• Offer to the volunteer the opportunity to carry out a well-defined set of tasks, allowing some of the volunteer's ideas, creativity and experience to be integrated;</li> <li>• Identify clear learning opportunities for the volunteer;</li> <li>• Provide task related support, supervision and guidance to the volunteer through experienced staff;</li> <li>• Provide support for the learning process and for the identification and documentation of learning outcomes, through EU or national validation tools, e.g. Youthpass and Europass;</li> <li>• Support the volunteers undertaking language courses, if necessary;</li> <li>• Identify a mentor who is responsible for providing to the volunteers: <ul style="list-style-type: none"> <li>❖ personal support</li> <li>❖ support to carry out self-reflection, identification and documentation of the learning outcomes of the activity (through the use of EU or national validation tools).</li> </ul> </li> <li>• Encourage contact with other European Solidarity Corps participants whenever possible;</li> <li>• Provide opportunities to integrate in the local community, meet other people, etc.</li> </ul> <p><i>Pocket money and volunteering condition</i></p> <ul style="list-style-type: none"> <li>• Provide suitable accommodation and healthy meals (or a food allowance) to the volunteer, including during the holiday period; Ensure that means of local transport are available for the volunteer; Provide the due allowance to the volunteer on a weekly or monthly basis.</li> </ul>
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**After the activity**  
(supporting role)

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

**Stakeholders infographic**



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## Administration

In order to get involved into the ESC as an organization, you have to take some administrative steps. You can read all about it in the ESC Program Guide. Underneath



you find some important steps in an overview infographic.

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## Documents

During the ESC projects there are some important documents you need to take care of. For each traveling you need to fill in a Travel declaration and have it signed by the volunteer and the hosting organisation. During the volunteering weeks, participants will receive pocket money. This need to be documented in a form and sign by the participant and the hosting organization. Templates can be found on the national website of your NA. Other documents to take care of are an agreement between partners and with the participants and afterwards a certificate of participation for the participant.

### **Agreements between project partners**

All participating organisations involved in a European Solidarity Corps project are strongly recommended to sign an internal agreement between them. Such an agreement has the purpose of clearly defining responsibilities, tasks and financial contribution for all parties involved in the project. It is up to the participating organisations to jointly decide on how the EU grant will be distributed and which costs it will cover.

An internal agreement constitutes a key instrument for ensuring a solid and smooth cooperation among partners in a solidarity activity as well as to avoid or manage potential conflicts. Indicatively, it should contain at least the following information: project title and reference of the grant agreement between the applicant participating organisation and the granting Agency; names and contacts of all the participating organisations involved in the project; role and responsibilities of each participating organisation; division of the EU grant; modalities of payments and budget transfers among participating organisations. Although this practice is strongly recommended to safeguard the interests of each partner in a project, such an agreement remains an internal document among partners; it will not be requested by the granting National Agency.

### **Agreement with participants**

Prior to their departure, each young person participating in an activity supported by the European Solidarity Corps (with the exception of an advance planning visit) must sign a volunteering agreement, a traineeship agreement or an employment contract. Where no national regulations are applicable, such an agreement shall define at least the following aspects of the solidarity activity: tasks to be carried out during the activity; intended learning outcomes; wherever applicable (for traineeships and jobs): remuneration to be provided.

### **Certificate of participation**

The certificate of participation is a certificate to support the visibility of the participation in European Solidarity Corps activities. At the end of their solidarity activity, participants are entitled to receive a certificate of participation, issued (in the European Solidarity Corps portal) compulsorily by a participating organisation providing the activity. The certificate of participation is issued (mandatorily) to every participant having finalised a European Solidarity Corps.

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## 4. How to carry out international short term group volunteering under ESC

### Introduction

For a successful ESC trip, thorough preparation and careful follow-up are crucial. Each phase has its own focus and value throughout the entire process. This chapter explains the important components and activities for each phase. This explanation and list are not exhaustive but serve as guidelines. It is important that the ESC process connects with the existing organization and that it is therefore decided on a customized basis how this is shaped and embedded in the existing structures.

The following phases will be explained:

- ❖ Preparatory phase: students are recruited and prepared for the ESC trip and all practical matters are arranged to carry out the trip. Preparation is done both individually and in groups. Agreements are also made with the host organization about work, transport and accommodation.
- ❖ Implementation phase: this is the actual ESC trip in which the students spend two weeks volunteering abroad with their supervisors.
- ❖ Final phase: in this phase the program is completed both in groups and individually. Continuation of the learned and embedding in daily life is central in this phase.

Annex 2 contains an example of all activities of the ESC process in a time schedule.

### Preparing for the Short Term Group Volunteering Project

The preparatory phase runs from the moment the subsidy has been awarded until the actual departure with the group abroad. The purpose of this phase is to prepare the project with the students and with the organizations involved.

As described earlier, the target group is vulnerable and has often never been abroad without parents and its own network. In addition, their personal issues make them a vulnerable target group. During the preparatory phase, the students find out what to expect, they get to know the other participants and agreements are made. If this preparation is not done, there is a chance that it is much too scary and unsafe, so that the young people can still drop out. In addition, the preliminary process aims to set the personal goals.

When the subsidy has been awarded, both the coaches, the students, and the work must be arranged. These topics are explained underneath.

#### Coaches

First of all it is important to recruit 2 coaches who have experience and / or affinity with traveling, working with young people and who have knowledge of group dynamics.

Apart from a special experience, the ESC is also an intensive period in which the coaches are in charge 24 hours a day. Cooperation and being able to operate as a team is a must. The preference is for a division between men and women and young / old as a team combination.

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The moment the coaches and the first students are selected, a preparatory visit to the host organization can be planned. The Advanced Planning Visit (APV) is a separate option within the ESC program and must therefore be added separately with the application. Ideally, the APV is performed by a coach and a student. The purpose of the APV is to get to know the host organization and to prepare the practical matters and the program for the ESC Journey. The APV usually lasts 3 days, during which two days are travel days and the appointments with the host organization are planned on the middle day. The advantage if a student comes along is that from the point of view of the students can have a look at the work and place of residence abroad. He is also the one who informs the other students after the APV about the details of the project. This increases the involvement of the students.

Annex 3 contains a checklist of agenda items that are discussed during the APV.

## **Students**

### **Registration**

Recruiting students is best done through word of mouth advertising. It is good to have a short text or folder ready to explain what the ESC entails, what the students can learn and how they can sign up for the trip.

When the student decides to participate, he can register by means of a motivation letter. The student is asked to describe in the letter why he wants to participate in the project and what he thinks he can learn during the project. By writing a motivational letter, the coaches and the student will gain insight into the motivation to participate in the trip. A second aim is that by having the student think about why he or she wants to come along, a first step has been taken in the personal responsibility of the learning process and his / her learning goals.

When the students' letters have been received, the coaches discuss to select the students. The aim is to make the selection known a few weeks before the trip and to allow the preparatory process to proceed quickly. Students have a short sense of time that makes a quick procedure of about six weeks clear for the students. The second motivation for a short preliminary phase is the rapidly changing situation of the students. The potential students often have a threatening problem that has negative consequences in the short term. For example when a student is on risk of dropping out and the preparational process takes a few months, the chance that the student has dropped out and cannot participate in the ESC trip is high.

### **Individual coaching**

After the motivation letters have been received and selected, the coaches will have a meeting with the student and his parents / guardians or supervisor. The purpose of this interview is to clarify the learning objectives and expectations. These conversations take place in an individual setting.

Examples of learning objectives:

- Working in and with a group

- 
- Get regularity, follow a daily routine
  - What do I want in life
  - Relaxation and having fun
  - Sorting out qualities
  - Discover what I need to be able to go back to school / determine school direction
  - Less experienced stress in a group

After this conversation an official "go" or "no-go" will follow and the student will be invited to the group meetings.

Important in the consideration to accept a student to the program is the motivation of a student. Is a student motivated to start the experience and does the student have a clear idea of what he wants to learn during the ESC? In addition, safety is an important consideration. Is the learning environment and the group safe enough for the student to be able to open up and learn and on the other hand: is the behavior of the student safe enough for himself and his environment to allow him to participate in the ESC?

In the composition of the group, there has also important to think about the combination of issues that students have. You don't want to have combinations which causes many problems or confrontations. This will distract from the main purpose of the trip: learn and grow. On the other hand, the participants are responsible for their own behavior. The coaches can also point this out to them during the project. A proportional distribution of boys and girls is preferred by the ESC subsidizer and often also has a positive effect within a group.

One of the two coaches is appointed as mentor of the student, he/she will be the first point of contact for the student.

## **Group meetings**

If the (most) students are known, then four group meetings are organized prior to the ESC. The purpose of these meetings is twofold: First, the students are prepared for the journey they are going to make (acquaintance, group formation, information about travel, work and appointments). Secondly, the coaches get to know the students and can prepare themselves for the trip. The purpose and content of the four preparatory group meetings is explained below.

Annex 2 includes an example of a schedule for the entire project.

### **Group meeting 1**

The first group meeting focuses on getting acquainted and providing information about the project. An example of a program for the first meeting can be found in annex 4.

Topics to be discussed:

- Introduction
- Explanation ESC. The "info Kit for Participants" can be distributed, an information package from ESC about all possibilities within ESC.
- Explanation project (home, workplace, organization, culture)

For this, visual material and information can be used that was collected during the APV.

- Hand out Badge book

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The badge book is a logbook for the students that contains an assignment or question for each day of the ESC (execution phase). The book helps the students to become aware of the learning process and to convert experience into skills. The student is challenged to think about what he learns and how to convert this into a badge. Formulation of learning objectives is started in the preparatory phase. The badge book can be found in separately from this handbook

- Coordinate expectations

Optional: signing contract with the participants

After the first meeting the airline tickets can be purchased and the insurance can be arranged. To ensure that the student attends the trip, a contract can be drawn up in which the student promises to participate. See Annex 5.

- Make a copy of ID and insurance card

Students must have a valid ID, which often has to be valid for a few months after the trip. Make a copy of all ID proofs and insurance cards so that correct details are known for booking the tickets. These copies come also handy to take on a trip in case documents are lost.

### **After group meeting 1**

When the group is complete, the travel tickets can be purchased. Check the lump sum of the travel costs for the specific trip in the ESC program guide.

ESC offers the option of purchasing additional insurance (in addition to the basic insurance that the participants already have) for the students via CIGNA. This insurance provides access to medically necessary, state-provided healthcare during a temporary stay in any of the EU Member States. More information on the card and how to get it is available at <http://ec.europa.eu/social/main.jsp?catid=559>

After purchasing the tickets, the specific journey and working arrangements can be made with the host organization. The agreements of the APV are made concrete. It is important to make agreements about:

- The travel options from the airport to the host organization
- The program for the two-week ESC
- An information package for the students explaining about the host country, the host organization, the program, the contacts during the project, what to bring etc.

### **Group meeting 2**

The second meeting is all about deepening. The participants start to formulate individual goals and group rules. Also the role of the different organizations (supporting organization, host organization, ESC etc). An example of a program for this meeting can be found in Annex 6.

Themes that may be discussed are:

- Language and customs in the country where the ESC takes place.

Possibly use a movie about the country or a game with the language. A word list with common words in the relevant language can be distributed.

In addition to your own preparation, it is possible to participate in the Pre-departure training of ESC. Information about the pre-departure training from the program guide

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ESC: In order for the project to be successful and the European Solidarity Corps experiences to be positive and enriching for the participant, it is crucial that the applicant organisation adequately prepares the participant prior to departure. This training is only mandatory to participants in cross-border activities.

This preparation should take place at least one month before departure and should be tailored to the individual needs of the participant and the specificities of the project, the activity and the host country. The organization in charge of the training is responsible for ensuring that the Info-Kit is given to all participants involved in its project. It is essential to provide information on "What to expect from the European Solidarity Corps" (part of the Info-Kit) – as well as on the basics of conflict prevention and crisis management. It must participants with practical and technical information on matters such as insurance, visa, pocket money and working hours, etc.

Experience shows that it is difficult for groups in terms of planning and program to join regular Pre-departure training courses. Consult with the NA about the possibility of a pre-departure training at your own location. In this case, an ESC trainer comes to the group and provides customized preparatory training.

#### - Group rules

Joint drafting of house rules for the ESC where issues such as alcohol / drugs / work and leisure and dealing with each other are discussed. The aim is to align expectations with each other and to make everyone responsible for the rules and their compliance. Tip: use internet for examples of rules or for topics of discussion.

#### - Register with ESC portal

To participate in an ESC, participants must register on the ESC Portal. With individual ESC processes this portal is used as a matching tool between participants and guest organization. In the case of short-term group volunteering work, this is different, since the group and the host organization have already found each other. It is nevertheless necessary for the participants to register as ESC volunteers. The participant can register at [https://europa.eu/youth/solidarity\\_en](https://europa.eu/youth/solidarity_en)

#### - Enter participants profile

Participants work at an organization during the ESC. To prepare the organization for who is coming and to make the participants think about what they want to tell about themselves, there is the "participants profile" form. Here the participant can introduce himself. See annex 7 for an example.

#### - Create a Badge account

To get to work with badges during the ESC, participants must download the Badge Wallet app on their phone. The students can have a look at the badges in the badge book and get an idea about what skills they want to gain during this ESC.

More information about this can be found in chapter 5: Recognition of learning.

### **Group meeting 3**

#### Information evening

Not only the students but also the parents / guardians, supervisors and other acquaintances of the students are invited to this meeting. The aim is to involve the network of the

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students in the experience they have and to invite them to support the students in this process.

Components that will be discussed at this meeting:

- Project presentation

Introducing students, coaches and family. It is briefly explained what the project entails, what location looks like etc.

- Explanation ESC

Explain the possibilities of ESC. Why does ESC give money for these types of projects? What is expected of the student? (for example: digital completion of a final evaluation) What options does ESC offer after this project? ( going abroad for 2-11,5 months etc).

- Transcultural learning and culture shock

It is important to explain to students and family about the culture shock that they will experience. Both living in a different country, in a different environment, and the group process can cause intense emotions and experiences. You can read more about this in appendix 8 "trans cultural learning" and appendix 9 "culture shock".

- Appointments and expectations

It is good if students and their network have the same expectations about the ESC. For example: The students cannot always be reached. There is not always internet or there are agreements about the use of internet. If there have been times known, it is useful to tell this in advance.

During the ESC, the students go through a process in which the goal is that they are apart from the home front. It is important that they also get this process from home, so they do not have contact at all times, are confronted with the problems of the home front, etc. Also naming being missed back art home makes it more difficult for a student to ' to get away from home.

If a student can't manage the ESC and decides to go home early, the student is responsible for this and the extra costs incurred are for his own account.

- Packing list

It is useful to briefly discuss the things that the students should and should not take with them (see also the information pack of the host organization). It is also good to discuss how much money is needed.

- Contact with those staying at home (email addresses and telephone numbers)

Put down a list on which the family and supervisors can enter their email and telephone numbers. In emergencies this is useful but also to keep in touch during the ESC by means of. a short news message via email or social media.

- Info pack at home: travel information, contact information

Those staying at home receive an information package containing the contact details of the ESC's contact persons, the address of the location and the travel details of the outward and return journeys.

## **Group meeting 4**

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The last group meeting is a few days before departure and agreements are made about where to meet before the start of the trip, what does everyone bring etc.

A good tool for this is the Whats App. Create a group app in which people can easily reach each other, make changes. An additional advantage is that the group feeling is strengthened.

### **Volunteering Agreement**

The agreements that the students (through the supporting organization) and the host organization have made with each other are laid down in a Volunteering Agreement. Both students and the host organization sign this agreement. A template of the volunteering agreement can be found on the website of the NA of ESC.

## **Volunteering weeks**

The group will do voluntary work during the ESC. The nature of the work depends on where the ESC is performed. Generally speaking, no specific skills are required for the job. During the preparatory visit (APV) it is discussed with the host organization which work can be done during the ESC. There is a work supervisor on site who goes through the work and division of tasks with the group. Depending on the developments among the students, the work facts and tasks can be adjusted. During the ESC, the work supervisor and the coaches of the group maintain close contact to monitor feasibility and productivity.

### **The journey**

For many students it is the first time that they are flying or are in another country. An exciting experience that must be properly supervised. Clarity and agreements about the journey and behavior help in this.

Please note: all travel documents such as boarding passes must be kept for the financial report of the grant.

### **At work**

The arrival at the place of residence abroad is preferably at the weekend. This is chosen so that the students do not have to get started right away. It is a time of acclimatization and exploring the area. The group then starts working on Monday. The advantage of this is that the students can experience a "real working week". It depends on the project when and for how long the students work per day. The approach is a working day of approximately five to six hours a day. That way the students also have free time that they can fill in themselves. The group is told per day what work they are going to do at the workplace. The tasks are distributed on the spot.

There is a clear division of tasks between the coaches of the group and the work guidance on site. The coaches are concerned with the personal process of the students and the employees of the workplace with the explanation and distribution of the work. During the ESC the coaches try to set a fixed rhythm. This rhythm is created, for example, by setting fixed times for breaks. This structure is important, because it is often difficult for participants to retain a structure back home.

Agreements have been made with the workplace beforehand about the nature of the work, etc. Every morning it starts with explaining the work of the day and dividing the

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tasks. These tasks can of course be adjusted depending on the capabilities of the group. In principle, no specific skill is required for the work.

Students are free in the evening and are free to decide what to do. This is not always easy, especially if there is limited internet. This can be frightening for students. The interpretation can in this case be the subject of coaches or the subject of a group discussion.

Students are free during the weekend and a weekend program can be decided together. Costs are not included in the grant and must be paid by the organization or students themselves.

The students receive pocket money from ESC (the amount depends on the country and can be looked up in the ESC program Guide), agreements can be made with each other about when this will be paid out. From ESC it is mandatory to have the participants sign for receipt of the pocket money. For format pocket money list see website NA.

### **Coaching**

The coaches have at least two planned individual sessions with the students in which the process and the learning objectives are discussed. The assignments from the Badge Book can be discussed here. When the group is at work, the coaches participate. They are close to the students for almost 16 hours a day and can observe the students intensely. At times when it is necessary, the coaches can respond to difficulties and coach them in situations that do not go well. The guidance of the students focuses primarily on the learning process. The experiences gained by the students are named and discussed. The reason for this is to let the students gain insight into their own behavior and to help them work on their personal learning goals.

In the second week of the ESC trip the coaches pay attention to the return trip to and the situation back home. The coaches try to prepare the students for their return to their home situation and how they can integrate their learning experiences into their behavior and home situation. During the coaching moments, the coach and student also look at the network of the student and whom he can involve from this in his learning process.

In addition to the individual conversations, there are also group moments. The intensity of the group discussions varies according to the needs and possibilities of the group. The assignments from the Badge Book can be used as a tool during these group discussions. It is good to occasionally discuss the group process and the work process. How are the house rules made in advance, etc.

It may sometimes be necessary to activate the group during work or in between parts. One way for this is to use an energizer.

Contact with the host organization

Agreements are made in advance about the way in which the support is in contact with the host organization. The host officially arranges transport to and from the airport, agreements with the workplace, information on site and any cultural activities. During the ESC it is good to regularly evaluate the program and the cooperation and adjust where necessary.

The coaches must provide a number of documents during their stay that the host organization must sign. These documents must be uploaded with the final ESC report:

- Travel declaration

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- Pocket money list
  - Volunteering Agreement

### **Contact with the network at home**

Experience shows that the students like to stay in touch with the home front but that they also need space to start the process of traveling and working on the learning objectives. That is why it is useful to make advance agreements about the manner and time of contact.

In addition to the individual contact, it is good if the coach also keeps in touch with the parents etc. by sending an info email on behalf of the coaches and students after arrival and twice during the ESC. This keeps the home front involved and you prevent the students from staying at home with their heads in such a way that they cannot enter into a learning experience.

### **Going home again**

After two weeks of volunteering it's time to go home again. Together with the group, it is good to consider the past two weeks, the group process and the individual learning processes. What has happened, what do you want to hold on to this experience, what do you want to give to fellow group members, etc. Assignments from the Badge book can be used for this. Going on a trip was exciting, but it can also be going back home. Discuss the follow-up route of the trip and the importance of following this follow-up route together with the group members.

## **Back home**

The follow-up route starts with a group meeting after the return and ends with handing out Youth Passes/ badges to the students. The purpose of this final phase is to complete the ESC and to imbed what has been learned in daily life.

For this there are three group meetings and at least one individual meeting.

ESC attaches great importance to disseminating the results of the ESC experience and providing insight into what the project has delivered for all parties involved.

As described in the ESC Program Guide: "Dissemination is a planned process to provide key actors with information about the results of programs and initiatives. It occurs when and when the results of programs and initiatives become available. In terms of the European Solidarity Corps, this means that the word about the successes and results of the project is spread as much as possible. Making others aware of the project will have an impact on other organizations in the future and will contribute to raising the profile of the organization that carries the project. To disseminate results effectively, an appropriate process must be designed at the start of the project. This should relate to why, what, how, when, to whom and where dissemination results will take place, both during and after the financing period. "

It is therefore important, both as an organization and as a group of students, to think about how and through which channels the results can be disseminated and to make a plan for this.

### **Individual coaching**

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In any case, there is one individual meeting after the ESC with the coaches, students, supervisor/mentor back home and parents-caregivers. The purpose of this meeting is to reflect on the learning experiences that the student has gained during the experience journey and to integrate these learning experiences into the behavior of the student when he is back home.

### **Group meetings**

In 3 group meetings afterwards, we look back on the journey, the group process, the gained skills and the presentation of these experiences to others. The most important part for the students is to make the gained skills part of their daily lives. How can the experiences and skills gained be used now that they are home again? Below is a description of what will be discussed per meeting.

#### **Group meeting 1**

Together we look back on the journey, the group process and the acquired skills or insights. Looking back can be done with talking but also with a creative assignment, for example: make a drawing together in which you incorporate experiences etc. The completed Badge Book can serve as a guideline. It can also be determined which badges a student has earned and which evidence he must upload for this in the Badge Wallet. It is important that the students make the switch from using what they have learned in their daily lives back home.

#### **Complete Evaluation ESC**

The personal information of the students must be imported in the mobility tool. They receive an invitation to fill in a digital questionnaire about the ESC experience on their own mail. This is an obligation from ESC. Experience shows that this list is complicated for some students to complete (the list is in English). In this case the choice can be made to fill in the questionnaire during one of the group meetings so the coaches can assist.

#### **Group meeting 2**

The presentation of meeting 3 is prepared in this group meeting. In this meeting the students learn how to give words to their experiences. This can be done on the basis of questions such as: what did you learn, how did you learn that, how can you use it back home? Or on the basis of themes young people can name subjects that they found important and write them down together. Examples of themes are; team, work, relaxation, own goals, integration etc. In the group tasks for the presentation can be divided: making a digital presentation, presenting during the next meeting etc. The students should be in charge of the next meeting, as this is their experience.

#### **Group meeting 3**

The students have completed the ESC process and have succeeded in working and living abroad for two weeks in the relatively unknown group. They have gained new experiences and learned new skills. That may be celebrated!

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The students decide prior to this meeting who they want to tell about their experience and who they want to invite. Parents, caregivers, counselors, family, friends and possible future participants are invited. The content and form of the meeting is determined by the students in consultation with the coaches. It is often nice to have a hold during the story, for example in the form of photos of a presentation.

During the meeting, the students tell about their experience and receive the Youth Pass. A certificate is described of what they have done and which can be used for job applications, etc. In addition, the SHARE badges obtained can be awarded. Badge Craft offers the possibility to print the badges in certificate form in addition to the digital portfolio. For more information about the badges, see chapter 5.

'Youthpass is part of a European Commission plan to promote the recognition of non-formal learning. Youthpass can be used in projects that are or are supported by the Erasmus + Youth program (2014-2020) and the Youth in Action program (2007-2013). It translates policy into practice and practice into policy and is a tool for documenting and recognizing learning outcomes.'

### **Finalizing the project**

To be able to complete the project, a final report must be entered in the digital system of ESC (mobility tool). This consists of a descriptive part and a financial overview.

The students must be entered in the mobility tool. They receive an invitation to fill in a digital questionnaire about the ESC experience on their own mail. This is an obligation from ESC. Experience shows that this list is complicated for some students to complete (the list is in English). In that case, counseling can incorporate this as part of the return meetings).

### **Evaluation**

After the ESC it is useful to evaluate the project with the contact persons of the host organization through a Skype meeting. Topics such as cooperation, work, accommodation, the volunteers and future collaborations can be discussed.

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## 5. Recognition of learning outcomes

### Introduction

Competences and achievements in formal learning are recognized in certificates and diplomas. But what about achieved competences through non-formal learning? When a student get recognized for these learning outcomes also, they can show it on their resume and it will be of great value in finding a job. Within Europe there are different ways to give this recognition. In this chapter you can read about Youthpass and Europass and recognition through Open Badges. The short term group volunteering projects, as discussed in this handbook, have their own tailor made collection of badges. The SHARE method and badges are the base of this collection.

### Youthpass and Europass<sup>5</sup>

To support the impact of European Solidarity Corps activities on the personal, educational, social, civic and professional development of the participants, the competences (combination of knowledge, skills and attitudes) that are the non-formal and informal learning outcomes gained in the solidarity activities shall be identified and documented, in particular through EU level recognition tools such as Youthpass and Europass. The identification and documentation of non-formal and informal learning outcomes is offered to participants (on a voluntary basis) and participating organisations (mandatory, insofar as the participant requests it). This means that every young person taking part in any European Solidarity Corps activity can benefit from a process and certificate that identifies and documents individual learning outcomes.

#### How does it work?

Every young person taking part in European Solidarity Corps activities is entitled to go through the Youthpass process and receive a Youthpass certificate at the end of the process. Youthpass identifies and documents the competences developed during the project. It is recommended to embed the educational approach of Youthpass from the start of the project and use it during the project activities as a tool to help participants to become more aware of, reflect on and assess their learning process and outcomes. Depending on the nature of the recognition needs and the individual solidarity activities, other tools can also be used such as e.g. Europass.

For more information and support on Youthpass: [www.youthpass.eu](http://www.youthpass.eu)

For more information on Europass: [www.europass.eu](http://www.europass.eu)

### Open Badges

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<sup>5</sup> From the European Solidarity Corps Guide, Version 3 (July 2019)

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Open Badges are visual tokens of achievement, affiliation, authorization, or other trust relationship sharable across the web. Open Badges represent a more detailed picture than a CV or resume as they can be presented in ever-changing combinations, creating a constantly evolving picture of a person's lifelong learning. To learn more about Open Badges you can see this small film; [www.youtube.com/watch?v=HgLLq7ybDtc](http://www.youtube.com/watch?v=HgLLq7ybDtc)

### **SHARE method**

The SHARE method is the result of a KA2 Strategic Partnership called 'Shared Responsibility', financed by Erasmus + youth. Six regions in Europe have done research on how competences, which are not recognized by any certificate or diploma, can be visual and recognized. For more information; [www.sharedresponsibility.eu](http://www.sharedresponsibility.eu)

The SHARE method has 4 areas of competences which are valuable for getting a job. Each area has its own collection of badges within the SHARE method. The 4 SHARE collections are the following; Digital competences, Social competences; Entrepreneurship; Communication.

The SHARE collections can be found in the library of Badgecraft. Badgecraft is the platform in which you can create and issue badges as an organisation. As an organisation you have to register here in order to issue badges. Badges are easily earned and shared by using the badge wallet app.

See for further information: [www.badgecraft.eu](http://www.badgecraft.eu) and [www.badgewallet.eu](http://www.badgewallet.eu)

### **SHARE badges for short term group volunteering projects**

To give insight in the learning through short term group volunteering there is a tailor-made collection of badges to use. Within this collection there are 17 different badges to earn. The selected badges are from the original SHARE collections 'social competences' and 'entrepreneurship'. Each badge has 2 or 3 tasks for students to do in order to earn the badge. Students can upload evidence by using the badge wallet app. Students can use the offline badge book to work on tasks. The tasks can be checked by the coach. It is important that you define your own standarts on when you approve given evidence. At the end of the project you can generate a certificate for the students in which all earned badges are visible.

Technical instructions on working with badges can be found in Annex 10.

### **The 17 different badges in the collection**

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Leadership, Taking the initiative, Teamwork, Motivation and perseverance, Problem solving, Helping others, Intercultural differences, Learning through experience, Ethical and sustainable thinking, Creativity, Coping with uncertainty, Critical thinking, Healthy lifestyle, Spotting opportunities, Communication skills, Autonomy, Coping with stress and frustration.

Additional to the 17 badges there is the 'entry badge' (thumb up logo). This extra badge in the collection gives you the opportunity to give the student 'entry' into the whole collection by simply scanning a QR code. The QR code can be downloaded in badge craft.



## 6. Annexes

### Annex 1; Funding rules ESC

In this annex you find an overview of the funding rules from ESC as written in the European Solidarity Corps Guide, Version 3 (July 2019). Please always check the latest version of the guide online or check your NA what specific rules apply in your country.

Eligible costs		Financing mechanism	Amount	Rule of allocation
Travel	Contribution to the travel costs of participants from their place of origin to the venue of the activity and return. In addition, if applicable, travel costs for Advance Planning Visits.	Contribution on the basis of unit costs	For travel distances between 10 and 99KM: EUR 20 per participant	Based on the travel distance per participant, including accompanying persons. Travel distances must be calculated using the distance calculator supported by the European Commission <sup>22</sup> .  The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip <sup>23</sup> .
			For travel distances between 100 and 499 KM: EUR 180 per participant	
			For travel distances between 500 and 1 999 KM: EUR 275 per participant	
			For travel distances between 2 000 and 2 999 KM: EUR 360 per participant	
			For travel distances between 3 000 and 3 999 KM: EUR 530 per participant	
			For travel distances between 4 000 and 7 999 KM: EUR 820 per participant	
			For travel distances of 8 000 KM or more: EUR 1 500 per participant	
Organisational Support	Project management costs (e.g. planning, finances, coordination and communication between partners, administrative costs)	Contribution on the basis of unit costs	EUR 2 000 per volunteering team activity EUR 225 per participant in individual volunteering Maximum EUR 4 500 per project	Based on the number of activities for volunteering teams and the number of participants in individual volunteering activities, excluding accompanying persons.

Eligible costs		Financing mechanism	Amount	Rule of allocation
Organisational Support	Activity costs - Costs directly linked to the implementation of volunteering activities (e.g. preparation, monitoring and support of participants, validation of learning outcomes), including costs linked to the subsistence of participants (e.g. boarding, lodging and local travel).	Contribution on the basis of unit costs	A1 per day per participant	Based on the host country and the duration of the stay (if necessary, including also one travel day before the activity and one travel day following the activity) per participant, including accompanying persons.
Inclusion Support	Contribution to costs incurred by organisations related to reinforced mentorship, i.e. the preparation, implementation and follow-up of tailor-made activities to support participation of young people with fewer opportunities.	Contribution on the basis of unit costs	A2 per day per participant	Based on the host country and the duration of the stay (if necessary, including also one travel day before the activity and one travel day following the activity) per participant with fewer opportunities, excluding accompanying persons.
Pocket Money	Contribution to additional personal expenses for participants.	Contribution on the basis of unit costs	A3 per day per participant	Based on the host country and the duration of the stay (if necessary, including also one travel day before the activity and one travel day following the activity) per participant, excluding accompanying persons.
Linguistic support	Costs linked to the support offered to participants - prior to departure or during the activity – in order to improve the knowledge of the language they will use to carry out their volunteering tasks.	Contribution on the basis of unit costs	EUR 150 per participant	Conditional: Only for activities lasting 60 days and more.  For cross-border activities - Only for languages and/or levels not offered by the Online Linguistic Support.
Exceptional costs	Costs for providing a financial guarantee, if the National Agency asks for it. Visa and visa-related costs, residence permits, vaccinations, medical certifications. Costs connected to personal insurance for in-country activities.	Real costs	Costs for financial guarantee: 75 % of eligible costs Expensive travel costs: maximum up to 80 % of eligible costs Other costs: 100 % of eligible costs	Conditional: The request for financial support for exceptional costs must be motivated in the application form.  For exceptional costs related to insurance, only for in-country participants in need of private personal insurance to reach the same coverage as the insurance coverage for cross-border activities.

Eligible costs	Financing mechanism	Amount	Rule of allocation
<b>Exceptional costs</b> Costs connected to boarding and lodging of participants during an Advance Planning Visit. Financial support for expensive travel costs (e.g. from and to outermost regions). Costs incurred by organisations to support the participation of young people with fewer opportunities or with special needs on equal terms as others related to reinforced mentorship, i.e. the preparation, implementation and follow-up of tailor-made activities. Costs incurred by organisations to support the participation of young people with fewer opportunities or with special needs on equal terms as others related to reasonable adjustments or investment in physical assets.	Real costs	Costs for financial guarantee: 75 % of eligible costs Expensive travel costs: maximum up to 80 % of eligible costs Other costs: 100 % of eligible costs	For exceptional costs for expensive travel, applicants must justify that the standard funding rules (based on unit costs per travel distance band) do not cover at least 70 % of the travel costs of participants. If awarded, the exceptional costs for expensive travel replace the standard travel grant. For exceptional costs for reinforced mentorship, applicants must justify that the standard funding rules ("Inclusion support" unit cost per day per participant) do not cover at least 80 % of the costs incurred. If awarded, the exceptional costs to support the participation of young people with fewer opportunities will replace the inclusion support grant.
<b>Complementary activity costs</b> Costs directly linked to the implementation of the complementary activities of the project. Indirect costs: A flat-rate amount, not exceeding 7 % of the eligible direct costs of the complementary activities, is eligible under indirect costs, representing the beneficiary's general administrative costs which can be regarded as chargeable to the complementary activities (e.g. electricity or internet bills, costs for premises, cost of permanent staff, etc.)	Real costs	Maximum up to 80 % of eligible costs Maximum 10 % of the total project grant	Conditional: the request for financial support must be motivated in the application form and justified in relation to the planned activities.

Furthermore, the following activities can also be funded:

**Advance planning visits (APV):** are planning visits to the country of the host organisation before the start of the volunteering activities. The purpose of the APVs is to ensure high quality activities by facilitating and preparing administrative arrangements, building trust and understanding and setting-up a solid partnership between the organisations and people involved. The visits will be typically organised for activities involving young people with fewer opportunities. Advanced planning visits can also be organised, in fully justified cases, when the visit is a prerequisite to the successful implementation of the activities. Participants with fewer opportunities can be involved in the visit to help integrate them fully in the project and complement any other preparatory activity.

**Complementary activities:** are relevant side activities designed to add value and augment the results of the project as well as to strengthen its impact on the local, regional, and/or European level. These complementary activities also aim at raising awareness of the value of volunteering for young people and for communities as well as at strengthening the recognition of the skills and competences gained by the volunteers.

Complementary activities could include: job shadowing, meetings, workshops, conferences, seminars, training courses, coaching, etc.

 To support **inclusion of young people with fewer opportunities**, additional funding that would allow participating organisations to better accommodate and cater for the needs of young people with fewer opportunities is available.

To benefit from this funding, applicants will be required to describe how the project will include young people who are at comparative disadvantage i.e they have comparatively fewer opportunities than their peers in the same country/area/age group/situation, what are the specific needs to ensure their participation on equal terms as others and what specific measures they plan to put in place to cater for these needs. By "involving" it is understood the set of activities and measures designed to include participants with fewer opportunities in the project. It does not refer to a target group the organisations work with.



## WHAT ARE THE RATES?

	Organisational Support – Activity Costs (EUR per day)	Inclusion Support (EUR per day)	Pocket Money (EUR per day)
	A1	A2	A3
Austria	24	8	5
Belgium	27	9	4
Bulgaria	18	6	4
Croatia	20	7	5
Cyprus	22	7	5
Czech Republic	18	6	5
Denmark	27	9	6
Estonia	19	6	4
Finland	27	9	5
France	21	7	6
Germany	24	8	5
Greece	22	7	5
Hungary	18	6	5
Ireland	27	9	6
Italy	22	7	5
Latvia	20	7	4
Lithuania	19	6	4
Luxembourg	27	9	5
Malta	23	8	5
Netherlands	27	9	5
Poland	19	6	4
Portugal	21	7	5
Romania	18	6	3
Slovakia	20	7	5
Slovenia	21	7	4
Spain	19	6	5
Sweden	27	9	5
United Kingdom	27	9	6
North Macedonia	16	5	3
Iceland	27	9	6
Liechtenstein	25	8	6
Norway	27	9	6
Turkey	18	6	4
Partner country neighbouring the EU	16	5	3

## Annex 2; Planning ESC project

Week	Topics	Activities
10 weeks before		Select 2 coaches
9 weeks before	Recruitment	Make a flyer for the students Distribute flyer among students
8 weeks before	Recruitment	Students sign up for ESC trip
7 weeks before	Selection students	Selection interviews students Plan an APV
6 weeks before	Group meeting 1	Invite selected students Make a Programm (see example lesson 1)
4 weeks before	Group meeting 2	Make a program (see example lesson 2) Book Tickets APV
2 weeks before	Group meeting 3	Make a program (see example lesson 3)
1 week before	Group meeting 4	Make a program (see example lesson 4)
ESC trip	ESC trip	Coach the group/individuals Keep in touch with people back home Evaluate project with host organization
ESC trip	ESC trip	Coach the group/individuals Keep in touch with people back home Evaluate project with host organization
1 week after	Group meeting 1/ evaluation	Make a program Plan individual evaluation meetings with students
2 weeks after	Group meeting 2 Individual evaluations	Make a program Individual Evaluation with students Evaluate project with host organization
3 weeks after		Invite family/ friends/ network for group meeting 3
4 weeks after	Group meeting 3	Make a program
5 weeks after		Collecting info and elements final report and get administration ready

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Week	Topics	Activities
6 weeks after	Final report	Writing final report en submit with NA

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## Annex 3; Checklist Advanced Planning Visit (APV)

In order to have a successful ESC, it is important to get to know all partners involved, setting expectations and making agreements for the group and the organisations before the ESC trip. This is the aim of the APV. Underneath you'll find a checklist of the topics which should be discussed during the APV.

### 1. Presenting organisation and target group

Prepare a presentation of your organisation and the group in English.

### 2. Expectations ESC

a. Discuss the expectations about the ESC and the wanted outcomes.

b. Discuss the different roles, tasks and responsibilities of the ESC (who is going to do what when? How are you going to do this?)

### 3. Practicalities

a. Make agreements on dates, location, transport, food, facilities.

b. What should you take with you?

c. Infopack

d. Communication and tasks/ responsibilities of/ with Hosting organisation, the sending organisation

e. How to communicate before, during and after the EVS/ESC

f. Agreements and paperwork (f.e. travel declaration)

### 4. Program

a. Make a program schedule for the ESC with work, social/ cultural activities (with locals?), free time activities etc.

### 5. Crisismanagement

a. Make an emergency plan in which numbers and addresses of local medical help and hospital can be found.

b. How do you deal with crisis in the group?

### 6. Preparation and Impact

a. How is the group prepared for the EVS/ESC?

b. What impact do you want to have as Dutch group, in the hosting country? What are you going to bring?

## Annex 4; Example preparation lesson 1

Class:

Topic:  
1st meeting

Time:  
3 hours

Purpose of the 1st meeting:

The first meeting focuses on "getting to know each other". This is done through an introduction round and an activity. Information about the trip is also provided. The who, what, where of the trip.

Start situation:

The group doesn't know each other yet. Students only have a clear understanding of why they want to come. Individual meetings have already taken place between coaches and students. The introduction has already been there. The students have also already sent their motivation letter.

Time	Activities	Necessities
5 minutes	What is the planning for today? What are we doing to do?	Agenda
25 minutes	Introduction round: Who are you? What do you do? What are your expectations of this trip?	
90 minutes	Activity: Bouldering / mountain biking. The students get to know each other even better during the activity. They come from their comfort zone and are actively engaged. After all, the journey is not in a classroom. (Experience based learning starts here). As a coach, it is also a good time to observe how the different candidates handle the challenge.	
30 minutes	Back in classroom: set goals for the trip. Fill in the first pages of the Badge book and discuss it in the group.	Handing out Badge books

Time	Activities	Necessities
20 minutes	Provide information. Location, work, costs, Erasmus +, time to answer questions.	
10 minutes	Closing the meeting and preview the following meetings.	

#### Story:

Marc Cornellissen on expedition to the Northpole Everyone is entitled to their own agenda.

During the expedition to the north pole, the travel company is very diverse. There are scientists, adventurers, photographers, etc. during the trip to the base camp, one of the photographers stops and starts unpacking his things and preparing them for a photo. The rest of the group waits for more than half an hour for the photo to be taken. The photographer proudly says that the light from this place was so beautiful and special that he could not resist taking the photo. Instead of the travel company reacting irritably, they are all very understanding towards the photographer, despite the fact that they have been outside outside for half an hour in -24 degrees. After all, before they went on a journey, they agreed that everyone is entitled to their own agenda. In this way there is a lot of understanding towards each other and everyone gets the freedom to get the most out of the journey.

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### Annex 5; Example student agreement

Name	
Date of birth	
Place of birth	
Adress	
Telephone	
Email	
Contactperson	
Telephone	
Email	

Special wishes/ needs  
(Diet, medicines, allergies?)

Something else we need to know?

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Do you give permission for using imagery for communication/ dissemination of the project?

The following rules apply before, during and after the international experience:

- You participate in the preparations and preparatory activities.
- You participate in all activities during the project and you motivate others to do the same.
- You treat others and other people's things with respect.
- You inform the coaches about health problems and other relevant details.
- Smoking and alcohol may only be used in consultation with coaches and at the designated time and place.
- Drugs are prohibited! You do not use this during the project.
- When there is something, you discuss this with the coaches.
- You always let the coaches know where you are.
- Whenever foreign speakers are around you speak English as much as possible.
- You are responsible for your own things.
- You are liable for possible (financial) damage that you have caused.
- You participate in group meetings and individual conversations afterwards.
- In case of withdrawal before and during the project, the costs incurred are for own account.

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**Date:**.....

**Signature:** .....

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## Annex 6; Example preparation lesson 2

Class:

Topic:  
2nd meeting

Time:  
3 Hours

Purpose of the 2nd meeting:

The second meeting is all about deepening. Today we are going to work on formulating individual goals. We discuss the role of the different organizations (organization of the students/participants, coordinating organization, ESC and the hosting organization) and we look at our work and the role of the supervisors.

Start situation:

The group has had the first meeting. There is clarity about the role of the group. Students still know little about the adventure we are going to experience.

Time	Activities	Necessities
5 minutes	What is the planning for today? What are we doing to do?	Agenda
55 minutes	Provision of information and deepening: What do you take with you on a trip? Where are we going? What do we expect from the organization we are going to? What do they expect from us? What is the role of the group leaders? Who has an interest in this journey and what do they want to teach us? (school/social organization, Erasmus + and the organization where we are going) Citizenship TCC. Which forms can you still expect? What do you want to learn? How do we ensure that what you have learned can also be used at home? (explanation Badges)	
15 minutes	Break	

Time	Activities	Necessities
60 minutes	<p>Quality game. (Daniel Offman's core quadrant)</p> <p>Explanation of the "game"</p> <p>Take two cards of qualities that you have. Explain this in class. Do the same with two pitfalls. Now complete the core quadrant further for the qualities you have chosen. What are qualities that you would like to develop further? How do you get started during the journey?</p>	Quality game of Peter Ger-rickens
15 minutes	Fill in the Badge book with the outcomes of the Quality game	
20 minutes	Create Badge account. Discuss the different badges and to use these	
10 minutes	Rounding up and review next meeting	

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## Annex 7; Student Profile

### Student profile

You will go on a ESC volunteering project and do volunteer work. The people of the organization where you are going to work are curious who will work for them. Introduce yourself, what do you find important to tell about yourself?

My name is

My age is

What do I want to learn or work on during the ESC?

What you should know about me?

What I want to ask about the ESC trip or the organization?

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## Annex 8; Transcultural Communication (TCC)

As a teacher it is important to challenge the students during each lesson to combine the four components or ingredients of TCC. In the preparations for these lessons you can always start from one of the components, then you try to take the students with this component (knowledge transfer) via a film or a news item and then close to the stories and personal experiences of the students. further link with the other three components.

Transcultural Communication consists of four parts.

\* Human rights and therefore also the rights of the child.

\* (Cultural) diversity.

\* Communication (Connection), with the emphasis on equality.

The art of transcending (Trans). This is the most difficult skill in which the student learns to assume the universal equality between people and knows how to set aside his or her own culturally determined rules and laws. “

For the student you can use the information underneath to explain more about TCC.

Introduction for the students

We grow up in a society with an enormous diversity of people. People with a different story, background, different thinking, different habits and a different appearance. Sometimes you are not even aware of that and others are aware of it. In the philosophy of Trans Cultural Communication, becoming aware of your environment and the people you meet is important that you get an eye for this diversity. Diversity is one of the ingredients. The other ingredients are; human rights, communication and the art of transcending. Four ingredients that you connect with each other and let you look differently at your environment and the people you meet and will meet.

Transcultural thinking is always concerned with two questions. You can ask yourself and others these questions everywhere and in every situation. How do we deal with each other? And which attitude do you choose?

Wherever you are, you determine your own attitude and you decide how you want to interact with other people. Then it is nice to know that there are human rights that apply universally. Then it is important that you know how to communicate and that you know how to transcend the situation and contact with the other person. Communication from person to person based on human rights

Diversity

You take part in an experience based journey and you arrive at a place where there are other young people from various countries. You get to know each other gradually and make statements like "that boy from Italy", later you talk about "that Italian boy, I believe his name is Greg" and later you talk about

Greg. This process goes very quickly and you are able to step across (and transcend) all those diversities and from that moment you entertain young people. Then the time comes to talk to each other about all differences and similarities. You share each other's way of



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thinking and doing. Diversity makes our society beautiful, colorful and never boring. Just look consciously around you.

Tip: Farrell Williams, Happy. Youtube. <https://www.youtube.com/watch?v=8Sz6shB-VAJo>

### Human Rights

Since 1948, human rights have been signed by many countries. It is still a long way to get all countries to integrate all 30 articles into laws, norms and values. Nevertheless, we have taken the right path and you can play a significant role in this. By delving into this and discussing it with other young people from other countries. In addition, there are also the rights of the child. Together these documents form the basis of Transcultural communication. With many (world) problems or conflicts, human rights can be a good yardstick to stay in conversation with each other and talk about these problems. How do we deal with each other and which attitude do you choose. Article 1 is already a good start. The difference between equality and equity. We are all born in equality. Inequality can be seen in almost every situation. Think of the business community at the various function or look at school, Teacher and student but also other inequalities can be seen everywhere. They are simply there. It is what it is. This of course does not mean that you can see or treat each other unequally. Dissimilarity is different from inequality. That last point should not exist. link: <https://www.un.org/en/sections/issues-depth/human-rights/>

### Communication

With communication it is nice to think in detail about the "communication model". An overview in which a sender is connected to a receiver and the interaction between the two. What makes communication so difficult is the disturbance that can occur between sender and receiver. Think of noise or concentration or and that is an important element within Transcultural communication the cultural differences that exist. They can distract and cause a disruption in good communication. Different language, different experience of things, different expressions of emotions and so on. Having knowledge and practicing with this model is important. Being aware that the model actually works that way is the first step. The literal translation of communication is connection. For Transcultural communication it is important that there is a genuine connection between people.

### The art of transcending

This is not a simple ingredient. Transcending (transcendence) the situation with other young people you are in. You do not look for appearance but you are looking for the person behind the appearance. Here is a difference with the well-known intercultural communication. You meet young people from a different culture and you learn from each other's norms and values. Both ways of communication reinforce each other. These four ingredients make Transcultural communication a universal communication.

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## Annex 9; Culture Shock

Based on the work of Kalvervo Oberg, 1954

People who stay abroad for a shorter or longer period of time undergo the same phases in their contact with that different or local culture; we call that the culture shock. Everything is different; the language, the climate, the schedule, the habits, the money, you do not understand how things work, you do not know the way in that new world, literally and figuratively. And you can't fall back on family and friends. You've lost your hold.

A culture "shock" is a process, you go through certain phases.

1. First you are delighted or relieved; after all preparations, the time has come. Things are exciting and new, there is much to discover and much to arrange, people are willing to help you, you are curious about how it all works and others are curious about you ... everything is still open, you are excited about everything new .
2. Then the shock follows; you have been staying in this so different society for some time now and you realize that people are and do differently than you are used to; that their words and actions have different meanings than what you think. You feel misunderstood, not seen for who you are. You realize that you are an outsider. You try to understand it all, but only partially succeed, you are wary, very tiring. You get angry and get frustrated, then you go back to what you know; you seek support from people from your own country, want to eat like at home etc. The phase of frustration and anger. Some people never get over this phase, only become more angry and frustrated, suffer so much physically and psychologically that they have to go back home (if possible!) Or withdraw completely from their surrounding society.
3. But life goes on and you begin to understand; you get used to the other culture, you find your own way. You build a new social network, you can function well. A phase of revival and perseverance.
4. Then comes the phase of more balance: your feelings are no longer determined by the other culture. You can empathize more, have more appreciation for the other and can handle it well.
5. When you go back, you have to get used to home again; things may have changed in the meantime and you have changed into a different culture through your life.

Five personality traits influence how easily you can deal with a culture shock (from yourself and from another person)

\* Flexibility, \* Emotional stability, \* Being open minded, \* Social initiative / active, \* Being able to live in a different culture.

## Annex 10; Technical instructions for working with badges

How to handle badges as a young person?

If you are presenting this system to a young person, we must keep it very simple, and the instructions at the beginning should be not too much, in order to avoid overloading them with information. The process will start and on the way the young person will find out what they will need in each moment.



To start you will invite the young person to install the badgewallet on their smartphone/tablet, and using the first QR code they will receive the first badge “ENTRY BADGE”

You can print the posters that you will find on the website for promotion, that will include the “welcome information”.

After this moment, when the young person has the app installed and the first badge running, you will have to motivate them with your best tools to make them try out the different challenges. They can go in order or random, or maybe you can design together a learning-path for a limited time. It is up to you both.

Ps. If you want to go deeper and understand better how the system work, you can follow this link and explanation:  
<https://www.slideshare.net/badgecraft/badge-wallet-users-guide>



How to issue badges as an organization?

In order to issue badges, our Shared Methodology is built on an online platform based on the Open Learning Badges (by Mozilla). The platform that we use is the Badgecraft/Badgewallet (also created in the frame of other Erasmus+ project KA2).

First of all, you will need to register as a BADGE ISSUER. This will require that you follow this link and you register in our project. Once you have registered, you will send an

email to your local coordinator (the person who has introduced the system to you will tell you the email) and you will be authorized to issue badges. If you are totally new and want to issue badges, please contact the coordinator of this project (Stichting Bloom - NL and ask for it).

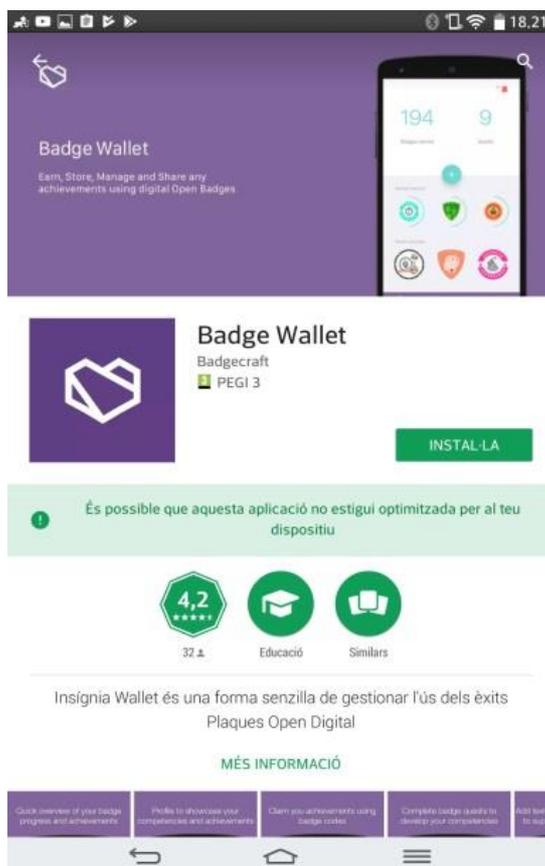
From that moment, every time that one of your students/youth will request a badge, you will have to enter the system and validate their quest. The tasks will require your validation as employer/social worker/educator to confirm that they have been accomplished.

If you want to print a short version manual, the next pages can be the best option Otherwise you can have a longer version at: <https://www.slideshare.net/badgecraft/badge-wallet-users-guide>

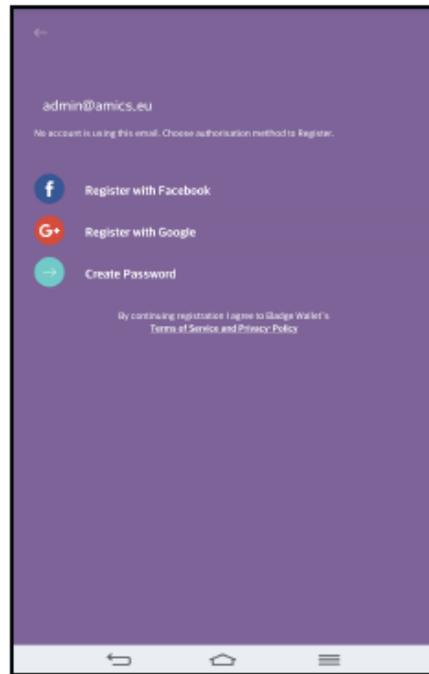
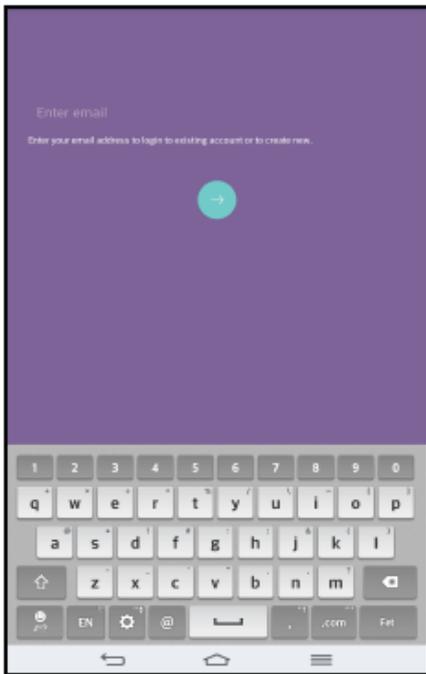
Welcome to the installation manual for the project. You will need a smartphone/tablet with data connection or wifi and the first step is to find and install the app called BADGE WALLET (at the moment, it is available only for Android devices, if you use Iphone or WindowsPhone, you will need to use the web-access).

FOR ANDRPOID: <https://play.google.com/store/apps/details?id=com.badgecraft&hl=en>

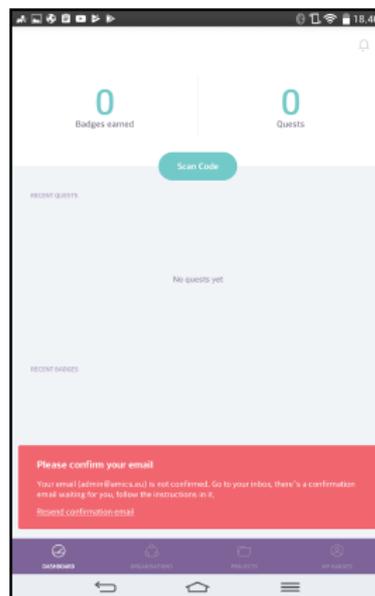
FOR IOS &WINDOWS PHONE:  
<https://www.badgecraft.eu/es/wallet>



After you install the app, you will be required to register with a valid email, and you will have to verify the email.

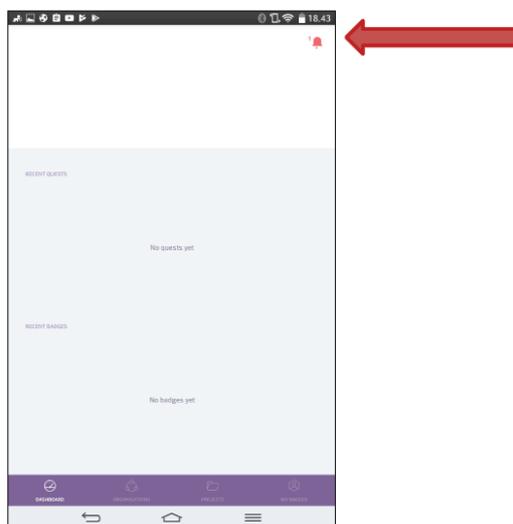


Once you will verify your mail address, the red warning will disappear and you are ready to start earning badges!

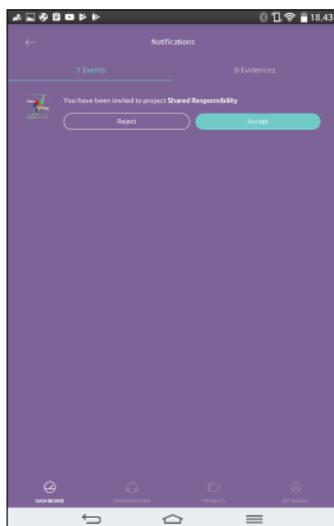


## HOW TO JOIN OUR PROJECT

Badge Wallet is a system used by different institutions to issue badges. In order to join our project you need to be invited to it by one of the managers. They will have to introduce your email address in the system and then you will see the warning on the top-right corner of your screen (remember that you have to use the same email address than you used when you registered BadgeWallet app)



When you will click the warning you will see this screen, that will take you to the SHARE badges system. You are ready to start exploring the badges and earning them.



Now it's time to explain the young people about this system and to start using it. They will also install the apps in their mobiles and you will have to lead them a bit through this learning process. Remember that in the different sections of this manual you will find ideas and tasks for each of the competence shown on the app.



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