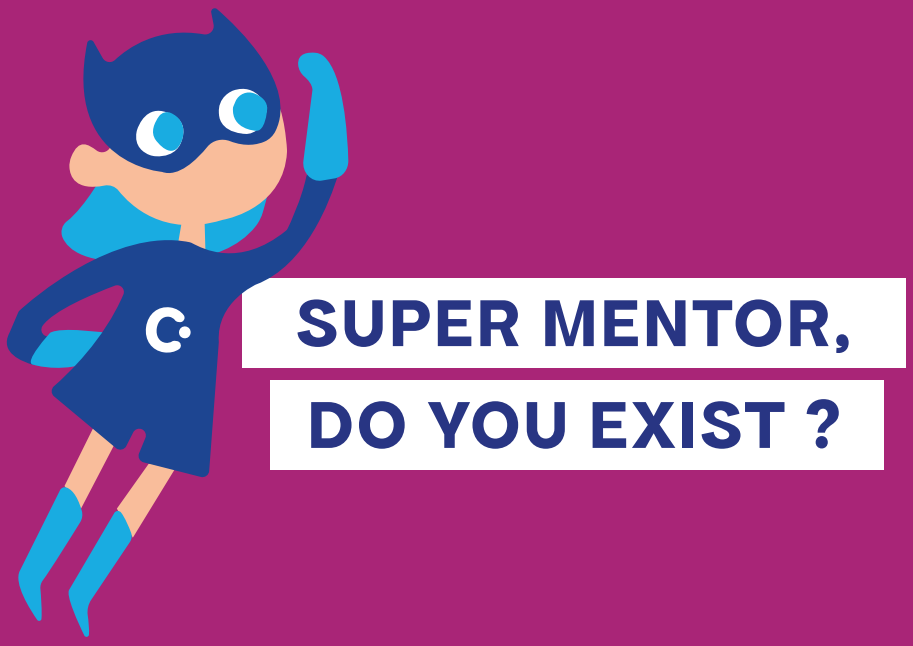
# Training handbook on mentoring in the European Solidarity Corps

## A one-day training for mentors




CLIC

Coordinating Locally to Increase Changes and initiatives with the European Solidarity Corps

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A consortium of 10 youth organisations contributed, with all their heart and passion for European volunteering, to the CLIC partnership: Allianssi (FI); Association Nationale des Compagnons Bâtisseurs (FR); COCAT (Catalunya-Spain); Compagnons Bâtisseurs Belgique (BE); Concordia (FR), Egyesek (HU); Estyes (EE); Grenzenlos – Interkultureller Austausch (AT); Xena (IT): Young Researchers of Serbia (RS).

We also want to emphasize the major input provided to our training programme by the "Mentoring Under Construction" community. This community of practitioners produced the Mentoring Competence Framework for the European Solidarity Corps, which is used as a main reference in our training. We want to express our gratitude to this community and especially to one of their representatives, Michael Kimmig, who dedicated time and effort to give us an in depth presentation and explanation of the Mentoring Competence framework.

More info about the CLIC partnership and results on https://youth-volunteering.eu

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This project has been funded with support from the European Commission.
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# TABLE OF CONTENTS


Introduction ---------- 5
This training handbooks results from a process ---------- 6
Facilitators profile ---------- 9
Participants profile ---------- 9
What you need to get in mind before to start... ---------- 10
The one day training detailed agenda ---------- 12
Session 1. Welcoming and introduction ---------- 13
Session 2 - Inter-acquaintance game – "2 truths, 1 lie" ---------- 16
Session 3 - ESC Mentoring: framework and scope of mentorship ---------- 18
Session 4 - Mentoring tools and resources ---------- 22
Session 5 - "What would you do?" Case studies ---------- 25
Session 6 - Timeline and action plan ---------- 28
Session 7 – Resources and network ---------- 31
Session 8 – Final group evaluation ---------- 33
Annexes ---------- 34
Annexe 1 to session 3 – The mentoring competence framework for the ESC ---------- 34
Annexe 2 to session 3 – Our mentoring practices on the grill ---------- 40
Annex 1 to session 4 – Quizz and correction sheet on ESC conditions of service ------ 48
Annex 2 to session 4 – Quizz and correction sheet on the insurance coverage -------- 52
Annex 3 to session 4 – Mission order "Discover the ESC Buddy app !" ---------- 55
Annex 1 to session 5 – Case studies cards ---------- 56
Annex 1 to session 6 – The archetypical long term volunteer's curve ---------- 64
Annex 2 to session 6 – Your volunteers curve (empty graph) ---------- 65
Annex 3 to session 6 – Timeline and Action Plan ---------- 66
Annex to session 7 – Template for a follow-up email ---------- 69

# INTRODUCTION

**This training handbook is the result of a collective process which involves the consultation of 100 mentors of the European Solidarity Corps volunteering programme, the active contribution of 10 youth organisations from 9 European countries, and the dedication of various people who devoted numerous working hours in thinking about, designing, testing and adjusting the different training parts.**

Our intention, by creating this one-day training, was not to cover the role of mentors extensively and completely. Rather the training presented below can be seen as an "appetizer" or, "gate opener" to new learning paths about mentoring and its scope within the European Solidarity Corps.

Limited to **8 working hours, on 1 single day, our training intends to offer an easily accessible opportunity to meet, at the local level, and exchange about the topic of European youth volunteering and mentoring that accompanies it.**

The training offers the opportunity to various stakeholders, such as youth workers, project managers, and mentors to receive basic references and develop a common understanding of mentoring young European volunteers. Our training aims to reach the diversity of the people who endorse the role of mentor. In the focus groups that we have conducted we listened to the input and experiences of people with various different backgrounds, ranging from experienced youth workers from big ESC LEAD organizations, professional coaches, and employees of the host organisations, to parents from a kindergarten and young local peers who take on the role in their free time, all of them identifying as "ESC mentors".

From this variety of actors, how can we build supportive communities around the central character of the young volunteer? How can we offer guarantees to the young people they will not be left alone with the numerous challenges (language barriers, social integration and inclusion, learnings recognition...) they may undoubtedly encounter while volunteering abroad?

One response is to enable lead organisations to deliver trainings for stakeholders at their local level. This will significantly contribute to the quality of support offered to both volunteers and host organisations. Organizing easily accessible local training brings the ESC program closer to mentors working on the field. It provides an opportunity to create and foster local networks between mentors and civil society organisations and empowers them to be active at the European level.

For this purpose, our training is conceived to be easily replicable.
In this handbook and on our website (www.youth-volunteering.eu) you should find all the information, resources, and guidelines you need to implement the training. We hope you find it useful, and that it will support you in raising awareness about ESC mentoring and building strong support networks in your circles of youth volunteering. Feel free to use and adapt the training material to your needs, as long as you use it with care and the purpose of enhancing youth empowerment and European values.

On behalf of the CLIC cooperation partnership

**Grégory VAN DE PUT**

# THIS TRAINING HANDBOOK RESULTS FROM A PROCESS

## The CLIC Partnership

We conceived our training in the frame of the C.L.I.C. Cooperation Partnership which gathered **10 like minded organisations from 9 European countries**. The acronym C.L.I.C. stands for "Coordinating Locally to Increase Changes and Initiatives with the European Solidarity Corps".

Our project aims to enrich the European Solidarity Corps and to enhance the visibility and recognition of LEAD organisations in this program.

The LEAD organisations are the ones who, at the local and regional levels, can ensure a swift dissemination of methods and tools. They are in a strategic place between the volunteers, the partners and the national agencies. Hence, they can facilitate their networking, connect the different field realities and bring additional guarantees for shared quality standards.

The LEAD organisations are also in a key position to support and foster the educational aspect of ESC volunteering. Our partnership aims to prepare and equip the organisations for such key position.

## Consulting and connecting with mentors

We wanted our training to respond to the needs and wishes of mentors (of all levels of experience). We wanted to make sure to offer an accessible and relevant training opportunity for our ESC mentors.

Therefore our first step was to organize focus groups, with the purpose to consult and connect men-tors, to collect their feedback (experiences, opinions, wishes, ...), and to assess their needs (which top-ics and competences are most relevant, what training/information is needed, etc.).

**The focus groups in few digits**

Semi-structured interviews

All guided by the same questionnaire

carried out between September 2023 and February 2024

18 focus groups conducted

100 mentors consulted

in 8 EU countries

## Mentors told us...

From the reports of the 18 focus groups we could identify similar experiences, recurring needs, and common demands :

- A frequently expressed need was to clarify the **role of mentors**, in particular their tasks and responsibilities
- The participants also asked for **clarification about the division of roles** between hosting and coordinating organisations
- Many mentors emphasized the need to know/understand better the limits of their role and how to set boundaries
- In several focus groups, participants asked for guidance on how to effectively match mentors and volunteers.
- Last but not least, mentors often asked us "**What kind of mentor am I?** What types of mentors are there?"

"How to establish a relationship and trust (from the beginning) ?"

"How to support the connection with local community?"

"How to give feedback to volunteers ?"

"Can we receive helpful guidelines for structuring the mentor meetings?"

"How to discover the volunteer's interests, needs, expectations, motivation?"

"Can we be trained and advised on conversation guidelines?"

"We need to be better informed on the insurance coverage"

"We need to be equipped to deal with mental health issues"

"We need to feel supported, to receive recognition for ensuring the role of mentor"

"We would like to exchange good practices between mentors".

"We would like to work on case studies"

"We are available for 1 or 2 days of training, but not more.

Besides, we would appreciate opportunities for informal meetings and networking"

## 9 pilot trainings in 8 European countries

Based on the results of the focus groups and the specific needs and wishes expressed by the participants, we developed a training proramme and material, including detailed descriptions and guidelines for each activity of the training programme. The training agenda and all the material were provided to the consortium of partners, who then organized pilot trainings to test and review it.

28/09/2024
Tallinn – Estonia
Pilot 1, with 11 participants

07/10/2024
Helsinki – Finland
Pilot 2, with 13 participants

18/10/2024
El Prat del Obrega-Spain
Pilot 3, with 8 participants

25/10/2024
Padova – Italy
Pilot 4, with 12 participants

14/11/2024
Liège – Belgium
Pilot 5, with 19 participants

16/11/2024
Budapest – Hungary
Pilot 6, with 13 participants

22/11/2024
Vienna – Austria
Pilot 7, with 11 participants

30/11/2025
Rennes- France
Pilot 8, with 9 participants

10/02/2025
Paris – France
Pilot 9, with 8 participants

The feedback for all 9 pilot trainings was very positive,confirming the validity of the training proposed, while at the same time offering suggestions and ideas for further improvements.
The final version of the training sessions described in the following pages benefited significantly from the feedback received from the pilot trainings participants and facilitators.

# FACILITATORS PROFILE

Depending on the size of the group, 1 or 2 persons should be in charge of facilitating the training. If the group of participants consists of more than 16 persons, it might be beneficial to have even more than 2 facilitators.

In the ideal case, the facilitators for this training have both experience as trainers as well as youth workers, particularly in the areas of international youth mobility and European volunteering programs. At least one of the facilitators should have thorough knowledge of the European Solidarity Corps volunteering program.

In any case, it should be ensured that the facilitator(s) bring together the following competences and knowledge:

- Experienced with methods of non-formal education
- Good facilitation skills (ability to support the exchanges with and within the group, to summarize different points of view, to encourage the group to evolve thanks to questions and answers, ...)

AND

- In-depth knowledge ofEuropean Youth Volunteering
- Experience and knowledge about mentoring in the European Solidarity Corps

# PARTICIPANTS PROFILE

Our training addresses mentors, but also any youth workers involved in the hosting of volunteers in the frame of the European Solidarity Corps:

- New mentors
- Experienced mentors
- Tutors
- Project managers/coordinators
- Volunteers' supervisors
- ...

Including participants who represent different roles in supporting young volunteers adds significant value to the training day. It introduces a diversity of approaches and perspectives, which contributes to building and sustaining a strong local network of individuals involved in hosting and supporting European Solidarity Corps volunteers.

# WHAT YOU NEED TO GET IN MIND BEFORE GETTING STARTED ...

In this training handbook, you find a comprehensive description for each working session of our one-day training. In the annexes, you will also find the different documents used as support material along the training day.

With this handbook, you have everything in your hands (or on your screen) what you need to know and consider to prepare and implement the training yourself.

We present the aims of each session and how they address one or several of the 5 objectives set for our training:

- ➔ **OBJ 1 –** To clarify the role of mentor and raise awareness
- ➔ **OBJ 2 –** To provide space and opportunity for networking and initiate peer to peer support
- ➔ **OBJ 3 –** To equip mentors for supporting ESC volunteers and make them aware of their individual "points of attention": creating awareness, providing advice and references
- ➔ **OBJ 4 –** To provide a better understanding of support measures, resources, and administrative aspects
- ➔ **OBJ 5 –** To motivate mentors to continue to train themselves and to look for further learnings regarding their needs

In that way, we inform the facilitators of the impact the session seeks to have.

We also provide the reader with clear timing instructions. As the training is planned to be delivered in one day, and thus is very compact, it is crucial to ensure good time keeping.

We describe in detail how to implement each session: how to set up the environment, what material is needed, what the facilitator needs to say and what to do, etc.

Complementary, in the training material we also share advice, comments, and feedback from facilitators who have already delivered the training. This may help you to anticipate and challenge potential challenges of each training activity and thus to implement each session successfully.

The training handbook is a final deliverable.
It can be printed, stored in a bookshelf, disseminated, ... in any case, hopefully put to good use!

The descriptions of the training sessions and the support material provided can also be separately downloaded from our website: https://youth-volunteering.eu

# THE ONE-DAY TRAINING – DETAILED AGENDA

| Sess nbr | Time | Topic | Aims | Method | Material needed |
|---|---|---|---|---|---|
| 1 | 09:00 - 09:10 | **Welcoming and Introduction** | * Welcoming participants<br>* Introducing the agenda and facilities<br>* Clarifying expectations<br>* Creating a nice atmosphere<br>* Taking care of any administrative to dos | Introduction, presentation. | ☐ Flipchart paper / Posters<br>☐ Tape / Magnets / Pin needles to hang flipchart paper/posters to the walls<br>☐ Flipchart marker<br>☐ Pens<br>☐ Speaker for music |
| 2 | 09:10 - 09:25 | **Inter-acquaintance game – "2 truths, 1 lie"** | * Unfreeze the atmosphere<br>* Help people to get to know one another<br>* Provide participants with an activity as soon as they arrive | 2 truths, 1 lie. | ☐ Felt pens<br>☐ Coloured papers<br>☐ Scissors |
| 3 | 09:25 - 10:55 | **ESC Mentorin - framework and scope of mentorship** | **OBJ 1 + OBJ 2**<br>* Clarify scope of mentoring in ESC volunteering<br>* Make participants aware of the various aspects of mentoring and the tasks that it involves<br>* Gain awareness on the fact that mentorship can rely more on a "system" (combination of several actors and tools) than on single individuals<br>* Let participants exchange about their «mentoring systems» (who is involved, how it is done) with each other | Exchange of practices ;<br>Discovery of the mentoring framework for ESC ;<br>Self study ;<br>Discussion. | ☐ Chairs<br>☐ A stopwatch<br>☐ Bluetooth speaker and music.<br>☐ Printed questions for "the onion"<br>☐ Printed copy, in A3, of the "Mentor's competence framework for ESC"<br>☐ "Our Mentoring on the Grill" printed for all participants<br>☐ Pens and papers |
| | 10:55 - 11:10 | **Break** | **OBJ 2** | Informal exchange. | |
| | 11:10 - 11:15 | **Optional: quick energizer of facilitator choice, if needed** | * (Re)Energizing participants<br>* Strengthening focus of participants | Quick energizer activities such as games, brain booster activities, etc. | |
| 4 | 11:15 - 12:30 | **Mentoring tools and resources** | **To provide participants with**<br>* A better knowledge of volunteers' condition of service<br>* A better knowledge of the insurance coverage provided to the volunteers<br>* A 1st acquaintance of the ESC Buddy mobile application<br>* A 1st acquaintance of the CLIC Good Practices cook-book | Self-study ;<br>Quiz ;<br>Games ;<br>Q&A. | ☐ 4 different tables<br>☐ A good internet connection<br>☐ Multiple choice quizzes for station 1&2<br>☐ Correction sheets for station 1&2<br>☐ Printed ESC Progamme Guide<br>☐ Printed InfoKit for volunteers<br>☐ Printed sample of volunteering activity agreement<br>☐ Printed official Henner insurance plan<br>☐ Printed insurance summary guide<br>☐ Mission order for station 3<br>☐ Active ESC Buddy app account on mobile phones<br>☐ Sticky notes<br>☐ Pens |
| 5 | 13:30 - 15:30 | **"What would you do?" Case studies** | * To raise awareness of challenges that might be faced in mentoring/with volunteers<br>* To find solutions for potential challenges<br>* To exchange best practices<br>* To create community feeling and peer support | Discussions of case studies in small groups ;<br>Debriefing of discussion with all participants (whole group). | ☐ Case studies printed double sided and cut<br>☐ Flipchart paper<br>☐ Flipchart pens / markers<br>☐ Pens and paper / notebooks for individual notes |
| 6 | 15:45 - 16:30 | **Timeline and action plan** | **To raise awareness among mentors**<br>* Of the (emotional) challenges volunteers might be facing during their volunteering period<br>* Of fluctuation of volunteer's wellbeing and motivational level is to be expected and should be taken into consideration when planning their actions as mentors<br>* To encourage mentors to plan the specific actions that can be taken, when to take them, and by whom, in order to ensure the volunteer's wellbeing and a successful volunteering project | Presentation ;<br>Work plans ;<br>Individual reflection ;<br>Peer feedback. | ☐ The "archetypical volunteer's curve"<br>☐ The empty "volunteer's curve" templates printed version for each participant<br>☐ The mentoring action plan printed version for each participant<br>☐ Pens<br>☐ Paper |
| 7 | 16:30 - 16:45 | **Resources, mentor network** | * To make participants aware of opportunities of on-line trainings<br>* To encourage participants to continue to train themselves<br>* To introduce participants to European resources and trainings<br>* To encourage participants to take action for a continuation | Presentation ;<br>Q&A ;<br>Contact form. | ☐ Computer<br>☐ Screen<br>☐ Projector<br>☐ Internet connection |
| 8 | 16:45 - 17:00 | **Evaluation** | | | ☐ A large whiteboard (erasable or with paper to write)<br>☐ Some fels or erasable pens |
| | 17:00 | **Closing & Goodbye** | | | |

# SESSION 1

## Welcoming and introduction

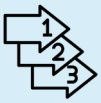
**Aim of the session**

- Welcoming participants
- Introducing the agenda and facilities
- Setting expectations, clarifying what to expect from the training
- Creating a nice atmosphere for the training day
- Taking care of any administrative to dos

**Material needed**

☐ Flipchart paper / Posters
☐ Tape /Magnet / Pin needles to hang flipchart paper / posters to the walls
☐ Flipchart marker
☐ Pens
☐ Speaker for music

**Duration**
10 minutes

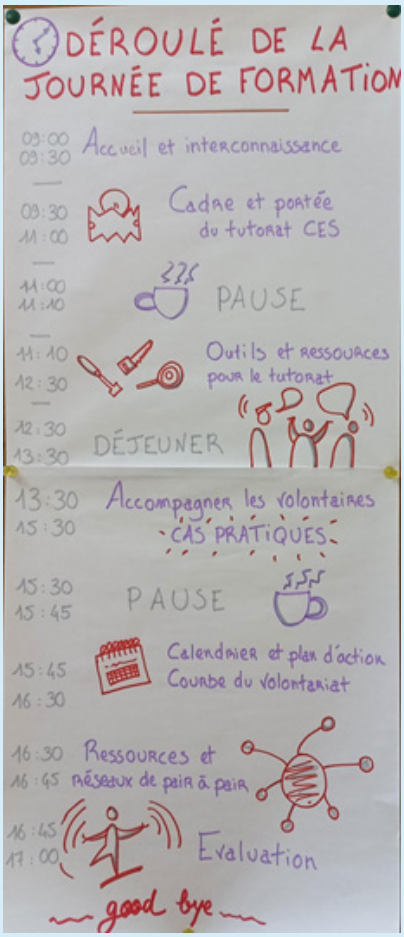


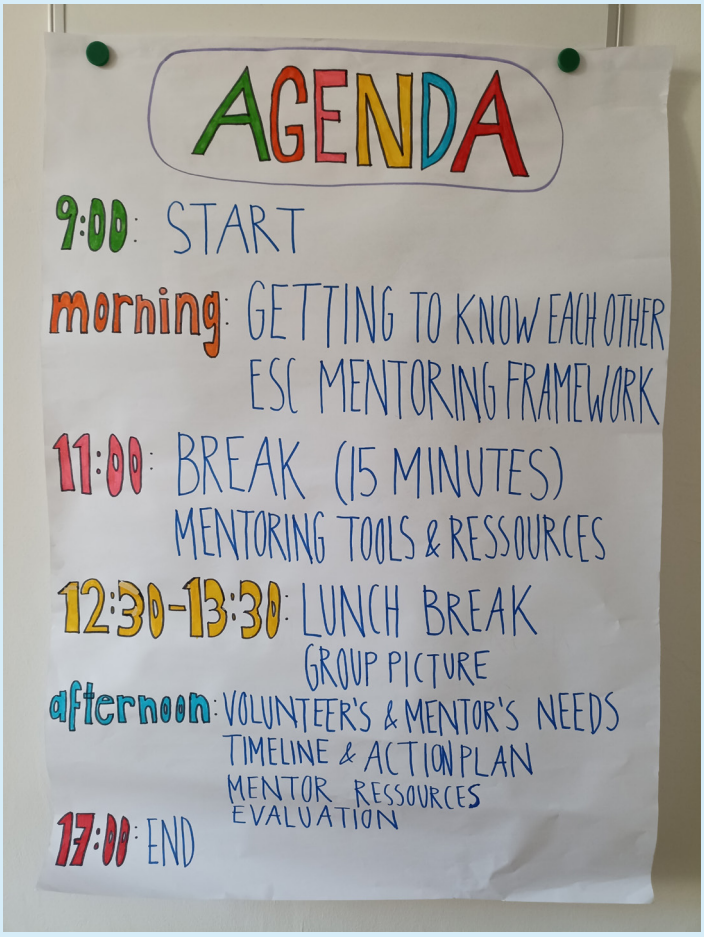
**Description**

How you implement the introduction session will probably depend on your specific context (location, number of participants, are there any administrative requirements or not, e.g. signing a participant list, etc...). However, here are some suggestions and tips that might help to facilitate a smooth arrival and introduction session for the training:

1. **ASK PARTICIPANTS ALREADY IN THE INVITATION** / registration to the event to be punctual and try to stick to the timing as much as possible throughout the training day. If possible also already send the agenda for the training day via e-mail in advance, so participants know what program to expect.

## 2. USE VISUAL COMMUNICATION AND SIGNPOSTS




It may be helpful to hang up some signs/posters/flipcharts at the meeting location to inform and guide your participants, for example:

- signs to direct participants into the meeting room when arriving at the location of the training, e.g. print the name of the training or of the host organisation on sheets of paper and hang them at the entrance of the location and along the way with arrows indicating the direction to the meeting room.
- visual or written guidelines/info/instructions, e.g. poster with “please sign the participant list here →” or “material: feel free to take pens and paper here →”
- welcome sign with the name and logos of the event
- signs indicating the location of bathrooms and other potentially needed facilities (cantine, smooking area, ...)
- agenda printed or written on a big poster/flipchart (see examples below): providing an overview of the planned sessions and breaks and the time schedule of the training

**3. PLAY SOME MUSIC IN THE BACKGROUND** while participants are arriving. This helps setting the atmosphere for the day and potentially supports participants not to feel any awkward silences and to feel more comfortable.

**4. HAVE AN INTRODUCTION ROUND**: the facilitators should introduce themselves, and depending on whether the participants already know each other or not, it might be a good idea to do a quick introduction round in which everyone quickly states their name, their preferred pronouns, and which organisation they are representing. Alternatively, participants could be asked to write and put on name tags while everyone is arriving. Adjust the method to how many participants there are and how much time you have available for the introduction round.

**5. SAY A FEW WORDS TO KICK OFF THE TRAINING DAY:**

- Welcome everyone and thank them for joining the training
- Introduce yourself
- Say a few words about the training program (context, topics, purpose, objectives) and the agenda of the day, mention not only the working sessions but also the breaks
- Point out in case any administrative steps have to be taken care of during the training (e.g. signing participant list, taking a group picture, ...)
- Briefly introduce the meeting space and facilities (where are the toilets, options for getting some fresh air, etc.)
- Ask participants if everything is clear or if they require any further information before proceeding to session 2.

# SESSION 2

## Inter-acquaintance game – "2 truths, 1 lie"

**Aim of the session**

Linked to our objective 2: "To provide space and opportunity for networking and initiate peer to peer support"

- Unfreeze the atmosphere
- Help people to get to know one another
- Provide participants with an activity as soon as they arrive

**Working conditions and material needed**

☐ The meeting room should have enough space for participants to walk around. Alternatively, the «game» can be done in speed dating style (participants sits or stands opposite from each other, e.g. in a circle and then always one person moves further)

☐ Felt pens

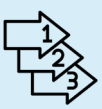
☐ Coloured papers

☐ Scissors

**Duration**

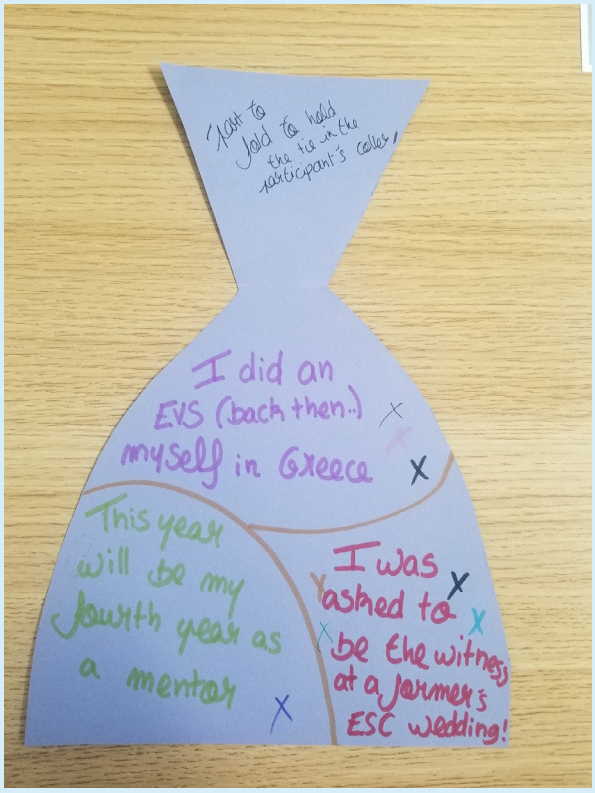
15 minutes

- 5' for the preparation (offer the participants arriving first to start with the activity right away)
- 5' for "playing the game"
- 5' for the debriefing




**Description**

**1. ASK THE PARTICIPANTS** to prepare a paper tie. Ask them to write on it 2 truths and 1 lie about their experience as a volunteer's mentor. Statements could/should be about how many years they have been a mentor, what type of host organisation they are linked to, a difficulty they had to face, a joy they had, a funny fact etc...




Example of a paper tie, with 2 truths and 1 lie. "Let's be creative"

**2. THE PARTICIPANTS WEAR THEIR TIE** and walk around the room to meet and talk with all the other participants. At each encounter, they try to find out the lie among the truths. The participants can ask questions to discover the lie. The participants make a cross on the tie on the sentence they assume to be the lie.

**3. DEBRIEFING.** The facilitator invite participants to exchange on what they have learned about each other (evaluate e.g. if they are from similar work fields, have similar level of mentor experience, etc.), and to reveal their lie.

# SESSION 3

## ESC Mentoring: framework and scope of mentorship

**Aim of the session**

Linked to our objective 1 "To clarify the role of mentor and raise awareness of the scope of mentoring" and our objective 2 "To provide space and opportunity for networking and initiate peer to peer support". Thanks to this session, participants should:

- Be better aware of the various aspects of mentoring in ESC volunteering and the tasks that it involves
- Gain awareness on the fact that mentorship can rely more on a "system" (organic action of several actors and tools) than on single individuals
- Reflect about how mentorship is implemented in their organisation
- Gain comparison and ideas thanks to their exchanges between participants

**Working conditions and material needed**

☐ Chairs for all the participants
At the start of the session, chairs stands in face-to-face in the room. You make 4-5-6-... pairs accordingly with the number of participants. In case of odd-number, put 3 chair together and the others ones in pairs.

☐ A stopwatch

☐ Bluetooth speaker and music.

☐ Printed questions for "the onion"

☐ The facilitator of "the onion" keeps them in hands.

☐ Printed copy, in A3, of the "Mentoring competence framework for ESC" (see annex 1 to session 3). Posters are displayed on the walls of the training room.

☐ The document "Mentoring on the Grill" printed for all participants (see annex 2 to session 3)

☐ Pens and papers available on a table; free-service for the participants

**Duration**

90 minutes

- 5' for the introduction
- 20' for the part "Let's meet on mentoring"
- 15' for the part "Gallery"
- 10' for discussion and clarification with the group
- 15' for the individual part "Mapping our mentoring"
- 20' for a group discussion on the results of "Mapping our mentoring"
- 5' minutes for the conclusion

**Description**

It is a rhythmed and core-session. Facilitators have a crucial role all along the session: strict time keeping; dynamic facilitation, with rhythm and variation of methods, clear presentation and adequate feedback are needed all along the 90 minutes.

It is crucial that facilitators need to have a personal good knowledge and understanding of the mentoring competence framework for ESC before to take this session in charge.

**1. INTRODUCTION** - The facilitator presents shortly the topic and the aims of the session

**2. LET'S MEET ON MENTORING**

We use here the well-known method of "speed-dating' on a thematic. Participants are asked to walk on the room. The facilitator put a song on the speaker. Each time the music stops, participants have to sit down on a chair. They must try as much as possible to sit each time front of a new face-to-face. Once sit down, they have 2,5 minutes to exchange about 1 question asked by the facilitator.

- "How is the volunteers'mentoring implemented in my organisation?"
- "For me, which skills are required to be a good mentor?"
- "A mentor is somebody who provides guidance to the young people. What is my opinion about this statement?"
- "A mentor is somebody who support the development of the potential of the volunteers. What is my opinion about this statement?"
- "A mentor has a crucial role to enhance the impact of a volunteering project. What is my opinion about this statement?"

**3. THE MENTORING COMPETENCE FRAMEWORK FOR ESC GALLERY**

The facilitator invites the participants to take the time to read the diffe-

rent posters displayed on the wall. This part of the session is individual. There is only a quiet music. People remains silent.

**4. DISCUSSION AND CLARIFICATION IN GROUP**

Once everybody could read the posters, the participants gather in semi-circle.
The facilitator brings some words of explanation :

- "This Mentoring competence framework for ESC was developed by mentoring practitioners of the Mentoring under Construction Community, a community that supports learning and developing mentoring and coaching competences and helps improving the quality of mentoring and coaching within the European Solidarity Corps program (and beyond)".
- "The framework was developed to provide a clear and effective guidance for mentoring practitioners".
- "It is designed to:
  - help clarify the role and tasks of a mentor,
  - balance the need for clarity and the flexibility of adjusting mentoring the local and organisational context,
  - support the recognition of mentor competences"

Participants are invited to ask some questions of clarification. The following questions can be addressed to them in order to encourage the talk:

- "Is the division in 3 focus areas and related tasks clear?
- Are you surprise by certain items of the framework?
- ... "

VERY IMPORTANT: at this stage, the facilitator must clarify the mentors, as individual, should not be supposed to take over all the tasks. Their role is to raise awareness on the importance of well-being and creating a supporting environment, etc... The continuation of the session invites the participants to assess if their volunteers evolve in such supporting environment.

**"Our participants found this session extremely useful and clarifying. We also filled this grill with coordinators and it was great to see if they have the same understanding with the mentors and tutors who were present".** - Tamas, facilitator in a pilot training

**5. OUR MENTORING ON THE GRILL – PRODUCTION**

The check-list "our mentoring on the grill..." is distributed among the participants. This exercise is individual. Nevertheless, if some mentors are from the same hosting organisation, it is welcome they do it together.

**6. OUR MENTORING ON THE GRILL – SHARING**

Depending of the size of your group, participants are divided in sub-groups of 4. A suitable alternative for groups of 6 to 8 participants is to debrief all together.

Here are typical questions to support the debriefing :

- "How do you feel when you see the result of your grill?
- Are you surprise by how much tasks you take yourself in charge?
- Have you identify several persons who share the tasks?
- Do you have a lot of "I don't know"?
- What is your opinion about how you organize and ensure the mentorship in your organisation?
- Do you identify possible improvement to offer a supporting environment to your volunteers?
- ... "

**"When they see the grill, mentors can easily feel overwhelmed by all the amount of tasks allocated to them. It is needed to emphasize that the tasks should be shared and not done by just one person".**
- Emiliano, facilitator in a pilot training

**"By answering the form 'Our mentoring on the grill...', they were able to reflect on which support actions they were taking and which ones they were not, while also helping them consider whether they needed more people on their team to provide good support to the volunteers".**- Ariadna, facilitator in a pilot training

**7. CONCLUSION** – Few words to sum-up the main ideas of the session and close it.

# SESSION 4

## Mentoring tools and resources

**Aim of the session**

Linked to our objective 3 “To equip mentors for supporting ESC volunteers and to become aware of their individual “points of attention”: creating awareness, providing advices and references”; to our objective 4 “ To provide a better understanding of support measures/resources and administrative aspects”; to our objective 5 “To motivate mentors to continue to train themselves and look for learning opportunities regarding their needs”.

- To provide participants with a better knowledge of volunteers’ condition of service (rights and responsibilities, vacation, lumpsums, pocket money...).
- To provide participants with a better knowledge of the insurance coverage provided to the volunteers
- To provide participants with a 1st acquaintance of the ESC Buddy mobile application
- To provide participants with a 1st acquaintance of the CLIC Good Practices cook-book (https://youth-volunteering.eu)

**“Ahead of the session, assess the level of knowledge of your participants regarding the legal aspects of the volunteering and insurance especially. If they are already experts and you need to save time, you can shorten the session.”** – Tamas, facilitator in a pilot training

**Working conditions and material needed**

☐ 4 different tables set out throughout the room(s), in order set a station 1, 2, 3 and 4
☐ A good internet connection is crucial for the station 3 and 4
☐ Station 1 - multiple choice quiz (annex 1 to session 4)
☐ Station 2 - corrected sheet, with all answers (annex 2 to session 4)
☐ Printed ESC Progamme Guide

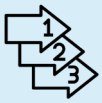
- ☐ Printed InfoKit for volunteers
- ☐ Printed sample of volunteering activity agreement
- ☐ Station 2 - multiple choice quiz (annex 3 to session 4)
- ☐ Station 2 - corrected sheet, with all answers (annex 4 to session 4)
- ☐ Printed official Henner insurance plan
- ☐ Printed insurance summary guide
- ☐ Station 3 – Mission order (annex 5 to session 4)
- ☐ One or two mobile phone, with active ESC Buddy app account available.
- ☐ Sticky notes to ask questions on the tables
- ☐ Pens

**Duration**

60 minutes

- 5' to introduce and explain the activity
- 40' (10' minutes per station) to explore
- 15" for final questions and answers
- 10' as buffer time

**Description**




Different stations are provided (e.g. different tables, different rooms). Each station is dedicated to one topic. Material is provided to learn more about this specific topic. Participants walk around the room(s) either individually or in groups to read the information, do the quizzes, and/or try out the tools (individually or together). They can stay 10 minutes in each station and change (the facilitator is the time keeper). The stations are generally self-facilitated but a facilitator should pass from one to another to check if the instructions are well understood.

**1. STATION "ESC GUIDELINES AND VOLUNTEERING AGREEMENT"**

Different support documents are available for the participants: the InfoKit for volunteers; the last version of the ESC program guide ; a sample of activity agreement.

Two sheets are also provided :

- A multiple choice quiz
- The corrected sheet, with all answers (annex 2 to session 4)

At 1st, participants try to find the answers. Once they feel ready, they have a look at the correction page.

**"The table regarding legal aspects of the volunteering was self-managed. Our participants were discovering most of this matter. So, we noticed that it was an asset if a facilitator remained in the table and could provide explanations. "**
- Sophie, facilitator in a pilot training

**2. STATION 2 "INSURANCE COVERAGE"**

The full and official Henner insurance plan is available on the table.

Two sheets are also provided :

- A multiple choice quiz
- The corrected sheet, with all answers

At 1st, participants try to find the answers. Once they feel ready, they have a look at the correction page.

**3. STATION "ESC BUDDY MOBILE APPLICATION".**

One or two mobile phone, with active app account are available. Participants receive a mission statement, with different information to find by using the app.

**4. STATION 4 – BEST PRACTICES IN ESC ;**

Participants are invited to explore the CLIC online best practice cookbook on the website https://youth-volunteering.eu

They have to find and agree on:

- the recipe that surprises them the most (and tell why)
- the recipe that Seems the most useful to them (and tell why)
- the recipe They would like to test as soon as you get out from this training (and tell why)
- the recipe they think that is missing and they would like to add to the cookbook

**"The participants really liked this session and were very amazed by the best practices cookbook. They all wanted to save the website address to start using it. The questions about Henner were very welcome"** - Adèle, facilitator in a pilot training

# SESSION 5

## "What would you do?" Case studies

**Aim of the session**

Linked to our objective 2 "To provide space and opportunity for networking and initiate peer to peer support"; objective 3 "To equip mentors for supporting ESC volunteers and to become aware of their individual "points of attention": creating awareness, providing advices and references"; and our objective 5 "to motivate mentors to continue to train themselves and look for learning opportunities regarding their needs".

- To raise awareness of challenges that might be faced in mentoring/ with volunteers
- To find solutions for potential challenges
- To exchange best practices
- To create community feeling and peer support; making mentors feel less alone with the challenges they might face

**Working conditions and material needed**

☐ The meeting room should offer enough space for subgroups to gather to have separate discussions.

☐ Case studies printed double sided and cut (Annex 1 to session 5)

☐ Flipchart paper

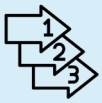
☐ Flipchart pens / markers

☐ Pens and paper / notebooks for individual notes

**Duration**

120 minutes

- 10' to introduce and explain the activity
- 50' to work in sub-groups (= around 10' discussion per case study)
- 5' for a break (optional)
- 50' for a summary and debriefing: sharing results of subgroup work with the whole group
- 5' as a transition to the next session




**Description**

This session is a core element of the training and should be dedicated sufficient time (at least the scheduled 120 minutes).

**"This seemed to have been the favourite session of the participants, as it was very 'real' and they could actually put themselves in real life situations"** - Kristiine, facilitator in a pilot training

It is important that the facilitator is familiar with the guidelines of the ESC program, the usual needs of mentors, as well as with best practice examples to ensure that adequate advices and good practices are highlighted.

The facilitator should be familiar with the scenarios presented on the case study cards.

**THE FACILITATOR PRESENTS THE ACTIVITY TO THE GROUP:**
The group splits in subgroups. The facilitator may choose to use a method like making the participants count "1-2-3" to distribute the participants to the subgroups, or participants may decide on themselves how to group together. Each subgroup should have an equal number of participants and some space to sit together. They receive flipchart papers (at least 1-2), flipchart markers, and pens. They appoint a reporter, who will take notes and share later the results in plenary.

**"I was able to add a coordinator, a recent mentor and a future mentor as well, so they were really able to discuss with different perspectives ".**
- Tamas, facilitator in a pilot training

**CASE STUDY CARDS ARE ON A TABLE** (in the middle of the room, or easily accessible to all groups) with the printed text facing down, so that only the case study topic written on the back of each card are visible to the participants. Each case study card shows the general topic of the case study on one side, and presents a text description of a challenging scenario that mentors might be facing during a volunteering project on the other side.

**EACH SUBGROUP CHOSES 4 OF THE CARDS** according to the topics they are most interested in discussing, but they only get to know the specific scenarios after they have selected the cards. Each subgroup should discuss about the proposed scenarios and find potential solutions or steps of action for them.

**EACH SHOULD ALSO COME UP WITH 1-2 ADDITIONAL EXAMPLE OF CHALLENGES** from their own experience and discuss how they have handled it and how else it could have been done (input/feedback from others). If there are no examples from personal experience brought up, the group should choose a 5th card from the proposed scenarios.

**THE PARTICIPANTS HAVE ABOUT 10 MINUTES DISCUSSING EACH SELECTED CASE.**
During the sub-group discussions, the facilitator should keep track of the timing and give updates to the participants, to ensure efficient working. The facilitator may also check in with the groups to give input or feedback.

**"The key focus in this session is on the exchange between participants, to foster peer support and learn from each other's experiences, perspectives, and ideas"** - Samira, facilitator in a pilot training

When the time is up, **THE FACILITATOR INVITES THE PARTICIPANTS TO REUNITE AS A WHOLE GROUP** and start the sharing of the results and debriefing of the exercise.

**THE FACILITATOR SHOULD MAKE SURE THAT THERE ARE CLEAR "TAKEAWAY MESSAGES"** and that the discussions that might emerge don't get carried away or take up too much time, as all groups should have enough and equal time to present their work.

The facilitator then sums up this exercise and rounds up the discussion and transitions to introduce the next session.

**"The flipcharts summarizing the subgroup work can be hung up in the meeting room, so the results stay visible to the participants for the rest of the training Later, take photos of the flipcharts and send them to the participants after the training, so they can keep it as a record and reminder of their work ".**
- Samira, facilitator in a pilot training

# SESSION 6

## Timeline and action plan

**Aim of the session**

Linked to our objective 3 "To equip mentors for supporting ESC volunteers and to become aware of their individual "points of attention": creating awareness, providing advice, and references"; and to our objective 5 "to motivate mentors to continue to train themselves and look for learning opportunities regarding their needs".

- To raise awareness among mentors of the (emotional) challenges volunteers might be facing during their volunteering period
- To raise awareness among mentors that fluctuation of volunteer's well-being and motivational level is to be expected and should be taken into consideration when planning their actions as mentors
- To encourage mentors to plan the specific actions that can be taken, when to take them, and by whom, in order to ensure the volunteer's well-being and a successful volunteering project

**Working conditions and material needed**

☐ The "archetypical volunteer's curve" (Annex 1 to session 6)
You can present it either digitally (e.g. projected on a wall), drawn on a flipchart, or printed for each participant

☐ The empty "volunteer's curve" templates (Annex 2 to session 6)
You need a printed version for each participant

☐ The mentoring action plan (Annex 3 to session 6)
You need a printed version for each participant

☐ Pens

☐ Paper

**Duration**

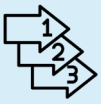
45 minutes

- 10' for the part 1 : presentation of and discussion on the typical volunteer's curve
- 35' for the part 2: working on and sharing a personal action plan

**Description**

PART 1 : “volunteer’s curve”

**1. THE FACILITATOR PRESENTS THE VOLUNTEER CURVE EXAMPLE (+- 5’).**The facilitator should specify that this is only an example that suggests some stages a volunteer is likely to go through during their long-term stay abroad, but that the presented curve cannot be applied to every volunteer’s experience.




**2. FACILITATOR BRIEFLY DISCUSSES TOGETHER WITH THE PARTICIPANTS (+-5’)** what expected and what unexpected factors, events, etc. might positively and negatively influence the “wellbeing curve” of a volunteer (expected: e.g. on-arrival and midterm meeting, start of language course, unexpected e.g.: sickness, death of a family member back home, etc.)

Previous experience of the mentors and local circumstances of the host projects should be taken into consideration too, e.g. in your country winters are dark and cold and you have experienced before that it might be a tough period for volunteers from abroad and affect their mental health = usually the level of motivation and wellbeing sinks in this period.

**“This session and the volunteer curve was especially appreciated by new mentors. It was a bit more difficult for them to fill in the detailed action plan and some actually only wished to use the timeline for creating their plan. However it seemed that everyone managed to gather important ideas and create some kind of overview of their year ahead with the volunteer”** - Kriistine, facilitator in a pilot training

PART 2 : mentorship action plan

**3. FACILITATOR SUMMARIZES AND CLARIFIES THE “TAKEAWAY MESSAGE” (+- 5’):** be aware of all expected influences and plan your actions as mentor accordingly, while staying flexible and alert to adapt to each volunteer’s individual experiences and emotional development over time. Then the facilitator presents the mentor timeline example and the mentor action plan template.

**4. MENTORS PLAN WHAT WILL BE DONE, WHEN, WHY, AND BY WHOM (+- 20’)**, and create an overview of the resources they have or might

need. To do that, they are invited to draw a volunteer curve on the empty curve template to illustrate the curve they expect for their volunteer(s) – according to their previous experience, the local circumstances etc. and then fill in the action plan template according to their expectations: what actions are needed, when should these actions take place, why, who is involved, what additional support could be needed/added.
Examples for potential actions: personal meeting with the volunteer, messaging, online meeting, leisure time activity together, etc...

**5. FACILITATOR ASKS PARTICIPANTS TO GET TOGETHER IN PAIRS (+- 10')** to present each other their volunteer curves and workplans and give feedback to each other.

**"This workshop was nice to summarize everything we've talked during the day and to make the mentors to think about their own mentoring in a more practical way ".**
- Hilla, facilitator in a pilot training

# SESSION 7

## Resources and network

**Aim of the session**

Linked to our objective 5 " to motivate mentors to continue to train themselves and look for learning opportunities regarding their needs".

- To make participants aware of opportunities of on-line trainings
- To encourage participants to continue to train themselves
- To open up participants to European resources and trainings
- To encourage participants to take action for a continuation

**Working conditions and material needed**

☐ Computer
☐ Screen
☐ Projector
☐ Internet connection

**Duration**

15 minutes

**Description**

The aim to "open a door to a follow-up" is clearly mentioned and, again, the limit of the training is repeated: a one-day training is far not enough to acquire and develop the competences of a mentor; and beyond to develop capacity in youth work. So, participants are all invited to pursue a learning process.

The facilitator displays different webpages, later accessible to anyone willing to attend other trainings or continue to document him/herself on the topic:

- Webpage of your national agency, with the "TEC" opportunities : https://www.lebij.be/offres/?pr=52

- SALTO resource center for ESC : https://www.salto-youth.net/rc/solidarity/training-support-community

- The “mentoring under construction” community : https://www.facebook.com/groups/283638999612497 (for a 1st information) https://mentoring-under-construction.in.howspace.com (registration needed, access to several guide, opportunity to exchange with other mentors…)

- The HOP open access self-training for mentors” https://hop.salto-youth.net/courses/Mentors

- The publication “Be an hero, be an EVS mentor” : https://issuu.com/jaunatne/docs/mentori_rokasgraamata_web#google_vignette

After this fast presentation, facilitator(s) take a last time for question and answers. At this stage, participants can also be invited to exchange their contact details.

**“We could not deliver this session during the training, due to a lack of time. I rather sent the links and information about other trainings and learning facilities in a follow-up email sent to all participants one day later”.**- Grégory, facilitator in a pilot training

**“The participants appreciated these resources and links very much. I also added some according to opportunities provided by our NA and by my own organisation”.**
- Kriistine, facilitator in a pilot training

# Final group evaluation

## Aim of the session

- To receive a direct feed-back and some inputs about the contents of the day and if the program met the expectations of the participants, on different aspects.

## Material needed

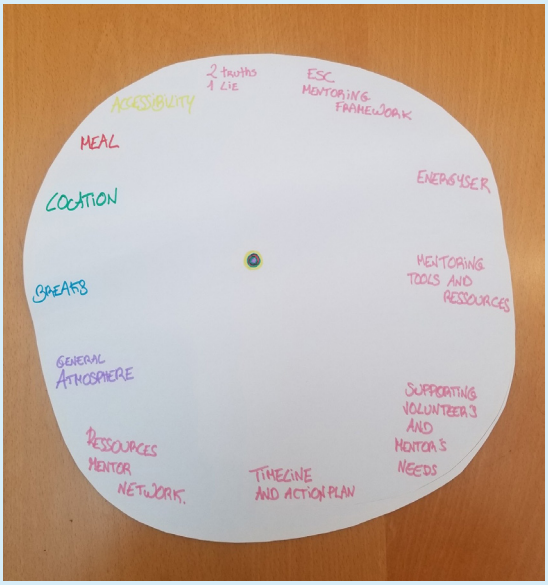
☐ Large whiteboard
☐ Paper for ßipchart
☐ Pens

## Duration

15 minutes
- 5' of drawing
- 10' of debriefing

## Description

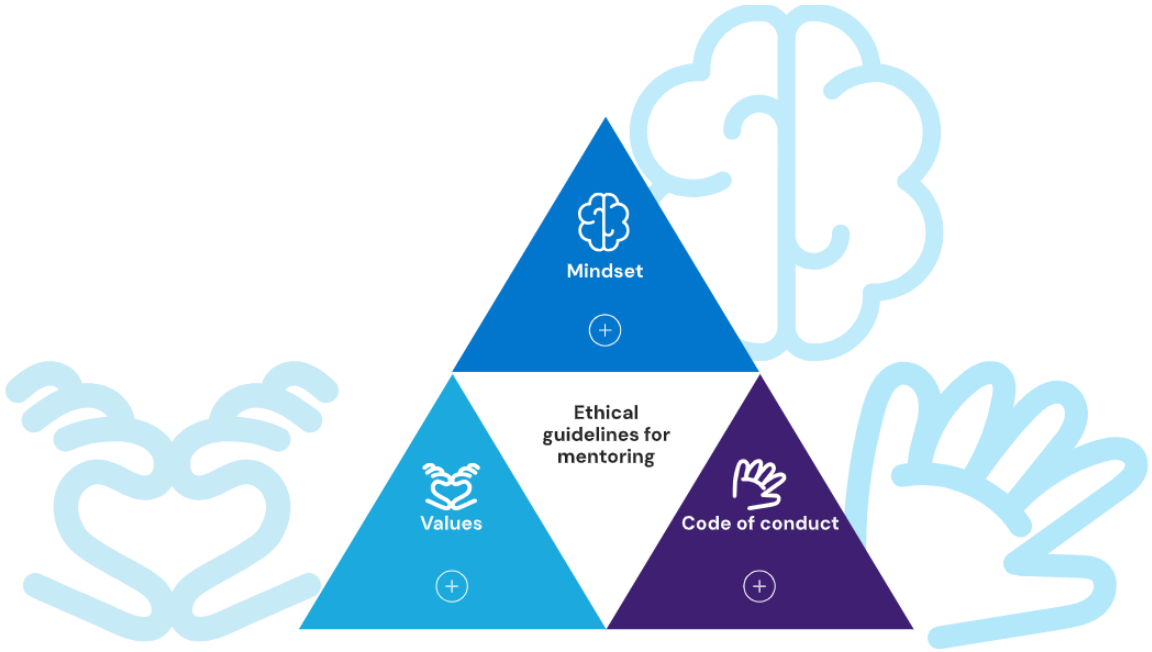
The facilitator would have previously drawn on the board a big target/shart with all the items to assess.



# Annexe 1 to session 3 – The mentoring competence framework for the ESC

## MENTORING COMPETENCE FRAMEWORK

## FOR THE EUROPEAN SOLIDARITY CORPS




Values - Mindset - Ethical practice

Values (heart) represent a set of principles and standards that guide our behaviours and actions.

Mindset (mind) refers to the intentions and beliefs that help us navigate our decisions and actions.

Ethical practice (Hand), or the code of conduct, encompasses a set of (written) rules and guidelines that ensure quality

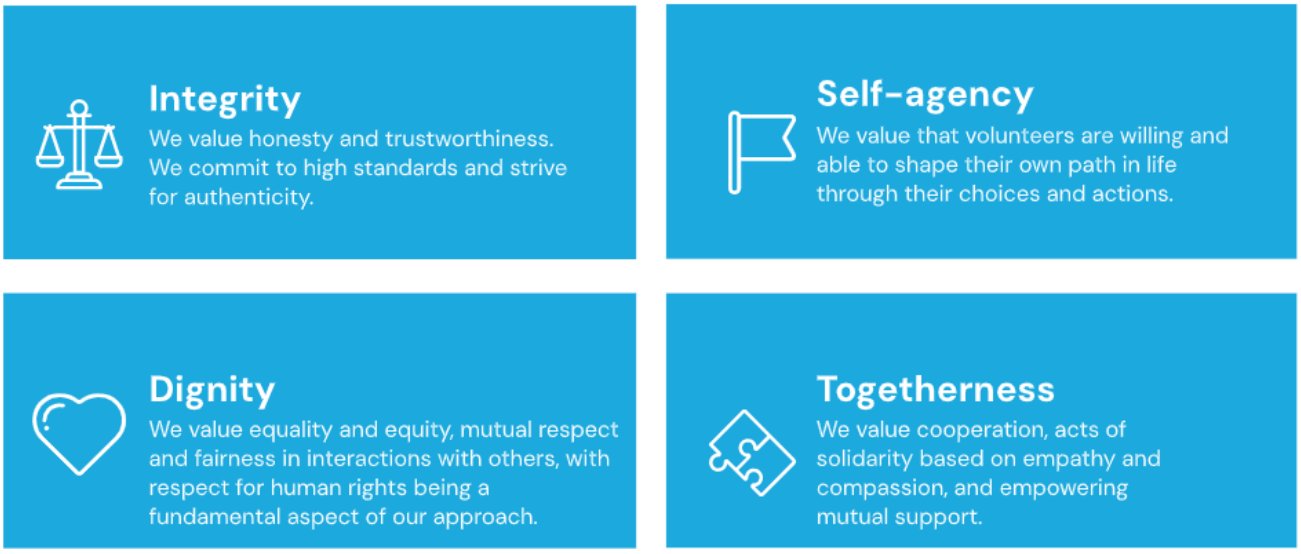
mentoring.

The four values that we consider the most important in guiding mentoring support are integrity, self-agency, dignityand togetherness. These four values serve as the rst four guiding principles for the “heart”. In addition, four principles are formulated for the “mind” and another four for the “hand”. Together, these principles constitute the guidelines for mentoring.

Source :
Mentoring Under Construction Community
https://www.salto-youth.net/rc/solidarity/training-support-community/mentoring/resources/

# MENTORING COMPETENCE FRAMEWORK FOR THE EUROPEAN SOLIDARITY CORPS

## VALUES




Source :
Mentoring Under Construction Community
https://www.salto-youth.net/rc/solidarity/training-support-community/mentoring/resources/

# MENTORING COMPETENCE FRAMEWORK FOR THE EUROPEAN SOLIDARITY CORPS

## MIND SET

We intend to provide volunteers with support and guidance that help improve their well-being, learning and development. With our behaviour and actions we are setting a positive example for our volunteers.

We believe that volunteers seek a meaningful and fulfilling voluntary service and are ready to engage in new situations and overcome challenges. We support them in setting healthy boundaries in relationships and standing up for themselves and others.

We believe in the ability of volunteers to learn, change and grow, to take on challenges with courage and to see their journey as an ongoing opportunity for learning and development.

We believe in the power of community and the power of united actions based on a spirit of solidarity founded on diversity and inclusion.

Source :
Mentoring Under Construction Community
https://www.salto-youth.net/rc/solidarity/training-support-community/mentoring/resources/

## MENTORING COMPETENCE FRAMEWORK
## FOR THE EUROPEAN SOLIDARITY CORPS

# CODE OF CONDUCT

We uphold high-quality standards in mentoring. We maintain confidentiality, and set and respect boundaries for ourselves and others, with safeguarding being at the heart of our practice, ensuring the safety and well-being of all volunteers.

We support volunteers in becoming more (self-)aware of themselves and their volunteering journey. We encourage them to take responsibility for and ownership of their choices and actions.

We engage with volunteers and others in an ethical manner. We strive for transparency, mutual respect and accountability.

We approach every interaction with kindness, empathy and compassion. We keep an open mind, respecting and including various perspectives and diverse backgrounds and help create a safe, supportive and empowering environment.

Source :
Mentoring Under Construction Community
https://www.salto-youth.net/rc/solidarity/training-support-community/mentoring/resources/

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Mentoring Under Construction Community
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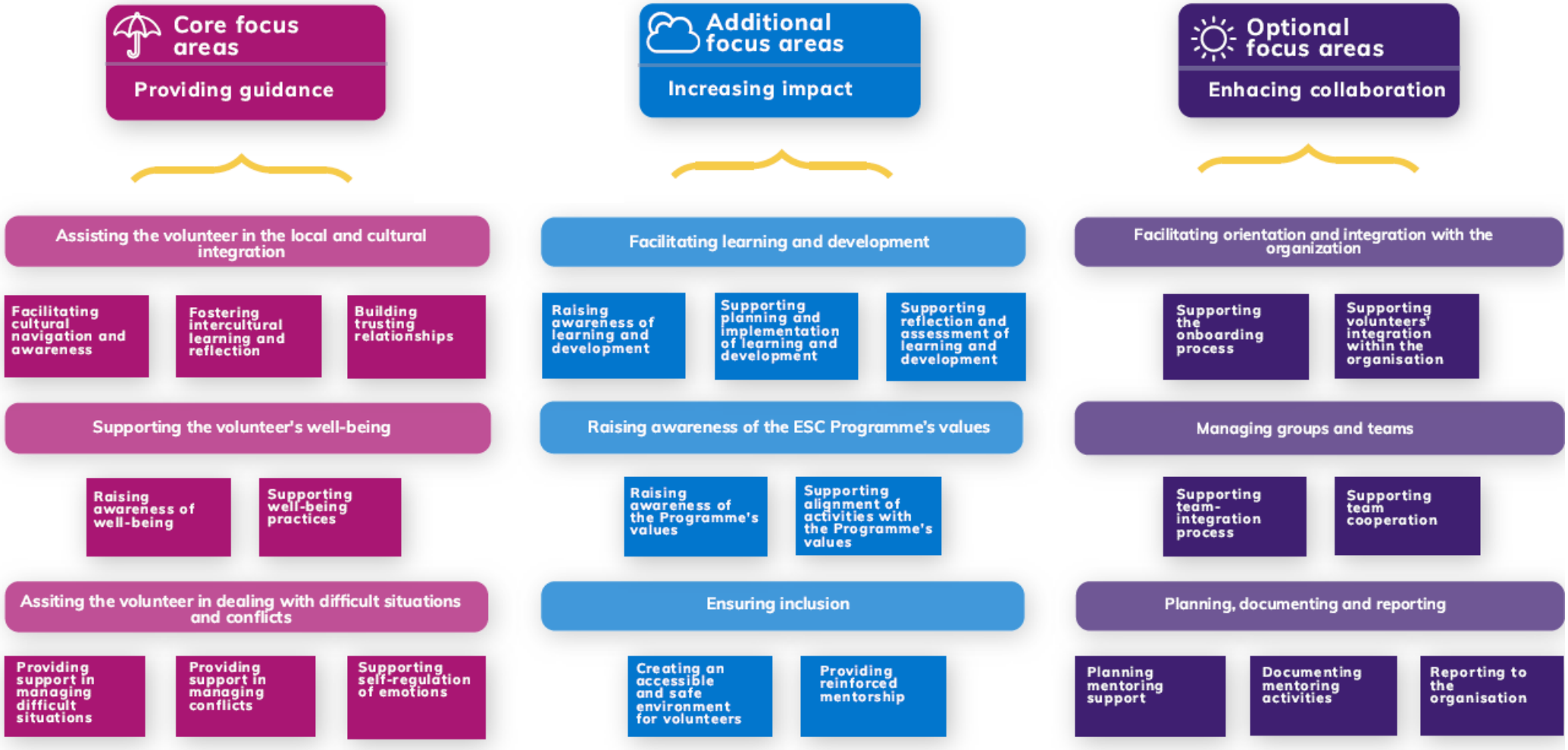
# MENTORING COMPETENCE FRAMEWORK FOR THE EUROPEAN SOLIDARITY CORPS




Source :
Mentoring Under Construction Community
https://www.salto-youth.net/rc/solidarity/training-support-community/mentoring/resources/

# OUR PRACTICES ON THE GRILL OF

# THE MENTORING COMPETENCE FRAMEWORK FOR ESC*

**We invite you to complete the next pages in order to better picture and assess how the mentoring of the volunteers hosted in your organisation is implemented.**

**We use as a reference a list of tasks that inspired the mentoring competence framework proposed by the "Mentoring under construction community".**

**The result of your screening stays for your personal use.**

**For each task, you can answer in 1, 2 or 3 colons. For each task where your answer is "I don't know", we invite you not to stay without answer. Ask yourself and ask your organisation, "is no one taking this in charge"? if yes, why is it like this and shouldn't we make something to change it?**

## 1. Assisting the volunteer in the local and cultural integration

| WHAT CAN BE DONE ? | DOES SOMEDY DO THIS FOR THE VOLUNTEERS HOSTED IN MY ORGANISATION ? | | |
|---|---|---|---|
| **Task** | **Me** | **Somebody else** | **I don't know** |
| ✓ Assist with practical matters (e.g. orientation in a new place, navigating public transportation, understanding local public and health services) | | | |
| ✓ Offer guidance in discovering local culture and community (e.g. interesting places to see, local attractions, hidden gems) | | | |
| ✓ Encourage volunteers to explore the town/city and its region as well as getting in touch with the local community | | | |
| ✓ Encourage getting to know other volunteers, staff members, their social network and provide opportunities to build connections and network | | | |
| ✓ Support the transition process of the volunteer (e.g. understanding local culture, the language) and assist in dealing with adjustment problems (e.g. homesickness, culture shock) | | | |
| ✓ Organize activities that allow volunteers to share something from their cultural background with the local community, fostering cross-cultural understanding | | | |

Note : if the task is done by somebody else, we advice you to write the name and the function of this person

## 2. Supporting the volunteer's well-being

| WHAT CAN BE DONE ? | DOES SOMEDY DO THIS FOR THE VOLUNTEERS HOSTED IN MY ORGANISATION ? | | |
|---|---|---|---|
| **Task** | **Me ?** | **Somebody else ?** | **I don't know** |
| ✓ Encourage volunteers to reach out and connect with people in the local community | | | |
| ✓ Support the integration with other volunteers and with the organisation | | | |
| ✓ Include informal meetings with the volunteer (e.g. go out for a coffee, a walk, a cinema visit) | | | |
| ✓ Keep track of the volunteer's state and development (e.g. check-in on feelings, motivation, relationships, health) | | | |
| ✓ Be aware of specific well-being needs of volunteers | | | |
| ✓ Propose activities that improve well-being (e.g. boost motivation, reduce stress, build resilience) | | | |
| ✓ Raise awareness within the organisation about well-being | | | |

Note : if the task is done by somebody else, we advice you to write the name and the function of this person

## 3. Assisting the volunteer in dealing with difficult situations and conflicts

| WHAT CAN BE DONE ? | DOES SOMEDY DO THIS FOR THE VOLUNTEERS HOSTED IN MY ORGANISATION ? | | |
|---|---|---|---|
| **Task** | **Me** | **Somebody else** | **I don't know** |
| ✓ Encourage volunteers to face and tackle challenging problems and difficult situations (e.g. lack of motivation, misunderstandings, conflicts) | | | |
| ✓ Support volunteers emotionally in difficult moments, during tough times or in crisis situations | | | |
| ✓ Encourage volunteers to learn from difficult situations and problems and enable volunteers to see them as and as a part of their learning journey | | | |
| ✓ Empowering volunteers in finding constructive solutions, making use of their strengths and resources | | | |
| ✓ Support volunteers to understand cultural differences and their impact on difficult situations | | | |
| ✓ Support in mediating conflict situations between volunteers and team members (e.g. with translation) | | | |

Note : if the task is done by somebody else, we advice you to write the name and the function of this person

## 4. Facilitating learning and development

| WHAT CAN BE DONE ? | DOES SOMEDY DO THIS FOR THE VOLUNTEERS HOSTED IN MY ORGANISATION ? | | |
|---|---|---|---|
| **Task** | **Me** | **Somebody else** | **I don't know** |
| ✓ Support the volunteer to view volunteering as a learning experience | | | |
| ✓ Raise awareness of oneself as a learner | | | |
| ✓ Initiate planning and documenting the learning process | | | |
| ✓ Support volunteers in approaching organization for identifying and planning relevant activities according to their learning goals | | | |
| ✓ Facilitate ongoing reflection and self-assessment of learning outcomes | | | |
| ✓ Recognize and acknowledge progress and achievements in the learning process | | | |
| ✓ Encourage volunteers to see learning opportunities ("lessons learnt") in difficult moments and challenges | | | |
| ✓ Assist volunteers in the final self-assessment, formulating competence development and Youthpass writing | | | |
| ✓ Encourage volunteers to connect their learning journey with future plans after the project, offering a variety of non-formal methods, tools and activities to make reflection fun and exciting | | | |

Note : if the task is done by somebody else, we advice you to write the name and the function of this person

## 5. Raising awareness of the ESC Programme's values

| WHAT CAN BE DONE ? | DOES SOMEDY DO THIS FOR THE VOLUNTEERS HOSTED IN MY ORGANISATION ? | | |
|---|---|---|---|
| **Task** | **Me** | **Somebody else** | **I don't know** |
| ✓ Stimulate reflection and discussions on the meaning of solidarity and its presence in everyday volunteering activities | | | |
| ✓ Encourage the volunteer in finding ways to enhance solidarity within the project and the organisation | | | |
| ✓ Cultivate awareness and curiosity about core programme values and their visible outcomes/links to the volunteers project in the context of their activities and the organisation | | | |
| ✓ Inspire and help to find new ways of enhancing programme values and solidarity manifestations beyond the organisation in the context of the local community | | | |

Note : if the task is done by somebody else, we advice you to write the name and the function of this person

## 6. Ensuring inclusion

| WHAT CAN BE DONE ? | DOES SOMEDY DO THIS FOR THE VOLUNTEERS HOSTED IN MY ORGANISATION ? | | |
|---|---|---|---|
| **Task** | **Me** | **Somebody else *** | **I don't know** |
| ✓ Ensure to have true overview of the needed support | | | |
| ✓ Support the organisation to create an accessible and safe environment for the volunteers to be able to gain the most of their volunteering journey | | | |
| ✓ Raise awareness about diversity and inclusion within the organisation and the local community | | | |

Note : if the task is done by somebody else, we advice you to write the name and the function of this person

## 7. Facilitating orientation and integration with the organization

| WHAT CAN BE DONE ? | DOES SOMEDY DO THIS FOR THE VOLUNTEERS HOSTED IN MY ORGANISATION ? | | |
|---|---|---|---|
| **Task** | **Me** | **Somebody else** | **I don't know** |
| ✓ Introduce the organisation (aims, mission, activities, projects, etc.) to the volunteer | | | |
| ✓ Revisit and clarify expectations between the volunteer and the organisation | | | |
| ✓ Clarify and agree on the tasks of the volunteer | | | |
| ✓ Inform and clarify the rights and responsibilities of volunteers and organisations | | | |
| ✓ Inform about the support system (e.g. TEC, mentoring, troubleshooting) | | | |
| ✓ Carry out onboarding activities (e.g. introduction to the volunteering activities, workshops, training, welcome party, team building activities) | | | |
| ✓ Set up a work schedule / work plan | | | |

Note : if the task is done by somebody else, we advice you to write the name and the function of this person

## 8. Planning, documenting, reporting

| WHAT CAN BE DONE ? | DOES SOMEDY DO THIS FOR THE VOLUNTEERS HOSTED IN MY ORGANISATION ? | | |
|---|---|---|---|
| **Task** | **Me** | **Somebody else** | **I don't know** |
| ✓ Documenting the work as a mentor (preparation, meetings, support, etc.) | | | |
| ✓ Keeping track of the volunteers' progress (identifying strengths and resources, training needs, learning goals, etc. | | | |
| ✓ Monitor the results of their work with the volunteers and the evolution towards the achievement of initial goals | | | |
| ✓ Discuss the conclusions coming out of the reports and finding ways to make the mentoring process more efficient with volunteers and organizations | | | |
| ✓ Engage with relevant stakeholders to find out about emerging needs and practices that could impact the mentoring process | | | |

Note : if the task is done by somebody else, we advice you to write the name and the function of this person

# Annex 1 to session 4 – Quizz and correction sheet on ESC conditions of service

**Find the answers in :**
**- The ESC programme guide :**
**https://youth.europa.eu/sites/default/files/inline-files/European_solidarity_corps_guide_2025.pdf**
**- The Info Kit for Volunteers :**
**https://youth.europa.eu/sites/default/files/inline-files/InfoKit-Volunteers-2024.pdf**
**- An activity agreement provided by the facilitators**

## QUESTIONS

1. *What's the amount of pocket money per day per volunteer in your country?*

2. *What is the minimum and maximum number of hours per week for the volunteer?*

3. *Does a volunteer have days-off, and holidays? How many?*

4. *How much does a volunteer receive for a travel that is between 500 and 2000 kilometres between her/his home and the hosting organisation?*
*Are they some particularities regarding the means of transportation?*

5. *What documents are mandatory at the end of the volunteering?*

6. *How much has to be provided for food for the volunteer?*

7. *Is it possible for the volunteer to have free time during his/her volunteering hours?*

# ANSWERS

1. *What's the amount of pocket money per day per volunteer in your country?*

**WHAT ARE THE UNIT COSTS PER DAY PER PARTICIPANT?**

| | Organisational Support – Activity Costs (EUR per day) | Inclusion Support (EUR per day) | Pocket Money (EUR per day) |
|---|---|---|---|
| | A1 | A2 | A3 |
| Austria | 35 | 12 | 7 |
| Belgium | 36 | 12 | 6 |
| Bulgaria | 30 | 10 | 7 |
| Croatia | 40 | 13 | 10 |
| Cyprus | 30 | 9 | 7 |
| Czechia | 24 | 8 | 7 |
| Denmark | 55 | 19 | 12 |
| Estonia | 25 | 8 | 5 |
| Finland | 36 | 12 | 7 |
| France | 28 | 9 | 8 |
| Germany | 33 | 12 | 7 |
| Greece | 30 | 9 | 7 |
| Hungary | 24 | 8 | 7 |
| Ireland | 52 | 18 | 11 |
| Italy | 28 | 9 | 6 |
| Latvia | 25 | 8 | 5 |
| Lithuania | 26 | 8 | 6 |
| Luxembourg | 37 | 13 | 7 |
| Malta | 29 | 11 | 6 |
| Netherlands | 36 | 13 | 7 |
| Poland | 25 | 8 | 6 |
| Portugal | 27 | 9 | 6 |
| Romania | 23 | 8 | 4 |
| Slovakia | 24 | 8 | 6 |
| Slovenia | 26 | 8 | 5 |
| Spain | 25 | 8 | 6 |
| Sweden | 35 | 12 | 7 |
| Republic of North Macedonia | 20 | 6 | 4 |
| Iceland | 36 | 12 | 8 |
| Liechtenstein | 34 | 11 | 8 |
| Türkiye | 24 | 8 | 6 |
| Norway | 36 | 12 | 8 |
| Third country neighbouring the EU | 29 | 9 | 6 |

**Reference : ESC programme guide 2025**

*2. What is the minimum and maximum number of hours per week for the volunteer?*
***A ESC contract is made for 30 to 38 hours of activity per week.***

*3. Does a volunteer have days-off, and holidays? How many?*
**A volunteer is entitled to 2 days off per week (these days must follow each other) and to 2 days of holiday per month, to be taken in accordance with their mentor. A volunteer's schedule can be a bit flexible to meet the hosting organisation activities.**

*4. How much does a volunteer receive for a travel that is between 500 and 2000 kilometres between her/his home and the hosting organisation? Are they some particularities regarding the mean of transportation?*
**The amount paid to the volunteer for travel varies according to the distance to be calculated by this tool : https://erasmus-plus.ec.europa.eu/fr/resources-and-tools/distance-calculator and the mean of transportation.**
**Green travel packages are for round trips with boat, carpooling or train. If a green travel takes more than 1 day, 1 or 2 pocket money days can be paid extra to the volunteer.**

| Amount | In case of "green" travel |
|---|---|
| For travel distances between 10 and 99KM: EUR 28 per participant | 56 EUR |
| For travel distances between 100 and 499 KM: EUR 211 per participant | 285 EUR |
| For travel distances between 500 and 1 999 KM: EUR 309 per participant | 417 EUR |
| For travel distances between 2 000 and 2 999 KM: EUR 395 per participant | 535 EUR |
| For travel distances between 3 000 and 3 999 KM: EUR 580 per participant | 785 EUR |
| For travel distances between 4 000 and 7 999 KM: EUR 1 188 per participant | 1 188 EUR |
| For travel distances of 8 000 KM or more: EUR 1 735 per participant | 1 735 EUR |

**Reference : ESC programme guide 2025**

*5. What documents are mandatory at the end of the volunteering?*

**-The volunteer's certificate signed by him/herself and the hosting organisation**

**-The EU survey – that is send automatically at the end of the volunteering to the volunteer to be filled up. It highlights the pros and cons of the volunteering time and the skills and qualities acquired.**

**-A youthpass to promote the volunteer's learnings and skills.**

*6. How much has to be provided for food for the volunteer?*

**This is a choice of the hosting organisation. Food can be provided in form of full-boarding, half-board, money paid into the volunteer's account or a mix. The money has to be taken out of the organisational support.**

**The rule is to allow the volunteer to eat well and in sufficient quantity.**

*7. Is it possible for the volunteer to have free time during his/her volunteering hours?*

**The volunteer can have some time during his/her service to work on his/her personal projects, with supervision.**

# Annex 2 to session 4 – Quizz and correction sheet on the insurance coverage

## QUESTIONS

**Find the answers in the Henner Guide to insurance plan-ESC (version 2024)**
**Link to Henner Guide to Insurance Plan-ESC :**
**https://www.lebij.be/ressources/guide-de-lassurance-henner-pour-les-volontaires-ces**

1. *Henner insurance offers two types of medical coverage: why and what are they? Answer page 1 and 2 of the mini-guide*

2. *Does Henner offer another type of coverage?*

3. *How can volunteers access their personal Henner account?*

4. *Does Henner reimburse sessions with a psychologist?*

5. *How to get in touch with Henner?*

# ANSWERS

*1. Henner insurance offers two types of medical coverage: why and what are they?*

**Answer:**
**→ If the volunteer has a European Health Insurance Card (or EHIC)**
**❖ Henner provides a 'supplementary coverage', in addition to the young person's health insurance.**

**→ If the volunteer is not from a European Union member country**
**→ If the volunteer is not entitled to a European Health Insurance Card (EHIC) despite coming from a European Union country**
**❖ Henner will provide primary coverage, which will cover all the costs.**

*2. Does Henner offer another type of coverage?*

**Yes, in collaboration with Axa.**
**It provides coverage in life insurance, permanent disability, assistance, and civil liability: everything which is not medical.**

*3. How can a volunteer access her/his personal Henner account?*

**Yes, under certain conditions.**
**A prior agreement from Henner is required.**
**This agreement must be obtained via a "prior agreement form," to be completed by the doctor of the volunteer.**
**This form will be forwarded to Henner's medical department, which will make a decision and communicate it to the volunteer.**
**There is also a maximum of 30 reimbursed sessions.**

*4. Does Henner reimburse sessions with a psychologist?*

**Yes, under certain conditions.**
**See page 23 of the official guide with the detail of the benefits. Reimbursement can be made only if the volunteer has a prescription from a general doctor. It's better to also call or write to Henner ahead of the sessions to make sure it'll be covered.**

*5. How to get in touch with Henner?*

**Through the volunteer's personal account.**
**They also have customer service available by phone or email. Please be sure to contact the appropriate department based on the issue:**

**For MEDICAL insurance: +34 9 17 89 57 22 / clientservice-ESC@henner.com:**
**Every day from 8:00 a.m. to 6:00 p.m.**

**For NON-MEDICAL insurance: In case of emergency: +33 1 55 92 12 34 (24/7)**
**For assistance (repatriation, evacuation, etc.)**

**For case management: adherents.meddom@axa-assistance.com**
**+33 1 49 65 25 55**

**For civil liability, document theft, etc.**
**For case management: gestion.assurance@axa-assistance.com**
**+33 1 49 65 25 61**

# Annex 3 to session 4 – Mission order “Discover the ESC Buddy app !”

**Download the app “ESC Buddy” on Play Store or Google.**
**Once the app is installed, connect to the account of “Bob Marley”, a young volunteer hosted in CBB Belgium:**
**Log in : bob@reggae.be**
**Pw : babylon**

**Use the app and try to find answers to the following questions:**

*Ø Bob would like to go out and to meet people. Could ESC Buddy help him in finding interesting activities and socializing?*

*Ø On Sunday morning, Bob has a very bad stomach paint. He would like to see a doctor. But what number can he call?*

*Ø Bob has just spent his first evening "all in French"; he thinks that it is a milestone in his learning. He wants to remember this moment. Where could he keep a record of it?*

*Ø The vacuum cleaner in the house is no longer working properly. Can Bob find out on ESC Buddy how to maintain it?*

*Ø Bob went running in the nearby countryside and got lost. He forgot his address. Can ESC Buddy help him?*

*Ø Bob no longer knows how much his "social and cultural activities" budget is. He read this in the "activity agreement" that he signed before coming to Belgium. But where can he find this document now?*

*Ø Bob was told that ESC Buddy could give him the secret to wash his dreadlocks while taking care of Pacha Mama. But how?*

# Annex 1 to session 5 – Case studies cards

**Instructions for facilitators :**

1. Print the case study sheets, ideally on thick paper
Ready to print sheets are downloadable from the website https://youth-volunteering.eu
2. Cut the sheets according to the lining so that you have smaller cards with 1 scenario description on each cut-out/card. Each card should have the topic title on one side and the matching scenario description on the other side of the paper.
3. For the session, lie the cards facing down on a table, so that the participants see only the topic but not the detailed scenario description. This way, the groups can quickly choose case studies according to the topics they are most interested in discussing.
4. Recommendation: print the sheet below with the summary of all case study scenarios and read through it before the session, so you have an overview of all the available scenarios. This might be helpful for facilitating the session and discussions.

The case studies are divided into the following 10 topic areas :
1. Lack/loss of motivation/commitment of the volunteer
2. Language barriers
3. Cultural differences
4. Mental health
5. Learning support for the volunteer
6. Conflict management
7. Integration
8. Crisis management
9. (General) mentoring challenges
10. Inclusions support

**1. LACK/LOSS OF MOTIVATION/COMMITMENT**

A) Before the project starts the volunteer seems very excited to join the ESC project and tells of all the things s:he will be doing and can contribute to the host organization. You and the host organization are impressed by the enthusiasm and can't wait for the project to start. Once the volunteer arrives at your project, the volunteer is however rather passive at work, starts to show up late to work and seems to prioritize other things. The volunteer seems to be very active outside of working hours, participating in a lot of social events, doing hobbies, going to parties, etc. but seems not very committed to the volunteering tasks – what would you do?

B) The volunteer you are currently hosting started the volunteering activity with a lot of enthusiasm and motivation, after a while, you are however noticing that the volunteer is somehow becoming irritated and frustrated. When you address the issue, the volunteer tells you that s:he has previous work experience in the field and finds it difficult to be in the role of "just" a volunteer now. The volunteer states that s:he feels useless, does not have any "real" tasks, and is getting bored in the project. What would you do?

C) You are starting to notice that the volunteer is not very motivated lately and is starting to increasingly show a negative attitude. When you address this with the volunteer, the volunteer states that s:he does not see the purpose of the volunteering activity and feels like s:he is wasting time, as s:he does not see any impact of the volunteering activity. What would you do?

D) The volunteer went home for the Christmas break and when s:he came back s:he seems to have no motivation, and feels like everything is much better at home and is starting to think of leaving her volunteering project. What would you do?

**2. LANGUAGE BARRIERS**

A) The volunteer has arrived in the host country and you are meeting for the first time. You realize that the language level of the volunteer is actually very low, way lower than you had expected. Turns out the volunteer always used translating apps when sending messages to you. Now there is no language both of you speak well enough to communicate well with each other. What would you do?

B) It is the half-time of the project period of your current volunteer. The volunteer had arrived to the host country with only little foreign language knowledge and despite initially showing motivation to learn the local language seems to have not made any progress in the past months. S:he has still not registered for a language course yet. The lack of language knowledge is starting to become an issue, as the volunteer has troubles communicating with the target group of the host organization and seems to have troubles integrating in the local community and cannot do things very independently. What would you do?

C) The volunteer works in a kindergarten where she has been doing the same routine tasks for weeks, such as helping with lunch, cleaning up the space, organizing things. One day the volunteer texts you to say that she would like to take on more diverse and creative tasks, but she can't really explain them to the non-English speaking kindergarten teachers. What would you do?

**3. CULTURAL DIFFERENCES**

A) It seems to you that the volunteer always speaks very loudly, interrupts people when they speak and says things quite directly. You've noticed that the staff and target group in the host organization feel a bit uncomfortable around the volunteer while at the same time the volunteer often feels misunderstood and is surprised by people's reactions. What would you do?

B) You have noticed a drop in the volunteer's mood and energy level, the volunteer is doing the assigned tasks but with less enthusiasm, seems to be feeling down a lot recently, and is talking a lot about their home country and family. You have the impression that the volunteer is very home sick. What would you do?

C) The host organization is providing the food for the volunteer. The volunteer however is constantly complaining about the food and is asking to receive food allowance (money) instead, as s:he does not like the meals that are provided, as they are very different to what s:he is used to. What would you do?

D) The volunteer comes from a country with strong patriarchal structures. His tutor in the host project is female and it has become a problem that the volunteer does not follow her instructions, and when he for example has questions (that concern the tutor('s expertise) always addresses them to the male colleagues instead of the tutor directly. The tutor attempted to discuss this with the volunteer, however, she did not feel taken seriously by the volunteer and he keeps behaving like this. The tutor shares her frustration and experience with you. What would you do?

E) Your volunteer is hosted by a nursing home institution for elderly people. The volunteer works and lives at the nursing home and is served the daily meals at fixed times together with the residents. The volunteer is complaining that the time when the meals are served are very different to what s:he is used to from her home country. The volunteer is sharing with you that s:he is not feeling comfortable with this and that it is affecting the volunteer's wellbeing. What would you do?

F) One day the volunteer shares with you that he feels like noone likes him at the host organiation because the colleagues usually reply only very briefly to small talk, and don't give a lot of compliments or praise to the volunteer. The volunteer is used to being very chatty with colleagues and it is strange to him that these kind of friendly chats don't really happen at the host organisation. Last week it was someone's birthday and when the volunteer wanted to hug the person, the person's reaction seemed a bit strange and distant to the volunteer. The volunteer is worried that the colleagues might not like him, that he might do something wrong or is not doing a good enough job, and that that's why people are distant and cold towards him. What would you do?

**4. MENTAL HEALTH**

A) You are informed by the host organization that the volunteer recently has been late to work sometimes and is starting to seem less engaged at work. You've noticed that the volunteer is also not participating in any of the offered leisure time activities and has repeatedly cancelled your mentor meetings on short notice. When asked directly, the volunteer says that everything is fine and promises that it won't happen again, but the problems continue. What would you do?

B) You've noticed that the volunteer is very excited about being in the host country and wants to make the most of their stay, therefore the volunteer is participating in a lot of activities, but never taking any breaks. For example, besides working at the host organization, the volunteer is doing a language course, sports courses, studying for an exam, travelling every weekend, etc. Recently the volunteer has started to show up to work half-sick sometimes and you've noticed that the volunteer seems to be quite stressed about missing out or not using their time efficiently. What would you do?

C) During the assessment and interview before the project start the volunteer did not mention any health issues. Once the volunteer arrived in the host country and the project started, you are starting to realize that something is going on with the volunteer. When you address it during a mentor meeting, the volunteer admits that she has been dealing with anxiety for a long time but did not mention it in the interview and preparation because she was afraid of not being selected. However, she is struggling with keeping up with the tasks and dealing with the new environment, but she did not say anything because she was afraid to be kicked out of the project. What would you do?

D) The volunteer is openly sharing with you about his:her struggles with mental health. It sounds quite alarming to you but you don't know how to best support the volunteer. You are starting to feel overwhelmed by the situation and responsibility. What would you do?

E) The volunteer is struggling with the weather and saying that the dark, cold, and wet weather in winter and the fact that social life becomes very limited in the host country during this season of the year is affecting their mental health, as they are starting to feel very tired and isolated. What would you do?

**5. LEARNING SUPPORT FOR VOLUNTEERS**

A) In one of your mentor talks, the volunteer tells you that they don't learn anything and that the activities that are assigned to the volunteer are not what they have expected. What would you do?

B) The volunteer is doing all the assigned tasks during work time, however not showing any initiative of their own. The volunteer does not come up with any input and no personal project idea. What would you do?

C) The volunteer does not see the purpose of filling in the Youthpass and keeps procrastinating on it. What would you do?

D) Your volunteer seems to have low self-esteem and to feel a bit lost in the host organisation. The host organisastion was expecting the volunteer to take more initiative on their own and be able to work more independently. You see the potential in the volunteer and of the volunteering project and want to support the volunteer's development. What would you do?

### 6. CONFLICT MANAGEMENT

A) In one of your mentor meetings you check in with the volunteer and ask how everything is going. The volunteer says s:he that s:he is very happy and active in the host organization, has a lot of ideas, feels like s:he is contributing a lot to the project, and thinks s:he is making great progress with the language learning. The co-workers in the host organsiation however tell the mentor that the volunteer even after several project months is still very passive, only doing the bare minimum, shows no initiative, has to be told every single step in each task, does not attempt to speak the local language, and overall seems not very motivated and is starting to feel like a burden to the team. What would you do?

B) The volunteer is sharing with you that they are feeling very stressed out because they feel that they have a lot of responsibility in the project and they were expecting to work less hours. What would you do?

C) The volunteer sometimes simply does not show up to work and/or informs the host organization on very short notice about absences. The staff of the host organization is getting very frustrated and losing motivation to include the volunteer in their activities. What would you do?

D) The volunteer works in a youth center for youngsters between the ages of 10 and 18. The volunteer is a smoker and is taking regular smoking breaks. Despite being informed by the staff that smoking is not allowed at the youth center and should not happen during work time, especially at the youth center where the youngsters could see it, the volunteer does not respect this rule and is still caught smoking sometimes in front of the youth center. The staff has already addressed this problem with the volunteer a couple of times, but it keeps happening and when confronted the volunteer says that s:he cannot quit smoking. What would you do?

E) Things have been going well with your volunteer for the first few weeks. However, after the volunteer returns from the on-arrival training s:he is suddenly complaining about things, such as the accommodation, the time it takes to commute to work, the food, etc. S:He is bringing up examples of other volunteers and their projects where (supposedly) everything is so much better, and s:he does not understand why s:he is (supposedly) offered so much less or worse things. What would you do?

F) Your organization is hosting two volunteers at the same time. The volunteers also live together. Unfortunately, the two volunteers seem to not like each other and don't get along well. There have been several conflicts at work and in the home, and the discussion of problems come up frequently at work and are affecting the whole team and the atmosphere at work negatively. What would you do?

G) You check in with the volunteer and s:he shares that s:he really likes the host country and the volunteering experience overall, but that s:he does not feel well integrated in the host organization. S:he says that the tasks are very individual and separated from the rest of the team, and s:he also sometimes has to work from home office, which s:he does not like. S:he does not feel part of the team. This is making her feel uncomfortable and less motivated to contribute to the project. What would you do?

H) The volunteer lives in an apartment with two other volunteers. One of the volunteers has recently got a new partner and they spend a lot of time together in the apartment, sometimes being very noisy. Your volunteer is bothered by it and would like to move out. What would you do?

I) There are three volunteers living together. One of the volunteers asks to speak with you and tells you that the other volunteers in the apartment don't respect the accommodation agreement: they host guests overnight, smoke in the apartment, etc. The volunteer that tells you about this says that she is bothered by it and has already tried to speak to the flatmates herself but that they are not respecting her. She wants to stay in the apartment and requests that either the behavior of her flatmates change or that they have to move out. She however does not want the other volunteers to know that she told you about the problems, as she does not want them to dislike her even more. What would you do?

### 7. INTEGRATION

A) You have the impression that the volunteer is not making any social contacts outside of work and is spending their free time mostly at home. What would you do?

B) The volunteer tells you that s:he feels lonely and is struggling with making friends and asks you for help. You make several suggestions, however, the volunteer refuses all of them and keeps spending most of her time at home alone, not eager to go out or trying any new things. What would you do?

C) The volunteering project is situated in a rural area. There are no cultural or social offers in foreign languages, only in the local languages, and no international community. The volunteer was informed about this before project start, however once the project started the volunteer realizes that this is actually more difficult to deal with than s:he thought and that s:he feels quite isolated and lonely. What would you do?

### 8. CRISIS MANAGEMENT

A) A close family member of the volunteer in the home country has just died. The volunteer calls you late in the evening to tell you about this and that s:he wants to go home to be with the family. What would you do?

B) A volunteer calls you to inform you that another volunteer has had an accident and is being taken to the hospital right now. What would you do?

C) You see a post on the volunteer's social media profile that looks like a goodbye letter/suicide note. What would you do?

D) The volunteer calls you one night, crying, telling you that they have just experienced a sexual assault on their way home and don't know what to do. What would you do?

E) You receive a call on the weekend by the volunteer. The volunteer, who is from Turkey, has decided to travel to another country with 3 other volunteers who are all EU citizens. The Turkish volunteer tells you that she is currently with the police at the border, as she only brought along her residence permit card, but not her passport to the trip. There were no problems travelling to the other country, but on the way back to the host country, they were now stopped by the police at the border and because she is a Turkish volunteer without a passport, she is not allowed to proceed with the travel. The volunteer is panicking and asks you for support. What would you do?

**9. MENTORING CHALLENGES**

A) The washing machine in the volunteer's flat is broken. Over the weekend, s:he calls you to say that this has happened and that the washing machine urgently needs to be fixed because s:he cannot do laundry. What would you do?

B) The volunteer has started the project 3 months ago and you have already met a couple of times, however, it feels like the volunteer does not want to share much with you and it seems that your questions are not answered honestly by the volunteer. You are starting to feel like the volunteer might not trust your, or at least still not feel comfortable enough to communicate honestly with you. What would you do?

C) Every month the volunteer is asking you for an advance on the pocket money of the next month and complaining that the allowances are not enough – what would you do?

D) The volunteer is contacting you almost every day with many questions, not just about the project, but also everyday life. For example, the volunteer texts you to ask how to change a light bulb, where to buy certain products, calls you on the weekend to say that s:he is bored and asks what free time activities s:he could do, etc. – It seems that the volunteer is expecting way more support and contact from you than you can give. What would you do?

E) Despite your regular offers for mentor meetings, the volunteer declines the invitations, stating that there is no need to meet and talk. The volunteer feels like s:he does not need a mentor and so the communication fades over time. You have lost track of what is going on with the volunteer and how they are really doing, because they are not very responsive to you. What would you do?

F) You are regularly inviting the volunteer to mentoring meetings taking place in the work place. The volunteer often declines or cancels the meetings, saying that it is not necessary, because there is nothing to talk about. What would you do?

G) The volunteer is very responsible at work and generally there are no problems at the project but recently you have heard several rumors that the volunteer is engaging in unsafe behavior in their free time. You have heard stories about parties, driving with the bike drunk, and engaging in illegal behavior such as drug consumption, and breaking into a public swimming pool at night. What would you do?

H) You've just started hosting a new volunteer and are meeting with the volunteer for the first couple of times. However, even after the first few meetings you still don't know much about the volunteer, as s:he is quite shy and not sharing much about him:herself. It seems to you that the volunteer has also not made any friends so far, but it is difficult for you to make suggestions on how to connect to the local community and/or make suggestions on leisure time activities because you do not know the volunteer's interests. What would you do?

**10. INCLUSION SUPPORT:**

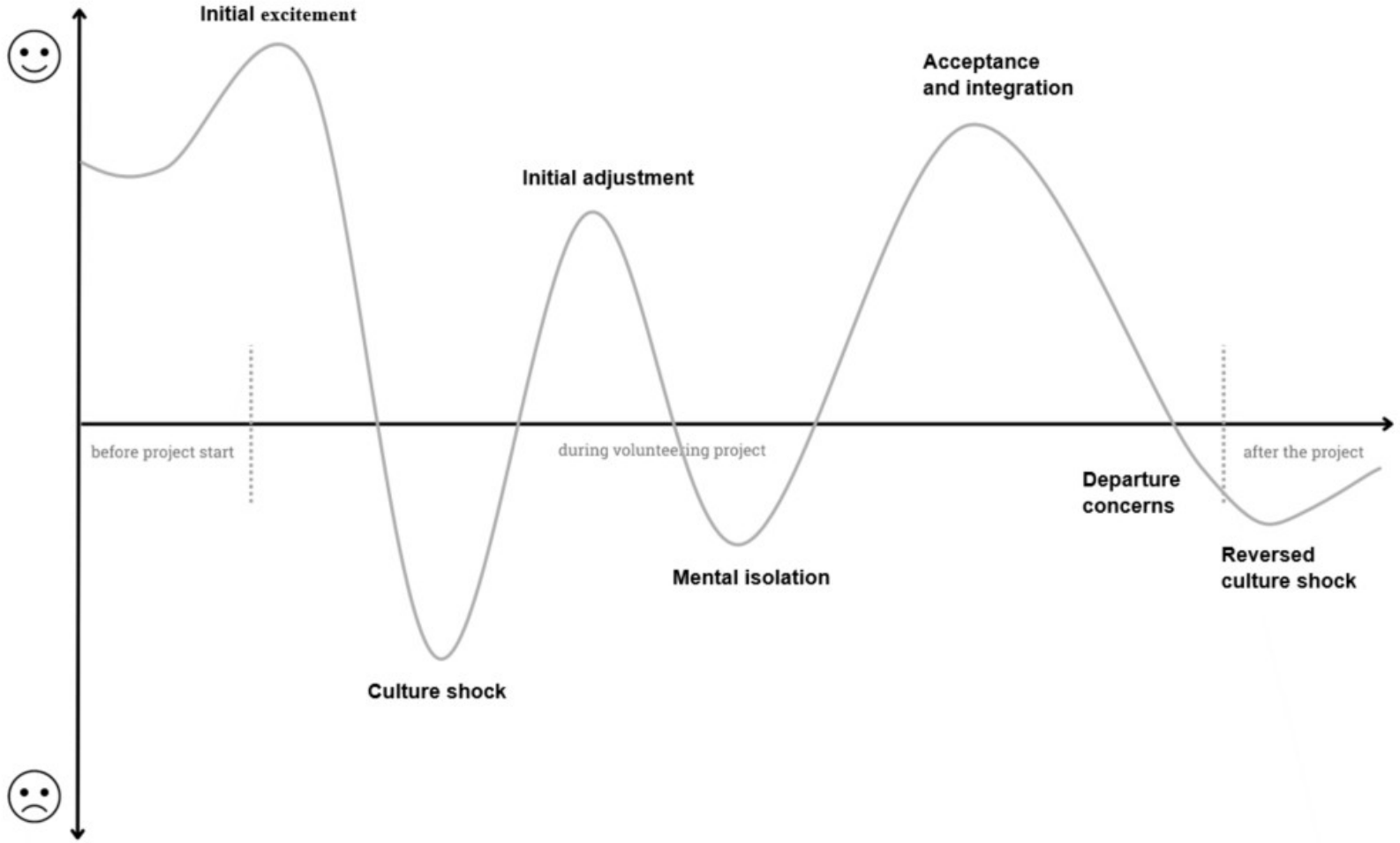
A) You are hosting a volunteer that identifies as transgender and has started the project a few weeks ago. In one of your mentor meetings, the volunteer shares that even though they have only been in the host country a couple of weeks, they have already experienced several uncomfortable situations (on the street, on public transport, etc.) and that they feel uncomfortable in the host country due to the discriminatory experiences. They also feel excluded / not accepted by the other ESC volunteers in the area. What would you do?

B) Your host organisation has already hosted several volunteers over the past years. This year you are hosting for the first time a volunteer with a physical disability. In one of the mentor meetings, the volunteer shares with you that s:he feels like the staff of the host organisation is expecting that s:he does the same tasks as the previous volunteers did, but that not all of these tasks are suitable for her. S:he feels like s:he is constantly compared to the previous volunteers or expected to perform the same way, and she: is starting to feel that due to the disability s:he is not able to do a good job. What would you do?

C) You are hosting a female volunteer who belongs to the BIPOC community. One day she shares with you that she is feeling very unsafe in the host country, especially around the accommodation, as it has happened already multiple times that people stare at her, make nasty comments, and that men approach her and ask her inappropriate questions. She really likes her volunteering project but is considering to terminate it, as she does not feel safe and comfortable outside of work. What would you do?

D) The volunteer shares with you that many of the other volunteers regularly meet up to do activities or travel together, but that she cannot join these activities and trips, because she is lacking the finances for it. The other volunteers all receive additional financial support from their families or have money saved up, while she does not have these financial resources and solely depends on the volunteer allowance. Because of the financial limitations, she feels excluded from the volunteer group and is frustrated about her situation. What would you do?

# Annex 1 to session 6 – The archetypical long term volunteer's curve (context of international mobility)



# Annex 2 to session 6 – Your volunteers curve (empty graph)

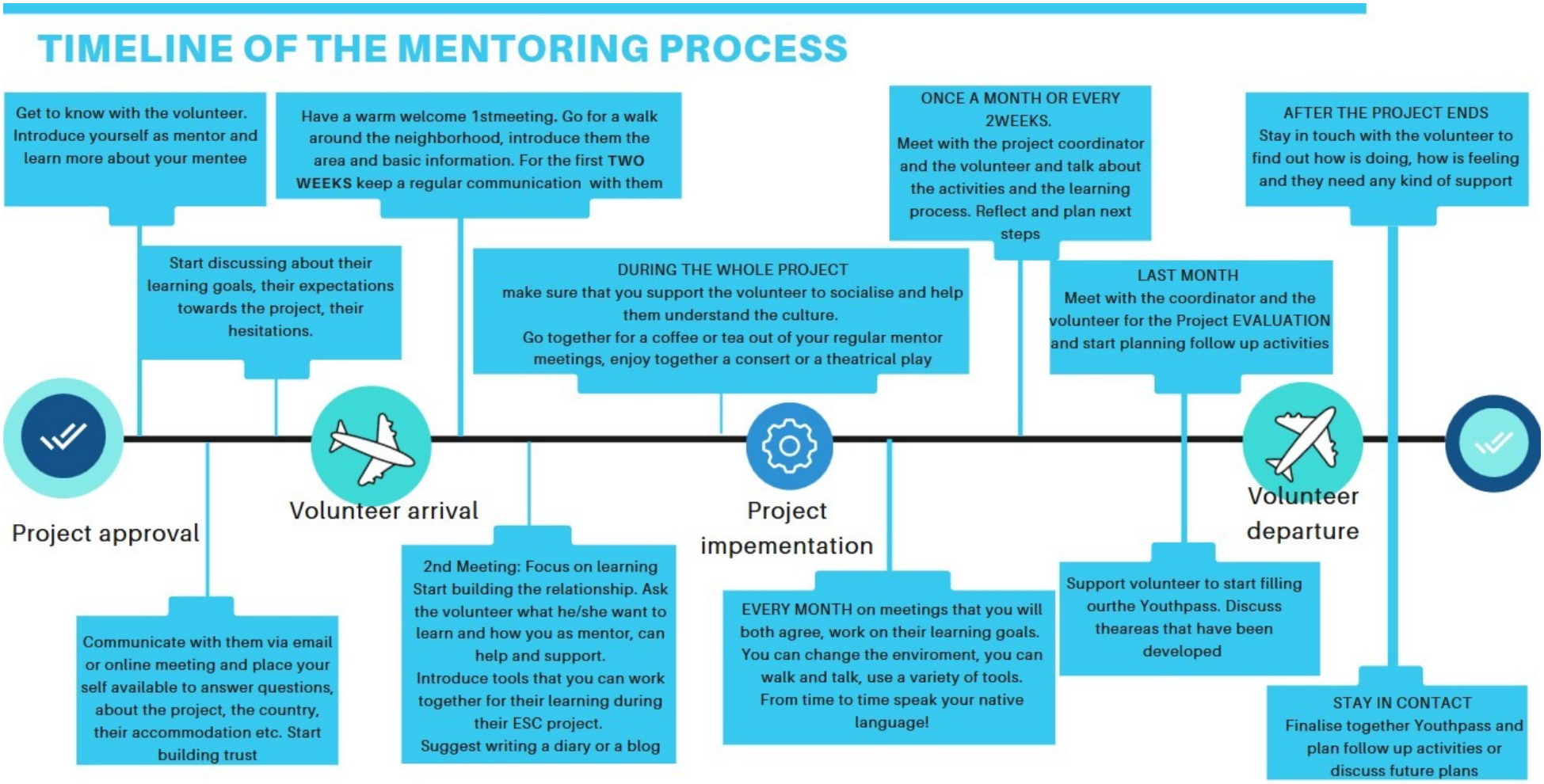
# Annex 3 to session 6 – Timeline and Action Plan

06-ANNEX 3

**MENTOR TIMELINE**

According to the volunteer curve you have drawn, and considering the volunteering project overall, mark on the mentor timeline when to take actions.

**EXAMPLE Mentor Timeline**




Source: Exploring Mentoring in ESC volunteering projects: Mentors' Task
HOP online training for mentors
https://hop.salto-youth.net/mod/book/view.php?id=983&chapterid=179

**ACTION PLAN**

Think about the timeline of a volunteering project, the expected volunteer curve, and plan the details for your mentor action plan accordingly:

| **When?**<br>**Time period** | **What?**<br>**Tasks & actions** | **For what?**<br>**Type of support/topic covered** | **Who?**<br>**People involved** | **With what?**<br>**Resources** | **Anything else?**<br>**Comments** |
|---|---|---|---|---|---|
| Before, during, or after the volunteering service? | What will be done? | e.g. personal support, integration, logistics, administration, … | Who provides this support? | Material, space, time, persons, etc. needed or that might be helpful | |
| | | | | | |
| | | | | | |
| | | | | | |

# Annex to session 7 – Template for a follow-up email

Hello everyone,

I hope you had a great way back.

Thanks again for participating in our training on ESC mentoring! It was a real pleasure to test all this content with you.

As agreed, I am attaching some useful documents:

- The program for the day;
- The mentoring competence framework (as produced by the 'Mentoring under construction' group)
- Questions/answers about the legal framework of the CES
- The Henner insurance guide
- The volunteering/project curve with the possible influences that we have noted + the action plan

Here are also a set of recommended websites to follow-up our training :

- ✓ National Agency page: https://www.erasmusplus-jeunesse.fr
- ✓ SALTO resource center (resources, tools, search for partners and free open training courses throughout Europe) for the CES: https://www.salto-youth.net/rc/solidarity/training-support-community
  On this website, you have the possibility to subscribe to the newsletter and be informed of other training opportunities
  The "mentoring in construction": https://mentoring-under-construction.in.howspace.com (you need to register. Once it is done, the platform offers you access to several guides, exchanges with other mentors...
- ✓ Self-training in free access HOP for mentors" https://hop.salto-youth.net/courses/Mentors

Finally, you have your respective email addresses in the recipients to continue to keep the group empowerment and exchanges alive!

I remain at your disposal for any information.

Your facilitator

# C·L·I·C

**Coordinating Locally to Increase Changes and initiatives with the European Solidarity Corps**

BIJ

COMPAGNONS BÂTISSEURS A.S.B.L

egyesek

Young Researchers of Serbia
Voluntary Service of Serbia

grenzenlos
Interkultureller Austausch

COCAT

CONCORDIA

ESTYES

compagnons bâtisseurs
ASSOCIATION NATIONALE

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Centro scambi e dinamiche interculturali