



Eastpackers / Stichting UcDean

Sending/Coordinating Organisation

**EVS Partnership Building
Training East – West Dialogues**

9 – 11 December 2016

Stayokay Soest, The Netherlands

TOOLKIT

Dear participants,

With this toolkit, we would like to share with you the results of the Partnership Building Training East-West Dialogues that was held from 9-11 December 2016 in The Netherlands. Here you will find explanations and results of the workshops held during the training and an explanation of the tools used during the sessions and workshops.

We hope the event has been valuable and interesting for all of you, and that it will help you to improve EVS-projects in the future. Also we hope that it has helped you in creating more sustainable partnerships for future EVS and other Erasmus+ projects.

We will host the same training again, next year, from 7 until 10 December. If you know any organisations for whom participation could be useful, please refer them to our call on SALTO Otlas (<https://www.salto-youth.net/tools/otlas-partner-finding/project/evs-training-east-west-dialogues-2017.7448/>) and the application form on our website (<https://eastpackers.nl/vrijwilligerswerk/east-west-dialogues-2017-application-form/>).

In addition, we will host a new training programme on EVS project management, in January 2018. This will be an advanced training course for experienced EVS hosting, sending or coordinating organizations, who are interested in improving the quality and efficiency of managing multiple EVS projects at once, and preparing large, multi-partner EVS applications. This training programme will also serve as a partnership building event for organizations interested in setting up a Strategic Partnership for a Strategic EVS Project (the new type of EVS projects starting from this year onwards). You will receive more information about this new training in March 2017.

Last but not least, we sincerely want to thank you all for your input and participation during the event. We hope to keep in touch with all of you in the future!

With kind regards,

Eastpackers | Stichting UcDean

WORKSHOP 1 – VOLUNTEER RECRUITMENT AND PREPARATION

TOOL: Skype exercise

During this workshop we discussed how EVS organisations recruit and prepare their volunteers, and how they select their partner organisations. The workshop was held in a role play format. In different groups the participants had to simulate a Skype conversation between a potential volunteer, a hosting organization and the volunteer's sending organization. The idea behind this format was to put the participants in a 'real' situation, where they had to anticipate on the spot, just like they would be in real life. In reality, not many Skype-conversations include all three parties (so the volunteer, the hosting organization and the sending organization). By forcing a conversation between the three parties, we hoped to get new ideas about the roles of each party in the selection process of volunteers and the specific qualities and competences that parties look for in each other. By involving the sending organization in the Skype call, we hoped to demonstrate the (dis)advantages of including all parties in the selection procedure from the very beginning.

There were three different types of volunteers, and the idea of the workshop was to see which kind of volunteer would be picked by organisations and why, and whether they received all the information you needed during the Skype conversation in order to make their decision?

On the next pages, you will find the application letters of three (fictitious) volunteers we used in this exercise, as well as the description of the (real-life) project we used in this workshop.

The Project

Location: Madeira, Portugal

Duration: 8 months

In August 2016 the island of Madeira suffered from immense fires. The disaster was of an unprecedented scale and consequences.

About 1 000 people were relocated, 3 people died, and the damage to public and private sector reached about 61 million euro only in the capital, not counting the other towns aflame. Neither the government, nor the emergency services or local population didn't expect such a dramatic development of the events, and this caused massive losses: more than 20% of the capital's territory was burned down, as well as other parts of the island.

OBJECTIVES

1. Promote European values, namely the sense of unity and support to neighbours, by bringing a group of young people from Europe to help reforestation of Madeira; increasing their self-empowerment and self-esteem by giving them an opportunity to help people who suffered from massive fires;
2. Promote more active participation of youth in society - both of international and local volunteers - by involving them into organizing non-formal lectures and "open days" for the local population with the purpose to increase their literacy in prevention of fires and other natural disasters.
3. Enhanced intercultural awareness and improve language skills of volunteers by bringing a group of young people to work together on a project.

The activities will take place on the island of Madeira, Portugal, in various locations over the period of February-September 2017. The Institute for Forestry and Nature Conservation, the governmental body, responsible for the reforestation, addressed Teatro Metaphora with the proposal of cooperation during reforestation. According to their plans, approximately 200 000 plants - different kinds of laurel trees, endemic to the archipelago, will be planted during this rainy season - October 2016 - April 2017 on the territories which were damaged most from the fires. Of course, a lot of volunteering help will be needed to help the island to revive.

Letter 1: Jarek, Poland

Hello,

With this letter I would like to apply to the EVS project in Madeira, Portugal. My name is Dimitri Nowak and I am from Katowice, Poland. I am 18 years old and just finished high school. I come from a big family with two sisters and three brothers. I am the youngest.

Other than Poland, I have only been to the Czech Republic. Therefore I think EVS is a great way to see more of Europe. I have heard that it is nice and warm in Portugal. Which is good, because in Poland it is very cold in the winter.

Also, I don't really know if I want to work or study after school. So one year in between will be a good way to figure this out. Especially because young people have a hard time finding jobs in Poland at the moment. My oldest brother has been searching for months now, but he cannot find anything. Hopefully I can come to Portugal and work there for the EVS program. My mother also thinks it is time for me to work for the first time.

At the moment I don't speak Portuguese, but I can take lessons there. I do speak a bit of English. Because I learned it in school. I hope I will be able to learn the language quickly so I can talk to the people in Madeira. Also I hope to be able to take my free time to travel through the country and see more of Portugal.

I have no specific experience with deforestation, but in Katowice I have been a volunteer with the local school play. I was responsible for making the set. So I know I am a very social guy and I like working with other people. I think volunteer work is a good way to develop yourself.

Outside of school I also play soccer. I will be sad to say goodbye to my team for a few months, but hopefully I will find people in Madeira who play soccer too. Otherwise the work in the project will also be very physical I think.

Thank you for taking the time to consider my application. I look forward to hearing from you.

Kind Regards,

Jarek

Letter 2: Mercedes from Spain

Hola dear people from Madeira,

I saw your project on the website of my sending organisation and I was immediately very enthusiastic. My name is Mercedes Fuentes and I am from Toledo, a town close to Madrid. I am 20 years old and I live here with my family.

Currently I study Business at the University of Madrid, but I think it would be a very good experience to go abroad for a few months. My sister did the Erasmus Program in Germany and she enjoyed it very much. She even found a boyfriend there! I think it would be good for me to go abroad as well.

I know Portugal well, because we visited it a couple of times during family holidays. I don't speak Portuguese, but because I speak Spanish I think I will learn easily. It would be very nice to see more of Portugal, but I saw on the map that the island is very far from the mainland. It would be nice to show my friends more of Portugal if this is possible. But I think we get free days for that!

In Toledo we have a lot of dry weather as well and sometimes the forest catches fire. My father is a fire fighter, so I know a lot about his work and how difficult it is to stop a fire in the forest. I am part of the forest team. During fires we warn families that they should close their doors and windows. With the volunteers in the town we always try to replant as many plants as we can after the fire.

In school we also give classes to children how to behave in the forest. For example, that they should not make fires or leave cigarettes in the summer. This is important work which I like. I think my experience could also help in Madeira.

Of course it is scary to be away from home for this long, but I think it is a good step. I also really want to help other people. And the disaster in Madeira will be a good way to help. Also my mother thought how to cook Spanish style, so I can make the people happier with some good food.

I have never travelled without my family, but they said that they would come and visit me when I am homesick. And we can call through Skype. My friends also want to visit, so I can show them the forest and all the work that I do.

I look forward to meeting you through a Skype call so I can tell you more about myself.

Greetings,

Merceds Fuentes

Letter 3: Susan from Belgium

Motivation letter for EVS project

By Susan de Wit, 24, from Belgium

By means of this motivation letter I would like to explain why I feel sincerely motivated for participating in this important and interesting project. I can only imagine how devastating the fire disaster at Madeira must have been, and I am consoled to find out that such a restorative project is being set up. Therefore, I would be more than happy to help out as a volunteer.

Before further explaining my motivation for this specific project, allow me to briefly introduce myself: my name is Susan de Wit, I am 24 years old and have just graduated from Brussels University College with a BA in the Social Sciences. I am Belgian with an ethnically Italian background (my father's side) and feel very passionate about fostering diversity in various contexts and promoting the peaceful and tolerant co-existence of different social groups. As such, I am greatly motivated to participate in an EVS project and thereby to aid the process of European cohesion and mutual understanding. Specifically concerning the reforestation project, a number of aspects appeal to me, as I will lay out below.

I believe that working as a community is one of the keys that contributes to accomplishing your goals. I also have some international experience. I studied Portuguese in Brazil, I also did an internship on the island of Saint Martin and last but not least: I spent almost 4 months backpacking by myself in Central America. During my time spent in foreign countries I have faced a lot of obstacles, but this has taught me that it is always important to be ready for the unexpected and to improvise when it is necessary. Also, a skill that I have really developed during my travelling is that I can easily connect with people, but also relate to them. This skill has been very useful as a tutor for my clients and I think it could be a good value for this project in Portugal.

What attracts me about the Green Raid project is that it offers a leap out of my comfort zone, as well as builds upon my existing knowledge and interests. As for the challenging aspects, this project will allow me to do something different from what I have done before, for reforestation is quite a new field for me. Especially when taking the course Environmental Sciences at my university, my concerns about the consequences of forest fires increased significantly: the loss of biodiversity, the release of carbon dioxide into the air and resulting health issues are quite worrisome. Therefore, I am excited to engage with the hands-on reviving activities this project entails, for this will allow me to concretely make a difference – however small – in the natural habitat of Madeira. Besides, I enjoy exploring nature and love physical activities, which is why planting trees and learning about their treatment will not only be challenging and new, but hopefully also come natural.

Sustainability is something I feel passionate about. Last year I started to experiment with eating healthier and I was surprised how easy it was to have a great meal without meat or anything unhealthy like lots of sugar and fat. Also, at my current temp job I have noticed how much food is wasted by care institutions and I feel like it is not necessary and I wish I could change that.

On a similar note, I genuinely believe that sending a group of young and energetic volunteers to this ramp-shaken area will positively influence the local population of Madeira. For it demonstrates that we, a delegation from all over Europe, care about their suffering and are willing to invest time and energy to make their situation better. I went on two study trips to the post-conflict area of Kosovo and first-handedly experienced how a group of international and enthusiastic young people can bring about a positive change in the mindset of the local community. Hopefully we can set the stage for a similar positive development at Madeira and bring some light to the people who have lost their homes.

Lastly, on a lighter note, I am very enthusiastic to learn more about the Portuguese culture and improve my Portuguese, for I have greatly enjoyed travelling to the Azores.

Thank you very much for in advance for your consideration and I look forward to hearing from you.

Kind regards,

Susan de Wit

WORKSHOP 2A: IDEAL QUALITIES OF A VOLUNTEER

TOOL: Volunteer profiles and interview questions/checklist

During this workshop, participants had to split up in small groups in order to find out what qualities an organization looks for in a volunteer. The selection was brought down to a selection of maximum 5 qualities per group, and after that brought down to the 5 most mentioned qualities listed below. Participants also had to write down an action that could be taken or question that could be asked, in order to find out whether the wanted volunteer actually possesses these qualities.

1. MOTIVATION

Question: 'Do you know anything about our organization?' This shows you if the volunteer searched for info beforehand.

Question: 'Why did you pick this project specifically? What do you want to learn?'

Question: 'What are your expectations regarding the project? Do you think you can contribute to the objectives of the project?'

Question: 'If you are bored with the activities, what would you do?'

2. FLEXIBILITY

Task: Describe a situation and ask how he/she would react.

Question: 'Are you able to switch between different work hours and complete different types of tasks?'

Question: 'Would it be too disappointing for you if we can't practice some minor things that we have promised before?'

3. RESPONSIBILITY

Task: Describe a situation and ask how he/she would react. Also let the volunteer describe a moment when he/she was responsible.

4. SHOWING INITIATIVE

Task: To ask a volunteer to make a plan of how he/she would organize a workshop for the beneficiaries (topic, step-by-step, preparation)

Question: 'What can you bring new to this project? What idea do you want to implement with this project?'

Question: 'Would you be interested in creating your own personal project?'

5. CREATIVITY

Task: Let the volunteer come up with new ideas and maybe new and better ways of how should something be done.

Question: How do you picture yourself throughout the project. do you want to do a specific job and do you enjoy it, and are you gaining something from the experience and do you see possibilities to improve your own qualities.

Question: 'Do you have past experiences with writing project proposals?'

WORKSHOP 2B: SHOPPING LISTS

TOOL: Shopping lists – mutual expectations of sending and hosting organizations

During this workshop the goal was to find out what sending and hosting organizations are looking for in a good collaboration. What does a hosting organization look for in a sending organization? And what does a sending organization look for in a hosting organization? Every organization of course has different ideas about what a partner should offer, but during this workshop we were looking for qualities and services that overlap. When the one organization offers something that is on the shopping list of the other, it means that the ideas about each other's responsibilities during an EVS-project match. The more organizations are on the same level about each other's (and their own) responsibilities, the better an EVS-project will become.

Below you will find the shopping lists as they were written down by the different groups during the workshop.

HOSTING ORGANISATION SHOPPING LIST (WHAT THE SENDING ORGANISATION SHOULD DO)

1. Qualitative recruitment, several candidates
2. Good reputation of the Sending Organisation
3. Pre-departure training, preferably in person, if not possible then via Skype
4. No participation fees for the volunteer
5. Insurance for the volunteer
6. Visa process assistance
7. Help with the booking of the tickets
8. Being in touch with the Hosting Organisation
9. Regularly be in touch with the volunteer, supporting their learning process
10. Post EVS-evaluation and reintegration

SENDING ORGANISATION OFFER

1. Motivating volunteers
2. Explanation of EVS to the volunteer(s)
3. Insurance
4. Visibility and dissemination
5. Visa
6. Support for tickets
7. Facilitate communication between EVS and the previous volunteer and hosting organization
8. Getting involved in the selection process
9. Getting constant feedback from the volunteer and partners
10. Facilitate/offer the volunteer the opportunity to share his/her experience
11. Pre-departure training
12. Encourage the volunteer to participate in the final evaluation and in events after EVS
13. Cooperate in writing the EVS volunteer agreement
14. Multiple volunteers to choose from

15. Having a good reputation as a Sending Organisation

SENDING ORGANISATIONS SHOPPING LIST (WHAT THE HOSTING ORGANISATION SHOULD DO)

1. Well-planned activities
2. Accommodation
3. Language support
4. Help with transport/local transport
5. On-arrival training and midterm-training
6. Mentorship
7. Supervision
8. On-arrival assistance
9. Activities related to the training of the volunteer
10. Support for the personal project of the volunteer
11. Regular feedback/contact with the Sending Organisation
12. Youthpass
13. Regular payments
14. Sharing materials from the project/activities
15. Division of the grant

HOSTING ORGANISATION OFFER

1. On-arrival training and midterm training
2. Mentor and coordinator
3. Accommodation
4. Welcome info-pack
5. Language course
6. Activity agreement + well-planned activities
7. Online platform for sharing with former EVS volunteers
8. Contact to former EVS volunteers
9. Regular evaluation meetings
10. Follow-up
11. Youthpass
12. Transport
13. Support for personal project
14. On time payments

PRESENTATION BY THE DUTCH NATIONAL AGENCY

Here you will find the do's and don'ts as written down during the workshop given by Nick Adriaans from the Dutch National Agency.

DO'S AND DON'T'S IN APPLICATION WRITING

DO'S	DON'TS
<ul style="list-style-type: none">• Detailed project description• Volunteer profile• Role of the volunteer in the project• Objectives of the project• Evaluation, dissemination, <u>impact</u>• Explanation of the activities• Relation with the Erasmus+ priorities• The employability of the learning outcome• Budget• SMART objectives• Learning objectives/needs• Selection of partners• Co-creative application with partners and volunteers• Consistency of application project description• Previous relevant experience• Mandate + signature• Relevance for stakeholders and other partners	<ul style="list-style-type: none">• No specific volunteer profile• Too much responsibility for the volunteer• Not mentioning the expected result• Copying old applications• Writing an application about a project you don't know• Too vague/general

Email address of the representative of the Dutch National Agency Nick Adriaans:
N.Adriaans@nji.nl

WORKSHOP 3: CRISIS MANAGEMENT

TOOL A: Risk prevention matrix

Likelihood	Consequences				
	Insignificant	Minor	Moderate	Major	Catastrophic
	<i>Risk is easily mitigated by normal day to day process</i>	<i>Delays up to 10% of Schedule Additional cost up to 10% of Budget</i>	<i>Delays up to 30% of Schedule Additional cost up to 30% of Budget</i>	<i>Delays up to 50% of Schedule Additional cost up to 50% of Budget</i>	<i>Project abandoned</i>
Certain <i>>90% chance</i>	High	High	Extreme	Extreme	Extreme
Likely <i>50% - 90% chance</i>	Moderate	High	High	Extreme	Extreme
Moderate <i>10% - 50% chance</i>	Low	Moderate	High	Extreme	Extreme
Unlikely <i>3% - 10% chance</i>	Low	Low	Moderate	High	Extreme
Rare <i><3% chance</i>	Low	Low	Moderate	High	High

TOOL B: Acting a crisis situation (using actors)

During the first part of this workshop, we used the ‘Risk prevention matrix’. Using this tool, participants have to think of possible worst-case scenario’s during an EVS-project, and then narrow down the possible impact by categorizing these scenarios into high or low impact (consequences in the image above)) and high or low likelihood of these scenarios. By categorizing the worst-case scenarios, an organization can anticipate on risks and think of ways of preventing in advance.

It is important that organizations don’t only think about the worst-case scenarios in a volunteers own personal life (‘the volunteer has an alcohol-problem’, ‘the volunteer gets pregnant’, ‘the volunteer cannot cope with the cultural differences’), which are risks that might be anticipated on beforehand. These risks might possibly be prevented by the right approach. However, there are also risks in the personal life of a volunteer that cannot be prevented, nor expected or anticipated. For example if something happens in the home country of the volunteer. The death of a family member or friend back in the volunteers home country for example, is something that might happen during an EVS-project, yet there is no way an organization can prevent this tragedy from happening. Still, there can be measures to reduce the impact (consequences) of such a tragedy.

Below you will find some of the examples that were written down during the workshop.

EXAMPLES OF AN EVS-NIGHTMARE

- The volunteer is shocked by cultural differences.
- The volunteer refuses to learn the local language.
- The volunteer never arrives.
- The volunteer doesn't work in a team.
- The volunteer is an alcoholic.
- The volunteer cannot get along with the roommate.
- The volunteer doesn't like the mentor.
- The volunteer leaves unexpectedly.
- The volunteer steals things.
- The volunteer is passive.
- The volunteer has problems with food.
- Homesickness of the volunteer.

Examples of High Impact, High Likelihood:

- Different or 'holiday' expectations of the project.
Possible prevention/anticipation: Pre-departure training
- A very bad volunteer profile.
Possible prevention/anticipation: More thorough selection (a double recruitment process)
- Addiction.
Possible prevention/anticipation: Better training, drug tests and also exploring the reasons of the addiction.

Examples of High Impact, Low Likelihood:

- The volunteer drops out.
Possible prevention/anticipation: Suitable deposits and regular evaluation.
- Pregnancy.
Possible prevention/anticipation: Giving sex education
- Crime.
Possible prevention/anticipation: Careful recruitment
- Suicide.
Possible prevention/anticipation: Regular evaluations and warm/good relations with the volunteer.
- Hidden illness.
Possible prevention/anticipation: Having deeper interviews can help.
- Drug addiction.
- Health problems.
- Accident.
- Sexual harassment.
Possible prevention/anticipation: Giving sex education.

Examples of Medium Impact, High Likelihood:

- Cultural shock.
Possible prevention/anticipation: Pre-departure training and a good info pack. Also good mentorship can help with this.
- Health problems.
- “Excuse me” person, someone who takes no responsibility.
- No respect for the rules of the project. referring to the official project agreement can help with this.
- Problems with the accommodation.
Possible prevention/anticipation: Giving penalty by fees and creating written rules
- Problems with the flatmate(s).
- Money issues.
- Police issues.
- Passport loss, robbery.

During the second part of the workshop, 3 actors played different volunteers in a crisis situation.

The actors are not part of the organizing team, neither are they participants. This way, the conversations feel more real and the participants have to react immediately on the spot. The focus of the conversations was not to find a solution to the problem that was the case in the particular conversation, but to focus on the way the conversation (between volunteer and hosting organization or between the volunteer and the mentor) was held. What conversational strategies can help avoid escalation of the problem? After each conversation the participants discussed with each other what went well and what could have been improved by the hosting organization/mentor during the conversation.

WORKSHOP 4: VOLUNTEER ACTIVITIES AND JOB CRAFTING

TOOL: Job Crafting

In the Hollandsche Schouwburg we had a workshop together with two representatives of the Jewish History Museum and the Anne Frank Museum. Several groups represented a fictional volunteer with a specific personal profile. Three organizations (The Jewish History Museum, the Anne Frank House and EUFEMIA) presented their organization's possible activities for volunteers. Each group discussed (together with the organization's representatives and another group) the specific qualities, wishes and learning objectives of their volunteer, and discussed which activities in the different organizations would fit their volunteer best. At the end we held a discussion to find out which organization would fit best with which volunteer, and why.

Volunteer Profiles Job Crafting Workshop

Nicola (19), French, just completed high school, doesn't know what to study. She doesn't speak much English, but has a strong motivation to learn a foreign language. She loves to work with people. She has little to none working experience. She wants to do EVS for 6 months.

Learning Objective: Discovering her true passions, finding out what she wants to study and wants to do in her life.

Jayne (27), Scotland, she obtained a MA in Cultural Studies, but has troubles finding a job. She has had some student jobs and did a few internships in her field. Now she has been applying for jobs for some time, but without success. She wants to gain international (working) experience. She would like to do an EVS for 9-12 months

Learning Objective: Getting relevant work experience in a challenging environment, boosting her CV

Hannah (20), The Netherlands, she goes to a vocational school in her small home town in the east of The Netherlands. She still lives with her parents and she would like to run her own beauty studio one day. She has been recommended to do an EVS by her local church youth group. She has visited the Czech Republic once with her school, but has little international experience apart from that. She wants to do EVS for a maximum period of 4 months.

Learning objective: Becoming more independent, getting to know a foreign country,

Joyce (22), Malta, has a mental handicap. In her home country she works part-time, and under guidance, in an animal shelter. She does some easy chores and assists the staff in keeping the shelter tidy, feeding the animals and playing with them. Joyce is a very joyous individual, with a kind heart and relentless positive energy. She has however difficulties to work independently and remember tasks given to her. She has great difficulties with reading and writing. Her spoken English is alright, albeit with a strong accent. She wants to do a short EVS of 4-6 weeks as part of a personal development plan of her youth coach. The coach thinks that Joyce should challenge herself to become more independent.

Learning objective: adapting to a new environment, communication in a foreign country, making new friends

Lukas (29) is an IT professional from Slovakia. He set up his own business when he was 16, developing a website and eventually an app for making online doctor's appointments. He completed secondary education, started some IT courses at the university in his home country, but never finished them, because he didn't find them intellectually stimulating. Lukas has earned quite some money with his business and now runs a professional office in his home town

with 6 employees. Having worked almost 24/7 since his 16th, Lukas now feels the need to develop some other skills, and take a step back from his hectic life as manager of his company. He wants to do something for society as an EVS volunteer, whilst managing his business from a distance.

Learning objective: developing his social skills, contributing to a social cause, working with people instead of computers.

Bjorn (25) works as a forester in the north of Sweden. He is responsible for the protection of a large nature reserve and also promotes tourism by developing and maintaining hiking trails and information points. Bjorn has attended secondary education, but never got a diploma and started working at the age of 17. He doesn't speak English very well and his little formal education. He does know a lot about forestry, however, and is very passionate about his work. He has a lot of practical knowledge. Bjorn has never been outside of Sweden. He wants to discover more of Europe and make friends with people in other countries. He wants to do EVS for 3-5 months.

Learning objective: discovering new places, making new friends in a foreign country, improving his English language skills.

WORKSHOP 5: IMPACT AND DISSEMINATION

TOOL A: Brainstorm dissemination ideas

TOOL B: COCD Box

Some of the key words in EVS applications are ‘dissemination’ and ‘impact’. Organizations are asked to clearly describe the dissemination strategy and the impact of their proposed projects. In order to improve both the proposals and the actual projects, it is good to have a clear idea of what is meant with the words ‘dissemination’ and ‘impact’, and what is the difference between them. It is also important to make a distinction between what dissemination/impact actually is, and what the goals of this dissemination are.

WHAT IS DISSEMINATION?

During a brainstorm discussion about the definition of dissemination and impact we came up with the following result. Dissemination can be:

- Sharing results during or after the project with the volunteers or local community
- Giving more visibility of the project
- Encouraging follow-up activities
- Informing the local community about the project
- Reaching out to future volunteers (for example through ambassadors)
- Reaching a wider audience
- Creating an echo of the project
- Creating opportunities for future partnerships

The goals of dissemination are:

- More people will participate in projects
- Multiplication effect
- Support to new local policies/initiatives
- Reaching a wider audience
- Showing gratitude to the volunteers
- Using tools/good practise in the future

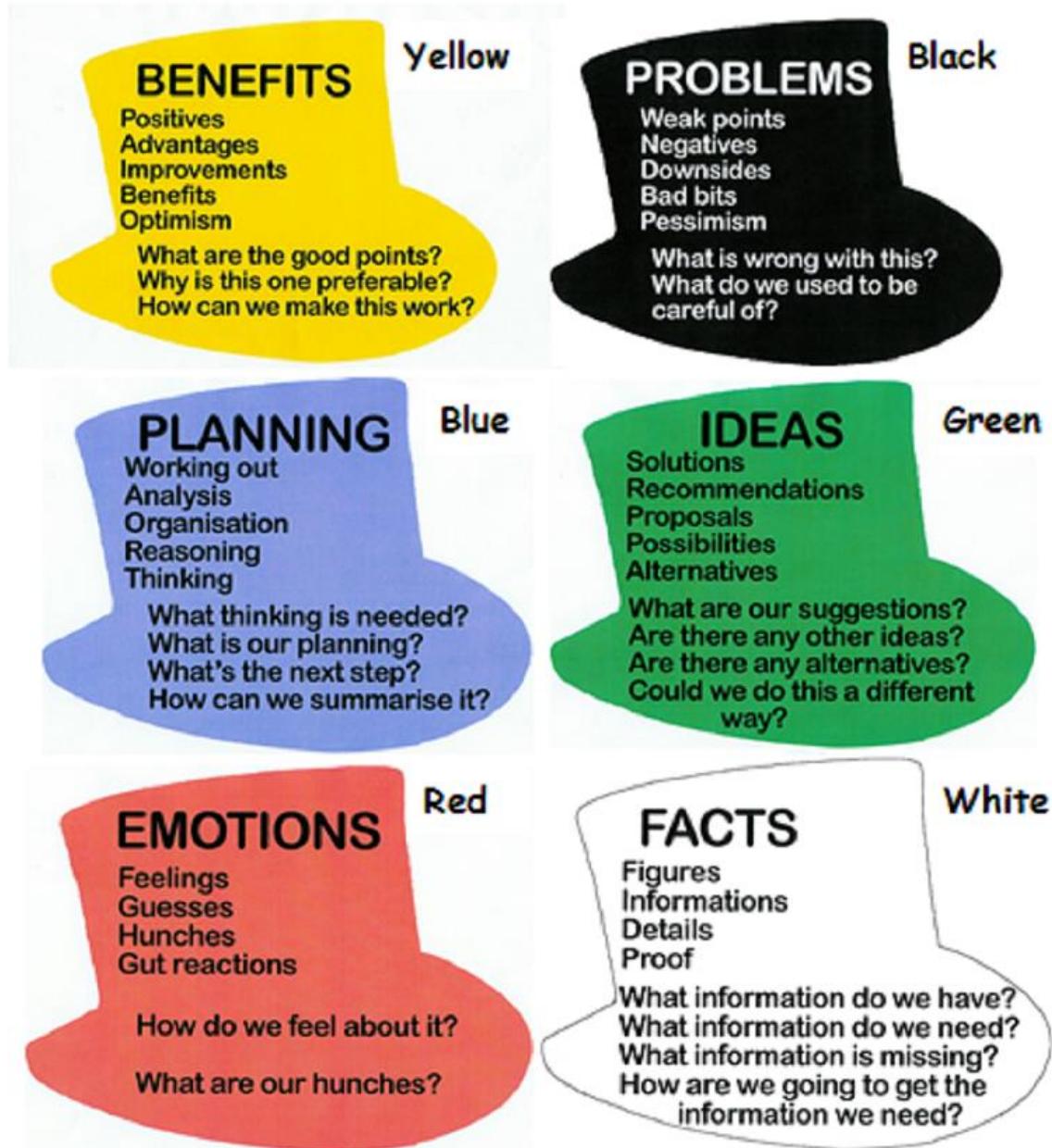
WHAT IS IMPACT?

Impact and dissemination are two different things. The impact of the project is the change or development a project can bring to its surroundings. This impact can have different levels: personal impact on the volunteer, impact on the organization and impact on (local) society-level. Some of the examples of the impact of an EVS-project can be found here:

- Changing the way people think
- Giving people a chance to improve themselves
- Raising awareness about different topics
- Influence on stakeholders/the local community
- Benefits from the project
- The pre-existing condition has changed after the project has finished
- Disappearance of cultural stereotypes
- Personal growth of the volunteer
- Tangible/measurable results of the projects (on different levels)

After the brainstorm, participants were asked to ‘think outside the box’ about all the possibilities of dissemination. After this, participants improved their ideas on different levels by the use of colors (each color representing a different way of thinking about the idea, such as practical thinking, positive thinking, negative thinking, creative thinking).

DE BONO'S THINKING HATS



COCD Box

After improving the dissemination ideas, each group placed the ideas in the different boxes according to how many color stickers each idea received. Following up to this, the challenge is to make sure that the (still) unachievable but interesting ideas in the yellow box, can be moved to the red or blue box, using brainstorm ideas for practical improvement. This way, by thinking about each idea together and coming up with practical improvements, this tool can help to make what seemed at first like a not achievable idea, an achievable idea.

Ideas that are not achievable	Exciting ideas for the future, out of the box thinking, not achievable yet
Achievable ideas, without many risks and easily implemented	Exciting innovative ideas, already achievable

Dissemination

Below you find the completed COCD box on dissemination.

	HOW? <ul style="list-style-type: none"> • Develop a Massive Online Open Course to create a learning community around a specific EVS project • Cooperation with private and public sector • Reality show on Youtube
NOW <ul style="list-style-type: none"> • Make posters • Organize (cooking) workshops with international dishes • Make infographics about the added value of EVS to your organization and to volunteers • Organize flash mobs or street events • EVS photo exhibition in a local or even a national museum. And what about starting an EVS museum? 	WOW! <ul style="list-style-type: none"> • Develop a mobile phone application for current, past and future volunteers to get to know each other and rate hosting projects. Also good for sharing success stories. • Online volunteers radio (or cooperate with local radio station) • Sports events in which EVS volunteer participatie • Cooperate with local and national news media. Or create your own news, by staging a play or event in which EVS volunteers participate. • Vine.co videos

	<ul style="list-style-type: none"> Start an EVS Academy in which volunteers and partner organisations share their knowledge
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Impact on the volunteer

Below you find the completed COCD box for increasing the impact of projects on volunteers.

	<p>HOW?</p> <ul style="list-style-type: none"> Stay in other volunteer houses, couchsurfing in various houses Personal project in different EVS organisations (working in a network of EVS organisations with different profiles)
<p>NOW</p> <ul style="list-style-type: none"> Offer short (introductory) in another organisation. Give volunteers additional support in finding a job after their EVS, plan their careers with them. Organize a trip around the host country with a limited budget. Let the volunteer plan the trip him/herself, with a budget. Goal of the trip: telling about the EVS experience in various places in the country Encourage volunteers to develop their own ideas, give them a small budget for his. Send the volunteer to different trainings and take the volunteer to other projects in the host country 	<p>WOW!</p> <ul style="list-style-type: none"> Start a volunteering museum/exhibition to which all EVS volunteers contribute. The museum also serves as a point of information, offer workshop space and a networking location. Improving the soft skills of volunteers by challenging volunteers in various locations in the country and interacting with hugely different groups (elderly, homeless, business men, nurses etc) EVS+: offer a volunteer an opportunity to get to know the best organization in their field. A volunteer who works in a museum will have a 2-day experience at the best/biggest national museum. A volunteer at a school will be introduced to an exemplary school. Help volunteers to change a policy or systematic change. Organize an EVS survivor game for volunteers

Impact on organizations

Below you find the completed COCD box for increasing the impact of projects on organizations.

	HOW? <ul style="list-style-type: none">• NGO's taking part in (youth) council meetings or giving regular input to decision makers at the local or national level.
NOW <ul style="list-style-type: none">• Facilitate meetings with local volunteers, families and friends• TV broadcasts on local tv channels	WOW! <ul style="list-style-type: none">• Choose a volunteer of the year in your local community• Start an online video channel with EVS experiences (on Youtube, or vimeo etc)• Inform everyone about the possibilities of EVS, for example by making sure a leaflet about EVS is handed out to each young person applying for their first passport, voting for the first time, enrolling in university or at any other moment.• First EVS volunteer in a high level organization (from NASA to NATO, to high profile museum or business organization)• Have volunteers participate in the 'good morning' tv-shows or shows with personal interest stories• Think of benefits for local businesses who hire a (former) EVS volunteers

ANNE FRANK HOUSE ACTIVITIES

Here you will find the activities of the Anne Frank House, as written down on their sheet of paper during workshop 4.

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1. Welcoming (school)groups to the Anne Frank House (appr. 10 minutes)

- Giving a guided tour of the Anne Frank House (appr. 90 minutes)
- “Intensive programmes” + assignments

2. Assistance to workshops in the Anne Frank House

- Teachers 1x per year (international)
- Holocaust education experts
- Police (The Netherlands or international)
- Youth workers (“At first sight”)
- Soccer coaches (“Fair play”)

In preparation of/during these workshops, there are different tasks/

Administrative tasks: booking flights, hotels, restaurants, creating badges etc.

Tasks about the content: creating an info pack with background information for the participants

Other tasks: explaining the programme, organizing logistics etc

3. Assistance to peer trainings in the Netherlands. There are about 800 activities per year.

- In schools
- In libraries
- In prisons
- In youth/soccer clubs

4. Assistance to international activities. There are approximately 1000 activities in 56 countries per year.

- Activities in the country of origin
- Activities in the region of origin
- Activities in the language area of origin
- Activities elsewhere