



Participants

Surname	Name	Nationality	Organisation
Binet	Célia	France	Solidarités Jeunesses
Miklós	Katalin	Hungary	Egyesek Youth Association
Tramparis	Zisis Stylianos	Greece	SCI Hellas
Zõhtsõk	Krista	Estonia	MTÜ Noortevahetuse Arengu Ühing EstYES
Kesici	Baha	Türkiye	GSM/RinON
Gaddò	Elisa	Italy	Associazione Joint - ICYE Italy
Mastrokalou	Fiorela	Greece	Elix
Ziu	Marinela	Albania	Peace Volunteering Network Albania
Kannan	Yagadarshin	India	IJGD Germany / FSL India
Mhepo	Tariro Primrose	Zimbabwe	Zimbabwe Workcamps Association
Tonga	Abednego Nam	Kenya	Center for International Voluntary Service (CIVS Kenya)
Resuelo	Glezzyl	Philippines	GLOBAL INITIATIVE FOR EXCHANGE AND DEVELOPMENT INC. (GIED)
Ghimire	Richa	Nepal	Volunteers Initiative Nepal and NVDA
Coronel Lobo	Kiary	Colombia	WeCollab
Tapia	Piero	Peru	Brigada de Voluntarios Bolivarianos del Perú (BVBP)
Michaud	Dalia	France	CCIVS Youth Committee (Trainer)
Corbalan	Daniela Lucia	Germany	CCIVS Youth Committee - Fundación SES Argentina (Trainer)
Carta	Mauro	Italy	CCIVS (Trainer)
Vilane	Mzwakhe	South Africa	SAVWA (Trainer)
Radomirovic	Tijana	Germany	SCI-Germany (Supporting Person)

The venue

The training course was hosted by SCI Germany at the Jugendakademie Walberberg near Bonn, Germany.

Objectives

Through the training course, participants were able to:

- explore the intercultural dimensions of IVS projects and of field research, as well as the notion of decolonisation;
- acquire competences related to qualitative methodology of social research, such as collection of data through surveys, interviews, observation, and interpretation and evaluation of results;
- gain know-how on how to conduct their research “on the field” and in their international voluntary projects, effectively applying decolonisation tools and resources;
- contribute to the development of the research tools under the guidance of the impact measurement expert and the training team;
- learn how to present data, results and impact of their projects using media and publications.

Programme

	Tuesday 8 April, DAY 1	Wednesday 9 April, DAY 2	Thursday 10 April, DAY 3	Friday 11 April, DAY 4	Saturday 12 April, DAY 5
Main topic	Introduction	Self-reflection	Decolonisation + Design	Practicing interviews	Practicing analysis
8:30 – 9:30	Breakfast				
9:30 – 11:00	-Name games -Team building -Rules agreement	-Skill Pre-assessment -Personal impact Part I	Decolonisation tools	-Presentation of interviewing approach - First round of interviews	Exercises with Analysis (and grids)
11:00 – 11:20	Coffee Break				
11:20 – 12:45	-Presentation of the project -Expectations -Presentation of the agenda	Personal impact Part 2	Designing questions Part 1	-Second round of interviews - Feedback in plenary	Exercises with Analysis (and grids)
12:45 – 15:00	Lunch Break				
15:00 – 16:30	Introduction to impact measurement	Theoretical Framework	Designing questions Part 2	Creative presentation of interviews	-Questions overview -Details on research phase
16:30 – 17:00	Coffee Break		Free Time	Coffee Break	
17:00 – 18:30	Introduction to decolonisation	Your LMTV project		Refining the questions	-Skill Post-assessment -Final evaluation
18:30 – 18:45	Reflection groups	Reflection groups		Reflection groups	Packing
19:00	Dinner				

DAY 0 – Arrival Day (late afternoon)

- Check in; Presentation of the training team; First name game and getting to know each other activity; house rules; dinner.

DAY 1 – Main topic / Focus: Introduction and team building

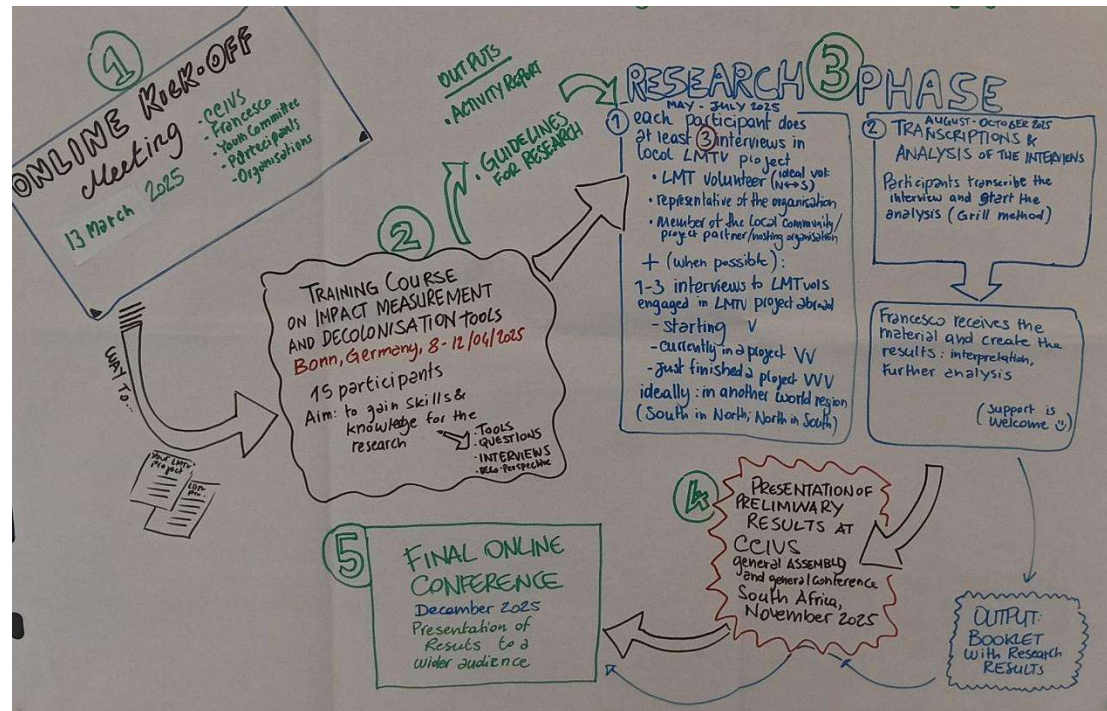
Objectives:

- to ensure the creation of respectful, constructive and production group dynamics;
- to introduce the topics of social research, impact measurement and decolonisation.

Activity 1 - Team Building: Spaghetti & Marshmallows (60 minutes)	Learning outcomes: <ul style="list-style-type: none">- participants reinforce group dynamics, teamwork and cooperation;- participants reflect on the connection between process and results in project management.
Description	Working in three small groups of 5, participants have to build a tower using a limited number of marshmallows and sticks. They are invited to plan their structure before starting building. A participant acts as a reporter and presents the teamwork results in plenary. In the debriefing session, participants reflect on the importance of achieving results, but also on the role of ensuring a constructive working environment in reaching their objectives.

Activity 2 – Presentation of programme and agenda, sharing expectations, doubts and contributions (90 minutes)	Learning outcomes: <ul style="list-style-type: none">-Participants increase their knowledge of the project phases and their objectives;- Participants can express feedback, ideas and doubts on the phases to obtain clarification- Participants increase their level of self-confidence by receiving more details on the training and the project
Description	The trainers present a visual presentation of the structure of the MILE project and provide useful details on the background of the project and on the following phases. Participants are invited to write down in small pieces of paper their inputs (contributions, doubts, expectations) and to place them under each project phase. The trainers

read the inputs and reply to the questions, clearing up any doubts when necessary. Afterwards, the training programme is presented.



The MILE project consists of the following activities:

- the online kick-off meeting (13 March 2025), during which the main features of the initiatives, its background, the impact measurement element and the decolonisation dimension were presented;
- the training course in Germany;
- the research phase (interviews and their analysis);
- the dissemination phase: presentation of preliminary results and Final Online Conference in December 2025

Expectations	Training	<ul style="list-style-type: none"> - The knowledge & skills are helpful and beneficial to the expected output - Also, informative and clear how do we implement the project - Deepen my knowledge on how to do impact measurement in general and on volunteering projects. - Broaden my network within CCIVS. - A better understanding of how to collect better impact information to study. - Share the experiences in my country with the volunteers and all the organizations - I expect to interact with the people here and learn a lot about them, their organizations and the IVS networks. - I also look forward to explore ways of measuring volunteering impact, and see this work with different eyes - To make clear about the work we have to do in our research - To have an amazing time in nature and wonderful people - To learn more and connect - Evaluate on impacts on LMTV - Diagnose on LMTV - Collaboration, Team work - Get to know ways of how to go on the research - Total support in all the process of the training and on research - Good times, interesting people, new knowledge and skills, experience and memories to share! - Learning more about measuring impact in long & medium term engagement and research methods - Learning more about LMTV - Increased knowledge about volunteering - Positive change to bring back to my home country - Networking - I expect to gain practical tools to be used during the research and in general in my daily work to be able to measure and evaluate the impact of IVS - I also expect to gain methods and tools in a decolonising perspective - Building strong positive connections
	Research	<ul style="list-style-type: none"> - I expect to interview many people and get as many different feedbacks so my understanding of the impact is broader and more accurate - Focusing on the real experiences instead of impossible aims - Learn how the others organizations made their projects to adapt and implement in my organization

		<ul style="list-style-type: none"> - Will give us an exact amount of time how we will gather the data as we also have our own work in our organization - My minimal expectation is M.I.L.E project helps me gain more knowledge about IVS
	Dissemination	<ul style="list-style-type: none"> - I expect in the final presentation to see some meaningful results and material that can help all organizations in the future regarding IVS - Outcome being inspiring and helping more to develop - Obtain results that serve as a base to create or reinforce good practices that allow us to maintain IVS projects keeping them accessible and welcoming to everyone
Doubts	Training	<ul style="list-style-type: none"> - Just one doubt if the five days is going to be enough for all the project and of course the amazing environment - I wonder if the tools we learn here will be useful not only for this specific project but more in general and how to integrate them in my daily work with volunteers. - I am just new to the IVS world but I know is a good start for me. Is it okay to interview more than two people from the local community? For example a worker from the local organization and a beneficiary from the project. - The tools we will receive are exclusively to make the research or are they something we can implement on all IVS projects? For example, will we have actual tools / guidelines that help us to ensure the projects don't have a colonial view?
	Research	<ul style="list-style-type: none"> - Am doubting on what to document mostly on homework. - Will we get support preparing our presentation and for the research phase? - Will it be enough? - If there will be an allocated budget during the research phase as it affects our organization's operations. - I don't have any doubts. - Time management for the follow-up activities - The expected data collection methods do not match with the need of my organization or local community - Is the impact measurement more focused on volunteers, local community, or both? Or the organization can choose which one is more relevant to them? - I am a little worried that the guidelines for the interviews will be sent after the activity, so we will not have the time to discuss them here.
	Dissemination	<ul style="list-style-type: none"> - Who will present the results at the CCIVS general assembly or at the online conference? - Do we have a structure to present the results?

		<ul style="list-style-type: none"> - I doubt the fact that the final conference in online will reach out enough people and interested people and have an actual impact on the networks - Is the final online conference for all participants? - Research might be individually different than the others
Contributions	Training	<ul style="list-style-type: none"> - Friendly and dynamic group environment :) - Maximum participation - My experience as a volunteer - My culture - My experience in project coordination and organization - Good redaction for the interview transcript - Help people feel comfortable when they are being interviewed - I am available for every help is needed, connecting people, feeling included and safe and create artistically - Team working - Team building - I am bringing a really happy mood as well as tons of energy. I want to be active and mindful so I can help all the sessions reach their maximum potential - I can help with the transcriptions and analysis - Conduct interviews in my home country
	Research	<ul style="list-style-type: none"> - As I learn things from the training duration I will contribute any valuable things as I can for the project - I have already identified the project I want to work on and I will personally conduct the interviews. Furthermore, I will apply these tools by interviewing 1-2 volunteers who will come back to Italy by July from their LMTV experience - I will try my best to absorb the training so that my interviews will be useful to the one that will process them - Great energy! - Views on intersectionality - Good storytelling - To contribute to the interpretations of the collected data.
	Dissemination	<ul style="list-style-type: none"> - In the long run, after the research will be conducted, improving the volunteer engagement in projects. - I'll attend the online conference - If my help is needed I can lend a hand

Activity 3 - Introduction on impact measurement and social research (90 minutes)	<p>Learning outcomes:</p> <ul style="list-style-type: none"> - understanding of the key concepts of methodology of research (turning concepts into indicators, quantitative, qualitative, reliability of results, analysis...); - raised awareness of the role of planning / designing a research project; - increased knowledge and awareness of the relevance of methodology of social research and impact measurement in IVS.
Description	<p>The group is divided into 3 smaller groups who perform 3 tasks:</p> <ol style="list-style-type: none"> 1) the first group designs a research project to measure the level of <i>happiness</i> of the participants during the training; 2) the second group designs a research project to measure the <i>daydreaming activity</i> of the participants during the training; 3) the third group designs a research project to measure the level of <i>puzzlement</i> of the participants during the training. <p>Each group is invited to:</p> <ul style="list-style-type: none"> - Clearly define the concept they have to measure: what is it? Is there a clear definition accepted by everybody? Is it a controversial concept? Does the definition change according to cultural perspectives? - Think about concrete ways to measure it. How can we measure it? Can we measure it in quantitative way (with numbers)? Or only in a qualitative way? (through concepts). - Design a strategy to collect data, analyse them and present them, answering the question “once I have collected the data, how can I understand them?” <p>Further instructions:</p> <ul style="list-style-type: none"> - Participants can be creative and imaginative when designing the research; - They have to imagine that they have a good budget to implement the research, which will allow them to buy measurement instruments (thanks to a generous sponsor); - They are allowed to use the internet to clarify their concept. <p>In the debriefing session, the trainer discusses the relevance of indicators in impact measurement; the necessity of a pre- and post-assessment when measuring an indicator; the difference between qualitative and quantitative research; the difference between control group and experimental group in social research; the ethical dimension of social research; the influence of the researcher on the target group.</p>

Activity 4 - Introduction Decolonise IVS Topic (75 minutes)	<p>Learning outcomes:</p> <ul style="list-style-type: none"> - participants are introduced to the topic of decolonisation and the current scenario; - participants understand why it is important; - participants become more familiar with the concepts of decolonisation, global north - global south, relationship between organisations and their partners, social justice, policy papers.
Description	<p>First part (10 minutes) - Participants are invited to stand up according to the trainers' questions:</p> <ul style="list-style-type: none"> - Stand up if... you participated in a LMTV; - Stand up if... you ever had problems applying for a volunteer visa; - Stand up if... you have thought about Decolonise IVS; - Stand up if... you take more than 10h to come here; - Stand up if... you are a coffee fan; - Stand up if... you can name more than 4 Deco-Tools. <p>Second part (30 minutes) - Presentation of Decolonisation Project: how it was born, why it is important, the different stages it went through, all those who were members, the outputs it generated.</p> <p>Third part (30 minutes) - The Fishbowl debate</p> <p>Fishbowl debate is an interactive debate where whoever wants to participate must be in the centre (arrangement of 3 chairs in the centre). When they no longer want to participate or when they have said everything they wanted to say, participants can leave their chair, giving someone else the opportunity to take their place and continue the debate.</p> <p>The rest of the participants are the audience, distributed randomly around the focus (the 3 chairs in the centre). When they want to participate they should go to the centre and use one of the chairs, if there are no free spaces, they should ask someone to leave and take their place. Facilitators can intervene and introduce new questions.</p>

Questions:

Do you think there is a difference between the IVS-work of the volunteers from the global south and global north?

Can you avoid white savior complex when volunteering?

Discussion:

Kia: We can try, what we can do most is try to inform the people about colonisation,.

Zisis: Maybe it starts a step earlier, when volunteering is north to south, maybe the context is already integrated in the way the org works. When organising these activities, ensure the local partners have a voice throughout the process.

Elisa: Don't avoid the topic but address it because it is something that exists, find tools to decolonise the perspective

Kia: Even if it's not white saviour, many volunteers come from a place where they feel guilty and want to help, the concept of saviour cannot be completely avoided (maybe they want to help different socio-economic classes without race being involved).

Zisis: Up to the sending organisations to include the local view.

Elisa: From the perspective of the global south, gave example of diverse set of expectations leading to an imbalance of power dynamics.

Kia: Inferiority complexes coming from the community, ingrained beliefs about the global north leading to imbalance of power, inform the local communities, teach that they are leaders to rebalance the power dynamic.

Zisis: Training for the volunteers.

Baha: During planning process (ideally all organisations should be working in grassroots process, but realistically they have hierarchy), create power balance between local partners and sending organisations, acknowledge and make it an official construct that the local partners are administratively equal in order to avoid the two sided white saviour complex.

How do you think colonial history influences your organisation values and practices?

Nam: Colonialism led to a feeling that you need to depend on others to advance and develop, but really you can do it yourself, colonialism makes organisations feel like they can't do things by themselves.

Kata: People feel powerless, don't feel able to act for themselves? Are they waiting for outside support?

Nam: As a government they feel like they cannot do things on their own, system of dependence.

Marina: We were colonised violently and non-violently, geographically European, politically not European, within my organisation there is still this white-saviour complex because of how much they want to be related to Europe, loss of focus on values and traditional practices that could be integrated in voluntary work.

Kata: Organisation works locally with Hungarian minorities, not a colonial concept but there is a lot of imbalance, Roma Hungarians waiting for governmental or NGO support to solve their problems, and my organisation is trying to empower local communities (very long-term impact).

Nam: Since colonisation they don't know, so empowering local communities is very important.

M: When you want to help someone, you need to show them the source so they can get their own water - Albanian expression, we have been given this in Albania, but still there is this dependency on European organisations seen as saviours who know it all, wanting to please European community, leading to a loss of identity.

Nam: It is something that moves *pole pole*, as an organisation, we try to get decolonised slowly until at one point the community will be self-sufficient, but it's difficult, there are things we try to remove and it's not working. The things that go slowly are the ones that are working.

Kia: These organisations in power (funding) they want countries to keep being dependable, sometimes they show you the way to the water but sometimes the water is contaminated. Majority of colonised places are told they aren't colonies anymore, they should be thriving, but still to this day they have to amend for that. It's good for orgs to ask themselves, am I trying to make these people dependable of me or am I actually trying to let them be free.

Nam: We were colonised in the past, but the global wealth inequalities are still affecting us, governments still engage in these systems because they don't have an option (for ex taking loans) need everyone to come together and address the inequality, this is also decolonisation.

DAY 2 – Main topic / focus: Self-reflection

Objectives:

- to reflect about personal experience related to IVS, their value and their impact;
- to understand the connections between the self-reflection and the research phase;
- to understand the theoretical framework of the MILE project.

Activity 1 – Pre Self-assessment questionnaire; Personal Impact 1 and 2 (180 minutes)	Learning outcomes: <ul style="list-style-type: none">- participants recognize their own change of attitudes and behaviours and personal progress since their first IVS activity;- participants recognize the important actors in IVS activities and their roles- participants reflect on the NFE elements of IVS activities that are designed to trigger personal change of attitudes and behaviours.
Description	<p>Pre self-assessment digital questionnaire (10 minutes): participants answer to 8 questions to self-assess their initial level of knowledge and skills on the topics of the training; they will answer to the same questions at the end of the meeting.</p> <p>First part (10 minutes): through a guided reflection, participants are invited to get to the right state of mind. The trainer invites the participants to close their eyes and to think about their first IVS experience (or the one that “triggered” their motivation to continue volunteering/being active). The trainer introduces the guiding questions that sets them back to the moment before their activity:</p> <ul style="list-style-type: none">→ How old were you?→ what were you doing back then?→ Who did you live with?→ Who were your friends?→ Did you have friends from other countries?

- What did you do in your free time?
- What motivated you?
- What did you want to do when you'd grow up?
- Were you interested in politics?
- Did you use to vote?
- Did you do volunteer work?
- How independent were you?
- What were your fears?
- Were you used to travel abroad?

Second part (20 minutes): Identity molecule - individual work

Participants receive the “identity molecule” sheet; the trainer shows the sheet and gives instructions on how to fill it:

CENTRE: → The activity; → What motivated you to participate in your first IVS activity?

BOTTOM: → What did you want to do when you grow up?; → I was very good at....

UP: → Something you find strange now, and you were doing/thinking/feeling back then.

It's anonymous. Participants insert keywords and underline one which is particularly important.

Third part: sharing. When participants complete the “identity molecule”, they share in pairs (15 minutes).

During the break before starting the session, the trainer build a map on the wall using the contents from the molecules. They build initially two columns:

- Who were you? *before the turning point IVS activity (keywords from 5 sub-molecules)
- What did you do? * What was the turning point IVS activity (keywords from central one)

The personal change – work in small groups (30 minutes)

Participants are divided into 5 groups where they discuss the following topics. They write their answers on 3 different coloured papers, so the answers from different groups can be later grouped in the big map on the wall.

- With whom? * Who are the actors that were involved in your story (orgs, vols, staff, local community members etc)

- What has changed? *your personal change, be concrete

- Why do you think it happened? *what elements of IVS / your motivation you can identify as triggers of change.

Building the map (20 minutes)

Participants build the map with their answers from the previous session and then comment in plenary.

Meta research moment – conclusion by trainers

The trainers explain where the previous session fits in the research frame: Maxwells' interactive research design model (Personal Experience, Conceptual framework), Weiss theory of change (Activities, Causality)

They highlight these key-points:

Our activities should have a PURPOSE, which is connected to an INTENDED CHANGE. If we reflect on specific aspects of a project, we can better understand this process: what triggers the change, what happens, why, how. From implicit, the process becomes EXPLICIT through self-reflection, dialogue and interaction. This is the aim of the RESEARCH.

How where you?	What did you do? (activity)	With whom?	What has changed?	Why do you think it happened?
A quiet member with fear of communication barrier & mixing with other nationalities. Adapting to a new environment, offering service and becoming a development practitioner who is active in the development field.	Workcamp	ZWA Community: Zimbabwe Workcamps Association (Organisational members & volunteers)	Perception in how I see people (we are one in the word of volunteering). Confidence level	Overcoming my fears. Giving it a try. Desire to impact community positivity.
Insecure afraid, with no goals of my own	I was a workcamp leader --> first LTV with Service Civil	Biggest support: organization. Biggest connection: participants. Biggest impact: locals/beneficiaries.	Boost in confidence. I CAN DO IT!	I had the support and encouragement of my friends, family and organizations. I dared to take a risk and in turn I grew as a person.
Used to explore new things, being helping hands as much. Shy people, afraid of silly things, are strange.	Volunteer in Welwärts North-South Program - Long Term	Friends, Sending organization (FSL India)	Stopped being in usual life paths (mechanical life). Fearless to say "NO". Exploring more & grabbing opportunities. Open mindset.	Intercultural Programmes. Meeting intercultural people. Self-confidence. Support from people around the world.
Young. Not much experience. Fearless. No shame	Game organizer from children on Children's Day	Organizer (young woman working with children) & other young volunteers from the same village	Open to new experiences. I know what I want to do.	Positive Feedback (verbal & non verbal)
A university student that wanted to become a cultural mediator, with a strong adaptability but with the belief that the world was more globalized than it actually was and I remained astonished when I found out that some	A short term project in Morocco (1 month)	Hosting family, other international volunteers and workcampers, coordinating organisation with local volunteers, staff members and volunteers coordinator,	I changed the way I see the word, my cultural understanding and the way I relate with people from other nationalities and cultural	My willingness to have a deep and immersive intercultural experience, my strong adaptability and engagement, the hospitality of the local community and family, the support I received from the

cultural practices and identity were still alive.		hosting project, kids I worked with, Arabic teacher	backgrounds. Curious about understanding other cultural practices in a deep way.	Moroccan coordinating organization, the sharing of values with other international and local volunteers, the great opportunity that the experience itself represents.
Fearless & confident and a bit naive (a bit all over the place)	President of an organization (volunteer)	Other volunteers (mostly local) & other students (international)	Change in career path. More confident in my skills and myself - conscious of what I can & cannot do. More open-minded.	I was strongly encouraged (had a strong backup of people). You never fail, you always learn so it taught me so much.
Young leader, not much experience in IVS	Volunteer and Coordinator	I worked with international and local volunteers, local school, my NGO and children from the community	I became more socially aware and confident. I improved my leadership and communication skills.	I wanted to help children in need in my own country. Working with passionate people and the impact motivated me to grow.
A young person who wanted to discover herself and the world	Long-term ESC Volunteering in Portugal	International volunteers, volunteer coordinator, president of the host organisation, staff members of the organisation, staff of the hostel & restaurants, teachers, mentors, children, school, church, elderly centre, farms & locals, etc. Interns, youth exchange participants, workcamps volunteers, etc.	I'm more self-aware of my skills, strengths, what I like to do, etc... I'm more open minded (understanding better the reasons for behaviours). I'm more resilient	I stepped out of my comfort zone through: exposure to so many different cultures (living together, working together); working with people with mental health problems; not only observing and reading about different topics, but having a first-hand experience (working with children, disabilities, cultures, etc); trying out things I would haven't had the chance to do in my everyday life (farming, sewing, etc)
A new coming volunteer	Volunteer work with children from	NGO volunteers, volunteers for local high schools,	The experience helped me bond more with children. Also it inspired	Team work. Cooperation. Socializing/networking. The general

	marginalized communities	international volunteers, the local municipality, trainers.	me to get more involved in volunteering initiatives. It gave me a better insight of the productivity of the use of informal educational methods to inspire kids to pursue education.	experience made me more confident in my organisational and social skills
	Advocacy Lab on Climate Crisis in Kosovo	Host organization: Gaia Kosovo. Trainers: from CCIVS organization: SIW. Sending organization: GSM	Gained a lot of international communication skills and connections from all around the world.	
	Mind term volunteer for women & youth empowerment	Actors: women - Ambika Phuyugal. Co.volunteer: Arjon Rana. Organization facilitator: SANJU/ Volunteers Initiative Nepal (VIN)	I can talk about topics & keep my opinion.	
I was an artist in a theatre performing arts, director of visual and contemporary artist, instructor, cultural manager, project director, learner, student, experiencer, traveller, curious, adventurous.	I was a youth exchange leader ---> Erasmus+ Youth Exchange "Theater for blind deaf" - Trboveje Slovenia	1° Phase --> leader for involving organization, facilitator (local) and also staff and organization of the project. Slovenia participants, local people helping the organization. 2° Phase---> participants and leaders from organizations, facilitator, staff, organizer (local), local experts and people involved helping and presenting during	My perspective for travelling alone and flying. Knowledge from people all over the world. Intercultural experiences. Knowledge for projects, organizations and opportunities. Competences on training, facilitating, project and cultural management. Way of thinking about global	There was a need for change and broader knowledge and experiences. I wanted to travel abroad, meet new people in the area, educate on the subject, share my knowledge, get more opportunities in the area and know how to connect and grow in this field. Being away from my country is a misfortune. The triggers were the subject and need of being a new person with more opportunities, more close to who I am and who I want to become.

		projects. Local audience for project show.	matters and situations. Flexibility on new experiences and new possibilities of involving in projects and organizations.	
Helping observant anxious person that was excited about travelling and thought that life unfolds in a boring and linear way	Local volunteer: Adult education & European identity of youth	NGO: Achaia Adult Education Centre. Manager of an NGO. Adults participants of the life-long LMTV. Volunteers participating in Erasmus projects.	1) The way I perceive life, how I see it as a fluid structure that never ends, unless you want it to. 2) My social skills saw an enormous enhancement, I became more active, pressed and inclusive.	1) Interacting with adults in an informal, energetic way gets me to know their generation to get in terms with it. So I saw life differently. 2) I was "forced" in very big social situations and I had to "survive". Wanting to learn more about it, I had to interact.
Done the things I used to love. Work-life balance. Removed the existing stereotypes I had with the Germans. Risk taker and very independent. Had my motivation back and achieved the expectations I had for myself.	LTV (Berlin, Germany)	Host mum, IJGD & staff, co-volunteers & friends, kids, colleagues, family of the kids and the locals	Change in perspective: the world is so big; the feeling of having infinite friends; there is a lot more to learn; to live life on your own terms. Independent. More driven to take risks. Become very proud of myself. Aware of myself.	The new culture. The drive to take the chance to experience IVS. The motivation to experience cultural understanding through IVS experiential learning.
I was eager to know what volunteerism entailed	Workcamp participant	Me, IVS, local volunteers, host organization, sending organization, project staff, community, the activities	From knowing less about volunteerism and projects to starting a volunteerism project. Different ways of thinking and seeing things.	Change happened due to different ways of self and available support towards change

Activity 2 – Theoretical framework (90 minutes)	<p>Learning outcomes:</p> <ul style="list-style-type: none"> - participants increase their theoretical knowledge through basic concepts of framework of a research and methods, Project Cycle Management and the Theory of change.
Description	<p>(10 minutes) Participants watch the first 7 minutes of the video “Want to help someone? Shut up and listen!”: https://www.youtube.com/watch?v=chXsLtHqfdM&t=268s</p> <p>The video explains, in an ironic but realistic way, the threats of neo-colonial approaches to humanitarian interventions and the obstacles related to project management.</p> <p>(25 minutes): the trainer places 3 paper on the ground:</p> <p>“I want to change the world” approach (left): this approach refer to idealistic but poorly planned efforts, often implemented by idealistic activists with no strong project management foundations;</p> <p>“Effective project” approach (centre): what we try to implement, our ideal achievement</p> <p>“Just do it/Empty box” approach (right): this approach is merely grant-oriented, but lacks vision and values. It neglects processes and aims only at the achievement of results (and getting the grant). Often the activities do not possess educational meaning.</p> <p>The trainers shortly explain the 1 and 3 approaches through examples and invite participants to share personal experiences related to these approaches (what happened? How was the management? What were the results?).</p> <p>Participants are invited to reflect about questions they would make to measure impact of 1 and 3. Would it be easy to design questions to measure change, if change is not intended in those projects?</p>

	<p>(45 minutes) Definition of Theory of Change as effective approach to project management</p> <p>“a theory of how and why an initiative works.” (Weiss)</p> <p>“a way to describe the set of assumptions that explain both the mini-steps that lead to a long term goal and the connections between these activities and the outcomes of an intervention or programme”.</p> <p>The trainers ask participants how many project phases they know. Participants brainstorm project phases (3 people per group). The trainers briefly introduce the project cycle: effective projects which aim at generating change include these phases. A PowerPoint presentation with the illustration of the Maxwell Research Design, an example of the Theory of Change and a related research project follows.</p>
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<p>Activity 3 – Your LMTV project</p>	<p>Learning outcomes:</p> <ul style="list-style-type: none"> - participants are able to define specific goals and objectives for their projects - participants are able to give/receive feedback constructively - participants increase their knowledge about other projects
<p>Description</p>	<p>First part (20 minutes):</p> <p>The trainers give instructions to participants on how to improve / complete the description of their LMTV project, which they had forwarded before the beginning of the training. They create a flipchart with visualisations and additional details concerning their projects.</p> <p>The participants who did not identify their project sit with the trainers and receive clarification on how to overcome obstacles in the selection of the projects. After the session, they have clear ideas on how to proceed.</p> <p>Second part (40 minutes) - Group work - The trainers create pairs, Each participant presents their LMTV project to the other person, who provides feedback.</p> <p>At the end of the session, participants are invited to write a single sentence about their project goal in the format: “WE WANT TO.....BY,.....” in a slip, to be added to the flipchart. The projects are displayed on the wall.</p> <p>A final presentation round (museum style) follows, to read the project contents and the added slips.</p>

Organisation	Name of project	We want to... by...
Egyesek Youth Association	Seeds of Solidarity	We want to empower young people of the Szécsény micro-region by afterschool activities, summer camps for children and youth
MTÜ Noortevahetuse Arengu Ühing EstYES	Izum Youth Club	We want to know how international volunteering impacts local youth, organization & volunteers by studying & interviewing the parties
GLOBAL INITIATIVE FOR EXCHANGE AND DEVELOPMENT INC. (GIED)	Fostering Social Inclusion and Equality through the Philippine Accessible Disability Services Inc	- We want to achieve an equal inclusive peace! by uniting people with different cultures and views in places where cooperation and communication is essential. - We want to promote <u>social inclusions and equality to PWDs</u> by giving them safe space such as: employment and athletic activities to show support that they are all included
Center for International Voluntary Service (CIVS Kenya)	Ahero Resource Center	We want to tackle food security by introducing all year climatic resistance crop
Zimbabwe Workcamps Association	Tsungirirai Persevere and being courageous	We want to reduce the impacts of HIV & AIDS among orphans & vulnerable children in Norton Zimbabwe by engaging the community in activities that leads to reduction in HIV spread
Volunteers Initiative Nepal	Permaculture for sustainable food production	we want to create a natural balance system where everything helps each other by permaculture
Brigada de Voluntarios Bolivarianos del Perú (BVBP)	Educating for the future	We want to empower children and youth in vulnerable communities by providing educational and cultural activities that enhance their learning and sense of identity
Associazione Joint - ICYE Italy	Farfalle nella testa	We want to offer volunteers a high quality learning experience by providing them with ongoing support, a structured project and meaningful activities
GSM/RinON	Prehistoric experience	We want to create intercultural exchange with the sustainable heritage preservation by working in an archaeological excavation
Peace Volunteering Network Albania	Municipalities - civil society for sustainable volunteering	We want to build a sustainable culture of volunteering that strengthens democracy by doing cross-sectoral collaboration
Solidarités Jeunesses	"Let's volunteer in Beaumotte"	We want to improve open-mindedness by mixing different type of people
FSL India	Welwärts Exchange Program - IVS Longterm to Germany from Asia, Africa & Latin America	We want to equitable intercultural exchange by various projects and sectors like school, farming and helping sector
WeCollab	Volunteering in a cloud forest	We want to <u>keep good practices</u> by <u>keeping focus on community needs</u>

DAY 3 – Main topic / focus: Decolonisation and Question Design

Objectives:

- to increase participants' knowledge on CCIVS decolonisation tools;
- to inspire participants on how to use the decolonisation tools for impact measurement and analysis;
- to design the questions for the research in a participatory way, using the inputs from Day 2.

Activity 1 – Decolonisation tools (90 minutes)	Learning outcomes: <ul style="list-style-type: none">- participants increase their familiarity with the CCIVS decolonisation tools- participants learn how they can use the tools;- participants are more aware of the relevance of decolonisation in IVS.
Description	Short introduction of all the CCIVS decolonisation tools (15 minutes) Work in groups (40 minutes). Each group discuss a tool from the Deco-project, answering the frame-questions: <ul style="list-style-type: none">- key aspects (actors and factors);- one or two examples, how do you imagine the IVS movement implementing the tool?- 2 or 3 things that you would take into account, from this tool, at the time of the questionnaire questions // at the time of a measurement impact. Presentation in plenary (25 minutes)
Activity 2 – Designing research questions (150 minutes)	Learning outcomes: <ul style="list-style-type: none">- participants are capable to utilise the basic concepts of Theory of change and of Project Cycle Management in the preparation for their field research;- participants create the questions to be used when conducting their own research on LMTV projects once back home.

<p>Description</p>	<p>Introduction and instructions (15 minutes). Two groups are created.</p> <p>The trainers remind about the Theory of Change:</p> <ul style="list-style-type: none"> -the goal of the qualitative part of the research is to deepen and widen the understanding of the links between the concrete, individual experiences of the actors involved (participants, organisations, local communities) and the aims of the LMTV projects; - this means making explicit links between activities, outputs, outcomes and longer terms impact and make explicit the program theory behind their activities; - this requires to identify: the main goal of the project/program they are planning to assess (the final, long term broader result they want to achieve); specific results they expect the chosen project to produce in terms of Outputs (immediate effects of the activity), Outcomes (achieved medium- term effect of the activity/outputs; tangible change) and Impacts (primary and secondary long-term effects - the big picture); specific activities and/or elements of the project that they think will contribute to produce the results above, and the causal links between the two. <p>The trainers clearly define the 3 “targets”, providing concrete examples and visualisation (1.Volunteers; 2.Members of the local community/local project; 3. Representatives of the organisation, project managers, project designers, responsible person for the LMTV sector).</p> <p>The trainers define the task and the method: we need to identify areas we want to explore referring to each target group/table, define the constructs/indicators, match them with specific questions. Furthermore, we want to add the decolonisation perspective.</p> <p>Using the “World Café” methods, two groups are arranged, each moderated by 1 trainer and 1 “decolonisation” facilitator: table on LMT volunteers (Mauro, Dalia); table on Members of the local community / Hosting organisations (Mzwakhe, Dani).</p> <p>The groups rotate after 45 minutes (one session is held before lunch, the second session right after lunch). In each table, the trainers welcome the groups and recap the work of the previous group.</p> <p>Presentation in plenary (15 minutes)</p>
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DAY 4

Objectives:

- to increase knowledge and skills on how to prepare and conduct interviews;
- to further design and refine the questions, according to the practical experience.;
- to enhance teamwork.

Activity 1 - Exercises with interviews (180 minutes)	Learning outcomes: <ul style="list-style-type: none">- participants increase their knowledge and skills on qualitative research and interviews;- participants are able to collect and compile data from the interview improved understanding on research “in practice”;- participants understand the roles and the tasks they need to prepare before conducting an interview for their research.
Description	<ul style="list-style-type: none">- Presentations (10 minutes) - The trainers make an introduction on qualitative methods and on how to set up the interview, sharing useful tips.- Presentation of the first round (10 minutes): Three people in the group (who were previously invited to be interviewed and provided their consensus) shortly presents their project (where, when, what);- Preparation (20 minutes): Divided in small groups, participants prepare their interview, selecting the questions identified during day 3 and adapting them to the profile of the interviewee. They appoint the roles within the group. First round of interviews (30 minutes): each group conducts the interview in a quiet place, recording it with the smartphone. Break (30 minutes)

	<p>- Presentation of the second round of interview (10 minutes): each of the 3 participants shortly presents their project (where, when, what); Preparation (20 minutes); Groups conduct the second round of interviews (30 minutes).</p> <p>Feedback is provided in plenary (15 minutes)</p>
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<p>Activity 2 – Creative presentations of the interviews</p>	<p>Learning outcomes:</p> <ul style="list-style-type: none"> - creative expression; - teamwork skills; - how to present a complex topic to a different target group; - think critically of own role and find strategies to overcome difficulties during the future research.
<p>Description</p>	<p>In this session, participants practice their presentation skills and how to adapt the message to the target groups. It is an opportunity to report back on the exercises and to reflect about the process of doing interviews, their role as researchers, possible challenges and ways to overcome them.</p> <p>To facilitate presentation, reflection and discussion on these processes, the trainers propose a dynamic method: participants are divided in the same groups who made the interviews (including the interviewed person); each group select a movie genre among the ones available; they use the genre to act in plenary and explain what happened during the interview.</p> <p>Genre list: Theatre, Musical, TV interview, Horror, Action, Telenovela, Documentary, Sci-fi.</p> <p>Genre chosen by the participants are: TV interview, Horror, Telenovela.</p> <p>Preparation of the performance (30 minutes).</p> <p>Performances (45 minutes, max 15 minutes per group).</p> <p>Debriefing (20 minutes). The trainers ask:</p> <ul style="list-style-type: none"> -How do you feel? -What was most impressive about today for you?

	<p>-Why do you think we did this exercise?</p> <p>The trainers explain that the activity is aimed to have a break after the intense task of the interview, but also to foster teamwork, and to reflect about possible ways to present the message to different target groups (horror, sci-fi style → donors, members, academic circle; documentary → local community; action, musical, telenovela → general audience).</p> <p>Further questions:</p> <p>-What were the elements you chose to present?</p> <p>-How did they divide the roles, how did you work in your team during the interviews?</p>
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<p>Activity 3 – Organising and refining the questions (90 minutes)</p>	<p>Learning outcomes:</p> <ul style="list-style-type: none"> - participants increase their understanding of the experiential cycle; - participants adjust their research goals and methods based on the feedback from the interviews; - participants are able to generalise the learning from the specific cases.
<p>Description</p>	<p>Relevant research questions (30 minutes) Participants in groups discuss and choose the top questions to transcribe: recycling principle (reduce, reuse, recycle):</p> <ul style="list-style-type: none"> - Reduce: discard the questions - Reuse: questions that the participants think relevant and useful, and would use again as they are. Cards in green colour. - Recycle: questions that the participants think relevant and useful, however would use with modifications and editing depending on the context. Cards in yellow colour. <p>Each group works digitally, highlighting the questions with different colours.</p> <p>The results are presented in plenary.</p> <p>NOTE: during the presentation, the group realises that there is not enough time to share comments on all the questions. It is decided to continue the process working online. A deadline is set (20 April).</p>

QUESTIONS FOR THE LMTVs		
Questions from self-reflection activity	<ul style="list-style-type: none"> ● What did you do / What are you doing (in your project)? ● How were you before starting the experience? (what did you use to think / how did you use to feel / what did you use to do?) ● With whom did you do / are you doing your LMTV project? ● What has changed? ● Why did you think it changed? 	
PERSONAL LEVEL	Motivation	<ul style="list-style-type: none"> ● What was your motivation, and did it change during the year? ● Why did you decide to do volunteering? And why abroad? ● After coming back to your home country, did you keep on volunteering at the local or national level ? Did you follow-up with your project? How? (to be asked in case the LMTV has already concluded the project).
	Autonomy	<ul style="list-style-type: none"> ● Do you think that you gained more autonomy? ● How did you spend your free time? Did you develop new hobbies?
	Emotional intelligence / Emotional Awareness	<ul style="list-style-type: none"> ● How satisfied/content/happy have you been in your project? ● Is there anything that gives you gratification/satisfaction in your project/experience? ● Did you have pre-departure fears ? If so, were they accurate ? If so, how did you overcome them ?
	Self-awareness and confidence	<ul style="list-style-type: none"> ● Would you say you gained confidence? ● Did you experience a feeling of empowerment? ● How comfortable were you in asking for support?
	Personal growth / Personal development	<ul style="list-style-type: none"> ● Did you become more open-minded? If yes/no, why? ● How was your learning process? ● Did significant change occur? How did it happen? ● How did you cope with travelling?

		<ul style="list-style-type: none"> • Can you identify best and worst moments? • Are you the same person, now that you have finished your LMTV project? (to be asked in case the LMTV has already concluded the experience). • Did your ambitions change? • Can you identify any achievement?
	Problem solving	<ul style="list-style-type: none"> • Did you experience any crisis during your IVS project? If yes, what was your biggest crisis? How did you deal with it, and who did support you? • Did you have any problem/challenge? How did you solve it? • If you have to start now, what would you do differently? • How did you manage the living and logistic situation?
	Sense of initiative	<ul style="list-style-type: none"> • What were your contributions to the project?
	Other	<ul style="list-style-type: none"> • What is IVS for you? Did the concept of IVS change after your project? • Would you recommend the experience ?
INTERPERSONAL LEVEL	Communication	<ul style="list-style-type: none"> • Did you face language barriers? If yes, how did you come through?
	Adaptation	<ul style="list-style-type: none"> • How was your relationship with your coordinator? Your mentor? Project management? • How was the project coordination? • How frequently were you in contact with your sending organisation? • Are the voices/opinions/suggestions of the volunteer taken into account (by the organisation or/and community)? • Did you feel involved/included in the project?
	Teamwork	<ul style="list-style-type: none"> • How were the teamwork dynamics?

		<ul style="list-style-type: none"> ● How was your relation with the other actors of your IVS (tutor, mentor, coordinator, etc)?
	Conflict management	See “Problem Solving”
SOCIO-CULTURAL LEVEL	Intercultural awareness	<ul style="list-style-type: none"> ● After this experience, do you see your country with a different perspective? ● Does your perspective of the culture change? How and why? ● Did you have to break stereotypes? (on your own culture and country) ● How did your perception of your home country change through IVS? ● Is there anything untrue that people here believe about your region? ● Would you live here permanently and why? (this question was designed for LMTV from Global South in the Global North, but it can fit to any volunteer in any project, too)
	Social Inclusion and Integration	<ul style="list-style-type: none"> ● How was the adaptation process to physical surroundings? ● Did you introduce your culture to the local community? ● How did the local community receive you? ● Did you experience a cultural shock? ● Do you have a better understanding of the project and the local community? ● Do you miss anything of your country of origin? If you do, what do you miss the most?
	Solidarity	<ul style="list-style-type: none"> ● Did you get support from family friends and other volunteers?
	Political awareness	<ul style="list-style-type: none"> ● Are you more aware of social (in)justice? How about privilege? ● Do you think people here have the same opportunities as you? Did your perception of a sustainable lifestyle change during your stay here? (this question was designed for LMTV from Global North in the Global South)

QUESTIONS FOR THE MEMBERS OF THE LOCAL COMMUNITY	
Questions from self-reflection activity	<ul style="list-style-type: none"> • What is your role in the project? • What does the LMTV do in the project? • How was the LMTV at the beginning of the experience? • With whom does the LMTV work? • What has changed in the LMTV and in the project? Why?
ADAPTATION	<ul style="list-style-type: none"> • Were changes made by the local community during the project?
COMMUNITY INVOLVEMENT	<ul style="list-style-type: none"> • What is the level of engagement of the local community in the creation of the project? • Did you have the opportunity to “co-create” the project with the organisation? • Are the activities community-driven or aligned to the project? (Explanation: with this question we want to know if the LMTVs are asked to only perform tasks which are useful for the community, or if they can also benefit through a mutual learning process during the project) • Was there a chance for the LMTV to receive feedback from the local community members? • Were there any adaptation and integration problems for the LMTV? • How do you empower the local community to receive the LMTV? • Does the local community learn / benefit from the interactions with the LMTV?
DIVERSITY	<ul style="list-style-type: none"> • How do the local community members perceive the cultural diversity of the LMTV? • How do you manage language barriers? • What would the benefits of having LMTV from other world regions be?
IMPACT & CHANGE	<ul style="list-style-type: none"> • How helpful and impactful is the LMTV in your project? Any impact on the development of new activities / additional outputs? • Does the international LMTV broaden the horizons of the members of the local community? • What is the most significant change that you saw in the community (generated by the LMTV)? • What would be different without LMTVs in the local community? • What is the impact of the LMTV in collective activities? (activities which involved the LMTV with the local community members)? Are there differences when compared to the activities performed by the LMTV alone? • Does the local community regularly host LMTVs?

CONFLICT	<ul style="list-style-type: none"> • Have you ever experienced conflicts between the members of the local community and the LMTVs? If yes, how did you manage them?
AUTONOMY	<ul style="list-style-type: none"> • Do you remember any substantial contribution to the project made by the volunteer? If yes, what was it? How did you react?
EXPECTATIONS	<ul style="list-style-type: none"> • What were your expectations and were they influenced by the place the LMTV came from?

QUESTIONS FOR THE ORGANISATION	
Questions from the self-reflection activity	<ul style="list-style-type: none"> • What is your role in the project? • What does the LMTV do in the project? • Why did you plan these activities for the LMTV? • What is the intended change → for the LMT; → for the local community
EXPECTATIONS	<ul style="list-style-type: none"> • What were your expectations and were they influenced by the place the LMTV came from?
IMPACT/CHANGE	<ul style="list-style-type: none"> • Did you see significant change in the LMTV? If yes, what is the most significant change that you saw in the LMTV? • How is the impact of the LMTV project in the organisation? • Would you say that there is an impact according to the place the LMTV comes from?
PROJECT MANAGEMENT	<ul style="list-style-type: none"> • How do you make sure that the project doesn't impact the work of the local community? • How do you manage the accommodation of the LMTV? Are there any differences related to gender or to the place the LMTV comes from?
FUNDING SYSTEM	<ul style="list-style-type: none"> • Where do the funds for the LMTV project come from? • How do you determine the allocation of funds for LMTVs from the Global South? • Do you have any system / strategy for this? • How do you use the income from the extra fee in LMTV projects? • Are you struggling to receive long term volunteers from the Global South?

DIVERSITY	<ul style="list-style-type: none"> ● Would it be beneficial to have more LMTVs from different world regions in your LMTV project? ● Are projects more/less effective when they host LMTV from other world regions? (for example: LMTV from the Global South in Global North projects, or vice versa) ● Are you only receiving ESC? What impact do you think it makes when you do not host international volunteers from other world regions? ● What is the missing element of having LMTV from the same world region? ● What is the purpose of having LMTV from the Global South in projects in the Global North (and vice versa)? Do you do this only to have cultural diversity in the project?
CONFLICT / CHALLENGES	<ul style="list-style-type: none"> ● Did you experience any challenge between the organisation / staff and the LMTV, due to intercultural differences? ● How do you manage emergencies? ● Have you ever had LMTVs who stopped their project? Why has that happened?
NEEDS	<ul style="list-style-type: none"> ● Why do you think the LMTV is needed? ● Are there different needs according to the place they come from?
PURPOSE	<ul style="list-style-type: none"> ● Is the LMTV project mainly result-oriented or did you plan a mutual learning process in the project?
SELECTION	<ul style="list-style-type: none"> ● Does the LMTV project involve only one volunteer? ● Was the selection process oriented according to demographic criteria (such as gender, geographical criteria...)? ● Did the project require specific skills, experience, knowledge?
MONITORING & EVALUATION	<ul style="list-style-type: none"> ● What are the criteria for monitoring your LMTV project? ● How do you monitor the project? ● How do you evaluate the success of your LMTV project?

DAY 5

Objectives:

- to practice the phase of project analysis;
- to understand how to use instruments for research analysis, in such a way to draw conclusions;
- to further define the questions for the interviews;
- to receive useful information on the research phase and to ask related questions;
- to evaluate the training course and complete the self-assessment process.

Activity 1 – Exercise on research analysis: the grid (180 minutes)	Learning outcomes: <ul style="list-style-type: none">- participants are more familiar with the participative analysis tools and process;- participants experience first-hand analysis process and are able to draft preliminary conclusions based on data, by practicing transcription and grid analysis.																								
Description	<p>Presentation and inputs on research analysis (30 minutes): the trainers present techniques for research analysis through an example of a qualitative study (students research).</p> <p>Finalising transcription of the interviews (30 minutes): divided in small groups, participants continue the transcriptions of the interviews.</p> <p>Interview Analysis: individual and group work (60 minutes) Steps:</p> <p>1. Individually, the participants create a grid for the interview, according to a template provided by the trainers:</p> <table border="1" data-bbox="645 1007 2047 1377"><thead><tr><th></th><th>Negative</th><th>No impact</th><th>Positive</th></tr></thead><tbody><tr><td>INTERCULTURAL SKILLS</td><td></td><td></td><td></td></tr><tr><td>“TECHNICAL/JOB” SKILLS</td><td></td><td></td><td></td></tr><tr><td>AUTONOMY/PROBLEM SOLVING</td><td></td><td></td><td></td></tr><tr><td>Extra topic 1*</td><td></td><td></td><td></td></tr><tr><td>Extra topic 2*</td><td></td><td></td><td></td></tr></tbody></table>		Negative	No impact	Positive	INTERCULTURAL SKILLS				“TECHNICAL/JOB” SKILLS				AUTONOMY/PROBLEM SOLVING				Extra topic 1*				Extra topic 2*			
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AUTONOMY/PROBLEM SOLVING																									
Extra topic 1*																									
Extra topic 2*																									

*Participants are invited to add specific topics which might have emerged during the analysis of their interviews

They read the transcribed interview, identify significant data and insert those data in the grid.

In a second step, they join the people who did the same interview, they compare their choices, explaining why, and come to a consensual grid for the interview. Finally, they draft conclusions regarding the goals of the research (better understanding, improving, valorising).

Participants share their conclusions and their feedback on the analysis process in plenary.

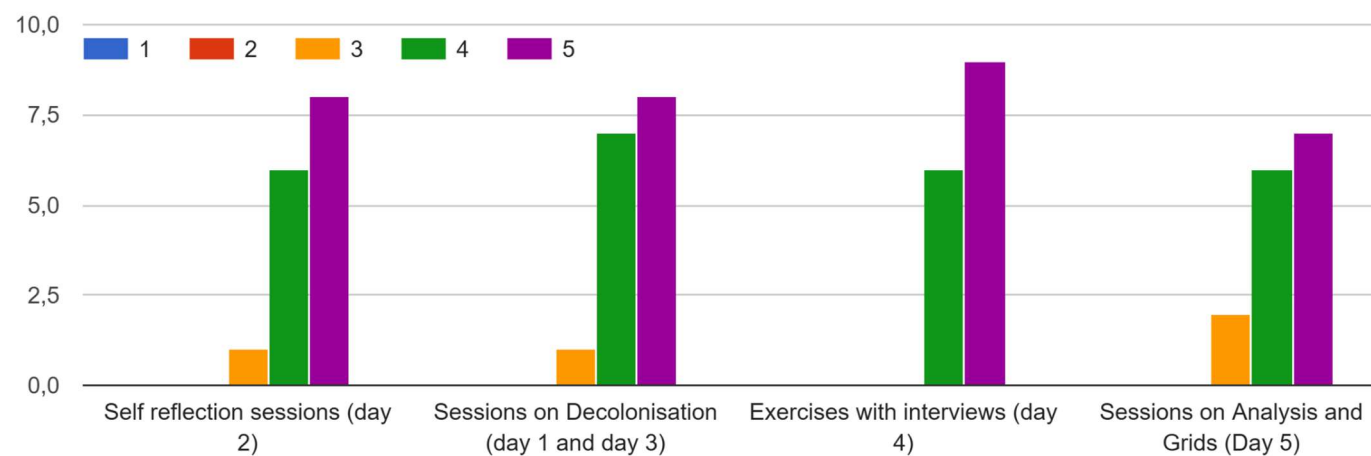
Feedback from participants:

- Decolonise perspective can and should be applied in the analysis process, not just in the questioning (sometimes it's better that way).
- Realisation during the grid analysis that there were some questions that should have been asked that they didn't - learning that you can do follow up questions that don't match the script that they originally planned, adapt as the interview goes.
- Similarity between the points, struggle to find no impact/neutral outcomes:
 - Theory is that interviewing people through their experiences, they are more likely to share things that give them emotions - either negative or positive.
 - So even if there were neutral impacts, they will probably not share it because the questions are leading to impactful responses.
- Baha group tested the AI use for interpretation, better to ask all questions in one go rather than individually or else the AI will put different categories for the same sentences.
- Extra topics: personal growth, kindness, teamwork/socialisation, motivation.
- Helpful to re-read the interview multiple times, the more you read, the more you understand and better you can separate the info into the different categories of the grid.
- Tijana's interview had many negative experiences, the negative experiences are interesting.
- Negative things can be interpreted in different ways.
- See the difference when it's North-North (within Western Europe vs, Eastern to Western), comparing Tijana's and Dalia's interview.
- The categories can shift throughout the interview, can go from negative to positive or something, for example initial motivation can be one thing, and then new motivations can be developed throughout the time.

Activity 2 – Final overview of the questions (30 minutes)	<p>Learning outcomes:</p> <ul style="list-style-type: none"> - participants reflect on the process that led them to create the questions; - participants define a system to finalise the questions.
Description	<p>The trainers place on the ground the flipcharts containing the questions created during the previous sessions. Cards with areas, concepts, topics and indicators are placed on the ground, including new inputs. Participants are invited to further reflect on the questions and to match the cards with the questions. The decision to continue working on the definition of the questions through an online participatory system (lasting 1 week after the training) is confirmed.</p>
Activity 3 – Details on the research phase (60 minutes)	<p>Learning outcomes:</p> <ul style="list-style-type: none"> - Participants are informed about the following project phase.
Description	<p>The trainers present again the research phase through visualisations and by providing clear details on the timeline, scope of the research, target groups. The participants are informed that additional information will be included in the guidelines (including financial details) that they will receive before starting their interviews.</p>
Activity 4 – POST Self-assessment and final evaluation (30 minutes)	<p>Learning outcomes:</p> <ul style="list-style-type: none"> - participants reflect on their learning achievements - participants express their feedback on the training, sharing suggestions for improvement
Description	<p>Digital questionnaires (20 minutes)</p> <ol style="list-style-type: none"> 1) POST self-assessment questionnaire (10 minutes): participants receive and complete the self-assessment questionnaire 2) CCIVS questionnaire

Results from the CCIVS digital evaluation questionnaire:

How satisfied were you with the different parts of the Training ? 1 = Very dissatisfied 5 = Very satisfied



Quotes from the participants:

It was a high-quality training course and it turned out to be way more interesting than what I expected

It was an eye-opening training (very useful) and it impacted me so positively now I have a clear picture of what am supposed to be doing in my LMTV project

A great experience that will impact my way of working and viewing volunteers and volunteering activities.

A great start for a great project !

Interactive evaluation (10 minutes)

Participants are invited to distribute themselves according to their appreciation of 5 elements of the training:

- FOOD

Distribution: mainly negative

Feedback: too much “dry” food; no diversity; no seasonal food.

- ACCOMMODATION

Distribution: mainly positive

Feedback: the group is happy, the number of available showers is limited, but the place is clean and comfortable, the area is very nice; no Wi-Fi in the rooms is a minus. All in all: perfect.

- GROUP

Distribution: positive

Feedback: the group was nice and diverse; time too short!; maybe not the most dynamic group compared to others, but this is due to the task of the training)

- SESSIONS & METHODS

Distribution: positive

Feedback: the aim of the programme was fully understood, as well as the decolonisation perspective; facilitation and support were much appreciated; time management was very good; good structure and logic, diverse training styles, well facilitated; the group learned a lot.

- EXPECTATIONS

Distribution: positive

Feedback: expectations were met