I HAVE EXPERIENCED
TRAVEL GROUP LIFE INTERCULTURE

I'VE

voluntary service recognition
COMMITMENT ADVENTURE VOLUNTEERING

Erasmus+

Erasmus + Strategic Partnership
Supported by the Italian Youth NA

the I'VE System

HANDBOOK

for facilitators

**Facilitation approaches, Volunteers' Competences
in Workcamps & Tips for the I'VE Post Camp Event**

May 2016

Credits

Alliance of European Voluntary Service Organizations

Lunaria (Italy)

Compagnons Bâtisseurs Belgique (Belgium)

ISIS GmbH (Germany)

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www.ive-experienced.eu

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1. Introduction

The Handbook for Facilitators is targeted to the Post Camp Event (PCE) facilitators who will run the activities with a group of volunteers involved in international workcamps during the previous summer season. It is intended to **accompany I'VE Toolkit**, which contains detailed explanation of each activity of the PCE.

The Handbook gives information about the **learning dimension** of workcamps, the **competences** that I'VE partners have identified as the most developed in IVS, principles and techniques of **facilitation** of group dynamics and discussions. Facilitation is a method that has been used and incorporated by many voluntary service organisations to enhance the inclusion, involvement and participation of their members and active volunteers. It aims at creating the basic conditions for the individual and group learning and that's why facilitators are requested to know a set of methods to ease the process and to achieve the specific objectives fixed in the beginning of the process.

This publication is addressed at people who are already working with groups and have some experience of facilitating but also to newcomers, interested in developing their skills in this area. In both cases we suggest the future PCEs facilitators, to carefully go through this publication before planning the event.

The I'VE System allows **Sending Organizations** to organize **Post Camp Events** (PCEs) in a way volunteers can:

- **share and evaluat**e their experiences;
- detect what volunteers learn in the workcamp;
- see their **competences** development recognized.

The organizations that will adopt the system will benefit in many ways:

- the System is fully documented and easy to use;
- it gives the opportunity to retain groups of returning volunteers (from 12 to 30 participants in each PCE), without the need of investing many resources.
- to support volunteers with the experience of a meaningful PCE focusing on their competences
- the digital tools included into the System allow to produce in few clicks Certificates for the volunteers who take part in the PCE

The I'VE System is also a tool to empower the organizations at different levels:

- a stronger involvement for the returning volunteers;
- a better recognition of the impact of workcamps towards stakeholders and donors.

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The System is based on the results of two researches developed to define the competences developed in workamps and possible methods of validation and to receive comments, opinions and suggestions from volunteers, camp leaders, workcamps organizers and relevant stakeholders.

The System **was tested in 2015** by 12 organizations of the **Alliance of European Voluntary Service** thanks to an Erasmus+ project: **"I'VE – I Have Experienced"**. The test was a **real success**, and allowed the partnership to refine some parts of the System thanks to the valuable comments and suggestions came from the piloting volunteers, facilitators and organizers.

The use of the System, or of parts of it, is free of charge and requires, from interested organizations, to contact the leading organization Lunaria.

2. Skills and Competences

Talking about learning implies talking about Skills and Competences. These two terms are often used in everyday language with the same meaning. In the field of learning and assessment though, they have quite different meaning and implications. In this section you can find clarifications about the meaning of both terms in the framework of I'VE project and methodology. This information can be particularly useful to help your participants in fully understanding the meaning of competence during the PCE activities.

These definitions are extracted from the research reports produced by partners at the beginning of I'VE project. More detailed information and references can be found in the reports downloadable at www.ive-experienced.eu

According to the commonly used definition at international level, competences are a cluster of knowledge, attitudes and skills.

The knowledge relates to the cognitive domain that an individual possesses, and it relates to relevant information, regardless from the capacity to use this knowledge and in which contexts and how to use it.

The skills relate to a person's ability to act, to perform something; it can be considered part of the physical domain. It is only one of the 3 aspects of the competence!

Attitudes relate to the internal aspects of people's personalities (values, principles, ethics etc.).

These three factors will influence how well one is able to perform a job or an activity. This framework also means that competences cannot be evaluated by looking at individual characteristics, i.e. only theoretical knowledge or practical skills: the concept of competences offers a more holistic approach compared to other ways of evaluating a person's performance.

This is a broader definition identified along the research phase:

*Competences are the result from the **mobilization of knowledge, skills, attitudes and values** as well as their skills and experiences that make an individual in a specific context, to solve a problem or situation that presents itself in different arenas of their life.*

Other important elements of competence are its **measurability** and the **pedagogical perspective** - competences can (and usually will) increase within the learning opportunities one has.

The concept of competences as a combination of knowledge, skills and attitudes involves the idea that competences cannot be gathered from inside the formal educational system alone. The simple fact that much of our knowledge, skills and attitudes derive from our interactions with everyday environments and practices means that when assessing learning outcomes we cannot take into consideration only one of these three elements, nor we can describe well our competences by just considering our academic background. Many important experiences occur outside schools: in the workplace, in one's hobbies, in daily life etc.

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As a non-formal and informal learning experience, workcamps provide unique chances for increasing competences and enrich all three aspects of a specific learning domain. In the following section we will explain further the many dimensions of this specific form of International Voluntary Service, as understood by the Alliance and the IVS[1] organisations partners in I'VE project.

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[1] International Voluntary Service

3. Workcamp as a learning experience

The first and main kind of IVS project all around the world is the workcamp. This is, still nowadays, a common working educational tool.

Workcamps are, in fact, a non-formal and informal learning tool where a learning-by-doing approach and learning from each other are applied. Non-formal education (NFE) and intercultural learning, pillars of workcamps, are a way to enable personal growth and social development of all workcamps participants, to empower young people and accompany them in their intercultural learning process, to develop among them relevant learning opportunities, to contribute to organisational and youth policy development.

Workcamps make it possible for people from across the world to live and work together on an equal basis, to work with a local community and assist in solving problems in society at large.

The volunteer groups bring new ideas and experiences into communities, providing a stimulus for ongoing work. The individual volunteers benefit from the interaction and mutual learning both within the group and with the local communities.

Moreover workcamps give young people insights into other cultures, which they will not experience going on a normal 'holiday'. They give the volunteers the possibility to become integrated within a local community through meeting, working and socialising with local people, while at the same time living and working as part of an international group.

Workcamps provide individuals with a chance to exercise volunteering regardless to nationality, gender, age, economic, social and physical conditions. Through active participation on voluntary projects, volunteers get acquainted with various social, environmental and political issues and gain knowledge and develop skills to become active citizens (through informal learning and non-formal educational tools).

Workcamps offer learning opportunities in **different dimensions** of volunteering and participants are dynamically engaged formally and informally in emotional and physical development (processes):

The educational dimension: volunteers are dynamically engaged formally and informally in emotional and physical development, through which organisations spread their view of the world underpinned by diversity, equality, peace and mutual understanding.

The touristic dimension: workcamps are an alternative way to discover cultures and places through shared experiences.

The productive dimension: in a practical way a group of volunteers offers their skills, competences, time and effort to contribute to the development of a local community. Through the working experience, together with guidance, the volunteers acquire new skills, develop self-awareness and a sense of responsibility.

The social - emotional dimension: volunteering is a life changing experience based on a strong social – emotional dimension. Volunteers are subjected in a short period to emotional challenges and actions which push them to explore themselves, learn new things and go beyond their limits. It is an opportunity to

change oneself, one's mind, challenge stereotypes, through close daily contact with other cultures, groups of people.

The political dimension: workcamps empower individuals, organisations and communities to face their social, economic and environmental challenges through voluntary service and experiential learning.

For more detailed information about the dimensions of the Workcamp, identified in previous activities of the Alliance along 2014, consult the booklet "Looking into a Youth future with hope and trust".

4. Competences in Workcamps

The desk research conducted within I'VE project brought us, among other aims, to define the main competences developed by young people in International Voluntary Service, from the perspective of young people themselves and relevant stakeholders (IVS organisations, local hosts of workcamps, international stakeholders and employers).

The competences were grouped into three main categories. The first category of **personal competences** refers to the individual level. These include personal ways of relating to the social situation (entrepreneurship) or specific abilities (mathematical or linguistic capabilities).

The second category of **social competences** refers to the socio-psychological dynamics: working in a group, finding a role for oneself and being able to engage with peers. These include, for example, leadership, teamwork abilities and organisational skills.

A third category of **intercultural or global competences** refers to an understanding of wider cultural and economic contexts of society, and the ability to understand 'otherness' and diversity in a global and interconnected world.

We provide here a quick explanation of the competences concerned in I'VE methodology, under each category. A more detailed description of each competency, with the related visualization and some practical examples, is provided in the Annex.

1) Personal Competences

- **Self-organisation /self-management / personal efficiency**
  having the ability to envision the purpose and goals of one's life in order to achieve them;
- **Learning to learn (meta-cognitive competences)**
  having the ability to pursue   and organise one's own learning, either individually or in groups, in accordance with one's own needs
- **Taking responsibility/carrying out responsibility**
  having a sense of purpose and responsibility, and the ability to act in accordance with the same
- **Entrepreneurship and innovation / taking initiative**
  having the ability to turn ideas into action; having the confidence to take on new challenges and not give up, no matter how difficult the task

2) Social Competences

- **Participation/civic competences**
  having the ability to form opinions about   social   issues   and   share with others; having knowledge of   participation   structures   and   the willingness to use them
- **Leadership competences**
  having a sense of purpose and responsibility, and the capacity of respecting the opinions of others, and leading them in different life situations
- **Management skills/organisational skills**
  having the ability to use one's resources and time and encouraging others to achieve common goals

- **Teamwork/relationship competences**

  having the appreciation and support of the team despite different points of view, and having the ability to work with others in order to accomplish goals and tasks
- **Communication competences**

  having the willingness and ability to talk to people with whom one is not familiar, and having consideration for the thoughts and feelings of others

3) Intercultural/global Competences

- **Understanding and respecting diversity**

  having awareness of diverse cultures and backgrounds, and understanding the history and socio-cultural factors that influence the international community
  having the ability to understand other cultures, and having an interest in international issues
- **Openness and tolerance/tolerant behaviour**

  having an understanding of people from different societal and cultural backgrounds, and a lack of prejudices
- **Creative competences**

  appreciating the importance of the creative expression of ideas, experience and emotions in a range of media (music, performing arts, literature and the visual arts), and the ability to use this expression for one's purposes
- **Foreign language skills**

  having the ability to use languages other than one's mother tongue in oral and written form, and the ability to understand the role of language in understanding other cultures

5. The Post Camp Events

Many organisations invite volunteers to a Post Camp Event in Autumn, after the end of the summer workcamp season. For the volunteers it is an opportunity to meet their peers who also participated in workcamps, to share their experiences and reflect on what they have given and received during the project. It is also an important chance for organisations to evaluate the season, develop and deepen the relationships with the volunteers, and bring them closer into the life of the organisation. The kind of information and feedback volunteers can provide straight after their experiences can provide a valuable resource for informing and preparing future volunteers. A Post Camp Event is also an excellent way of beginning the recruitment of leaders for the next year.

As voluntary service organisations it is important that we give volunteers as many opportunities as possible to go further in their voluntary activity. Their participation in a workcamp is often just a first step and straight after it, they are usually very open to new ideas for going further. Most organisations now have more to offer than simply a summer workcamp programme and an event or meeting can be the best way of passing the information on.

6. The PCEs with the I'VE System

Being the PCE first and foremost a moment to evaluate the past experience and the lessons learnt, also in view of further voluntary engagement, it is naturally the most suitable moment to have an overall assessment of the competences gained in the workcamp. For this reason, partners of I'VE project have chosen it as the event where I'VE assessment and recognition methodology is concretely implemented for the direct benefit of the participating volunteers.

I'VE methodology, which is thoroughly described in the **I'VE TOOLKIT**, has been designed as a comprehensive one-day workshop that includes all the elements of the traditional Post Camp Event and adds more elements related to the recognition process.

Such workshop allows participants to:

- get to know each other
- share their workcamp experiences
- share the challenges they faced and what they learnt
- learn about the competences they might have gained
- evaluate their peers' and their own learning

The organisations, through the feedback of the facilitators and the volunteers themselves at a final evaluation activity of the day, can get useful information about the workcamps from the point of view of the volunteers and also about the motivation of some volunteers to get engaged in other kinds of activities apart from the summer workcamps.

The recognition process can also continue by offering to the participants opportunities to keep volunteering and learning in local or international projects. After all, the aim of I'VE methodology is that volunteers are able not only to recognize their own learning but to have other people recognizing it and offering them new challenges and opportunities!

7. Facilitation

According to the Oxford dictionary, to facilitate means to make an action or process easy or easier, to help forward. Facilitation is a service we chose to provide to other people and implies interest, motivation, competences and the availability to challenge ourselves.

In this chapter we will talk about the role of the facilitator, that we define as the person that acts as a trusted voice, that supports and protects the process of a group within a learning context. By process, we mean how the group goes about accomplishing the assigned tasks and getting closer to the general aims of the event.

To get an overall idea of the facilitator role, we will try here to translate his/her function in terms of DOs and DON'Ts:

TO BE A FACILITATOR IS ABOUT	TO BE A FACILITATOR, IT IS RECOMMENDED NOT TO
creating a safe and inclusive atmosphere	show lack of interest and motivation (looks tired, gets distracted …)
encouraging active participation and activate commitment	expect to reach certain outcomes not taking into account the group reaction and learning process
encouraging the cooperation within the group	be partial in the analysis of behaviours and ways of acting
developing the group trust	expect to have all the answers
exploring emotions	monopolise conversation and be permanently on the stage
asking others' opinion, not tell only our point of view	change the wording of a participant
exploring what lies behind	refuse to record the participants ideas

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helping the group to move forward	judge comments of participants and give priority to some ideas creating disadvantage to the others
valorising the process, even if it does not bring to a clear conclusion on the specific topic	manipulate people and behaviours through their own feedbacks and actions
succeeding in creating an objective perspective, apart from our emotions	manage and fix problems for the group when working by itself

8. What does a facilitator do?

As we already said in the previous section a facilitator is and can be many things depending on the person that undertakes the role, his/her competences and individual characteristics.

A facilitator helps to create a process, making adjustments where needed and keeping people engaged to it. The process has to be monitored and the facilitator should be able, to enter and change some of its elements, in case of need or when participants are expressing specific needs. It doesn't mean that the process should be permanently revised and changed, but a facilitator should be flexible, able to detect the real needs of participants and to intervene, if needed, in order to ensure a learning experience from the personal and the professional point of view.

A facilitator should be aware of his/her behaviours and on how these can affect individuals and group dynamics. Often in an unconscious way participants may take the facilitator as a reference point, it can be part of the process but for this reason the facilitator should be aware of this spontaneous dynamic.

A facilitator has to pay attention to the content (conclusions, ideas, points of view, inputs for further reflection etc.) developed by the group within the activity, but in the same time also to the way the group works, which includes also the personal spheres of participants and their emotions. For this reason the facilitator should ensure the coherence in the learning process, as well as a process where knowledge is not delivered in a bottom up approach but

horizontally. Here he/she acts as someone who is proposing, activating the dynamics, "putting people on track" but not as a leader.

We realise that if it is your first time entering into this role the above section might sound too "general" therefore we tried to develop a more down to earth to do list approach about what a facilitator should keep in mind:

- be pro-active, have a participative approach, showing interest, motivation, taking part in discussion, sharing personal experiences and encouraging others;
- show and promote active listening: it means to keep attention to what people are saying and are not saying, which includes to be aware of verbal and non-verbal means of communication;
- show and ask respect: he has to prevent other group members from undermining the basic respect that should be demonstrated within the group;
- instil confidentiality: the group members should feel safe expressing in a private or public way personnel issues, experiences, emotions;
- promote equality, showing to each participant he/she has the equal right to intervene, to contribute, to give feed backs;
- support the group in the reflection on the activities: participants have to be guided through specific questions or moderated in a process of acknowledgement of contents, methods and learning more in general;
- facilitate the synthesis, bringing outcomes and avoiding the group to get lost in the empty space of discussions;
- keep the time boundaries: a specific time is allocated for each activity, so it's important to respect it, being ready to shorten or extend accordingly to the group interest, level of participation and needs;

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- learn about the profile of your participants before the event, from their application forms or by asking information to the placement officers (age, experience in workcamps, special needs etc.);
- if there are participants with accessing profile (particularly low educational background) or very young age, consider involving actively your colleagues in the facilitation process, for example inviting some of them to participate in small group activities to support and trigger the discussion.

BUT, ABOVE ALL, REMEMBER THAT A FACILITATOR IS NOT A SUPERHERO ... HE/SHE IS A SIMPLE HUMAN BEING with his/her own personal and unique approach. Therefore the above section is meant as a guideline for you to develop your own approach within a pedagogical frame.

9. Group Dynamic

Every group has its own dynamics and facilitators have to be ready to detect them, to create the ground for an efficient work and to approach the expected and unexpected situations that might appear because of these dynamics.

The capacity of "reading" and understanding the process of a group and its dynamics, requires years of experiences because apart from what we read and study, a group is composed of human beings and more experiences we do with different groups, the more we might catch easily the dynamics, behaviours and needs laying behind.

Apart from the experience, a big part of the work is based on the facilitator capacity to understand his/her and the others' emotions, and on some basic elements we have to keep in mind every time we approach a group. These elements might vary according to the group size, its composition (national or international, different ages etc.), the duration of the experience and other variables.

Many models have been studied and drafted by researchers, social workers, facilitators and experts. It is widely acknowledged though, that the group usually goes through five phases:

1. The group gathers for the first time, members start interacting and try to work on what is expected from them. Members at this phase might feel a mixture of enthusiasm, excitement but also uncertainty and fear.

2. Members start exploring their function and position within the group, and the first conflicts might appear as members question decisions, challenge authority etc.

3. Certain norms and internal rules are established in the group so that conflicts are managed and the group starts functioning as a cohesive unit. Signs of this phase being reached are for example the fact that feedback is given in a constructive way and members cooperate with each other.

4. This is the most productive phase, when the members of the group work jointly to achieve the common goal.

5. After the task is completed, the group process comes to its end: members might feel relieved or have a sense of loss, depending on the results of the process, but it is always recommended to "celebrate" with a symbolic gesture or an activity the closure of the process.

For the future PCEs facilitators, this information can be used to observe behaviour within the group, deal with group dynamics, to understand the different phases and to detect the possible conflicts that may appear.

9. Communication Skills

A facilitator is neither simply a content expert nor a teacher or a lecturer, he helps participants to interact with each other, to gain new information, and build upon their experience.

A facilitator should be a person able to communicate and to use different ways to ease the communication within the group members. It implies that he has to know how to deliver the information, as well as to activate the interaction, how to make the group interact, exchange ideas and personnel point of views.

For this reason the facilitator should be aware that different ways to communicate exist and that the verbal one has the same importance of the non-verbal one. People communicate not only using words: their movements, gestures, gaze are part of the big universe of the body language. Misunderstandings should not be avoided but used to build up a process together, and to better discover the others.

Communication skills are crucial for a facilitator, the way in which communicates can make the difference in the group development, ensuring an effective and efficient learning process.

Also in the case of communication, for facilitators can be useful to bring in mind few basic elements:

- active listening: keep a sincere attention to what participants are saying, not because you have too, but because it's interesting and important for your work. Try not to loose the concentration or the focus but remember

that you are human: in case you loose something in the discussion, don't be afraid to ask back;

- focus in the process: keep the group focused on the topic, try to avoid repetition and stay on track. In the same time if you perceive someone has lost the concentration, try to bring him/her on board, without being judgmental;

- silence and words: a group is not every time talkative the same way and participants in some moments, may speak more or less. Don't panic in these moments, respect them and remember that silence sometimes is useful to make other things coming out;

- inclusion and participation: use your communication skills to make sure that nobody is left out from the process and has equal opportunity and capacity to participate;

- open and close discussions: try to sum up at the end of the discussion and link the participants feedback and speeches (not yours) to bring conclusions.

10. Presentation Skills

For a facilitator is very important to find the suitable way and approach to present sessions and contents, having in mind that the attention curve in individuals and groups may vary and fluctuate consistently.

The list below intends to provide few tips in presentation, which can be applied while working with national and international groups.

KEEP THE SMILE AND THE "OPEN APPROACH"	*smile to the group: do not be serious and concentrate all the time*
DON'T FORGET TO BREATH AND KEEP BREATHING	*take a long deep breath before to start the presentation. Don't be in rush while you are presenting or facilitating an activity. When you feel it's needed, take your time, keep breathing and then go ahead.*
BE CLEAR IN YOUR SPEECH	*speak clearly, spell well words, don't run while you are talking and be sure that the audience is understanding your speech. In case you perceive they are not understanding, repeat simplifying and with other words.*
PAY ATTENTION TO YOUR INTRODUCTION SPEECH	*respect the amount of time you are supposed to have when you are presenting the activity. If you think group members did not understand, take the time to repeat, but don't over talk or you will risk to lose the audience concentration before the beginning of the activity*

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KEEP ATTENTION TO YOUR GAZE	*when you are in the group, look at everybody, don't loose the gaze of the other people: it might be challenging sometime but you are bringing them inside and you enhance the relation*
HAVE A GOOD AND BALANCED POSTURE	*find your comfortable position, with both feet on the ground, don't move every half second or this can distract participants.*
INVOLVE THE AUDIENCE AND KEEP THE RHYTHM	*keep a rhythm, don't keep the same volume of your voice, catch and involve the audience: this will keep higher the attention and the participation*
BRING CONCLUSIONS AND SUM UP	*finish the session with conclusion or at least something to sum up: don't leave the feeling the session is still pending*

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11. Evaluation

After every educational process, despite if its duration, a facilitator has to organise participants to discuss the experience they have undergone through and the different stages of the process.

The process can be a sensitive one, since the experience may have touched the participants' personal sphere, which includes feelings and emotions. As a result, the questions the facilitator asks and the methods he chooses have to depend on the group members, on the time they have worked together, on the tasks assigned and the goals set in the beginning.

In any case, the facilitator has to create a safe environment for the evaluation and a fertile ground for feedbacks. He needs to ensure active listening and encourage the validation of each person's opinion.

The evaluation has to detect the correspondence of the outcomes achieved with the specific objectives set in the beginning of the process. For this reason it's important to take into account different aspects: logistic and organization, topics development, methods applied, personal emotions and feelings, learning process, competences and skills developed and role of the facilitator and the participants.

Before running the evaluation, facilitators have to set a concrete range of objectives:
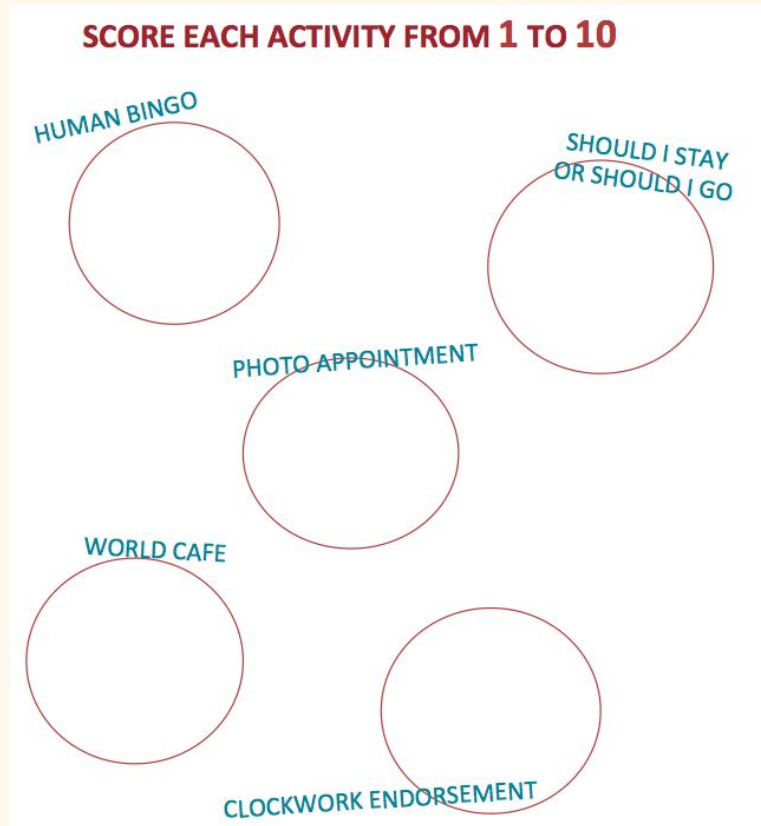
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- to detect and acknowledge what has been achieved and what has not;
- to analyse the learning process of participants and of the group: it consists in the acknowledge of the skills and competences really developed and is part of the "learning to learn";
- to compare the outcomes with the specific objectives set in the beginning: it includes the analysis of the correspondences or differences;
- to use the results and the "lessons learnt" to make plans and move forward.

We suggest a simple method to carry out the evaluation of the PCE, taking into consideration the aspects mentioned above. The facilitator should prepare two posters, as in the images below:

1. the first to allow the participants to "score" the 5 sessions (where 0 is horrible and 10 is perfect) by writing their score inside the circle of each activity;

SCORE EACH ACTIVITY FROM 1 TO 10

HUMAN BINGO

SHOULD I STAY OR SHOULD I GO

PHOTO APPOINTMENT

WORLD CAFE

CLOCKWORK ENDORSEMENT

2. the second to receive feedback from participants on four dimensions of the event (Activities and Methods; Preparatory information; Facilitation; Logistics): participants can write their evaluation and/or recommendations on post-its and stick them in the relevant section of the circle.

WRITE YOUR FEEDBACK!

ACTIVITIES &
METHODS

PREP INFORMATION

FACILITATION

LOGISTICS

Allow at least 5 minutes for participants to give their feedback through the posters. When everyone has finished, the facilitator can open the floor for any further comments or remarks that participants might have, before closing the Post Camp Event.

For the purpose of further improvement of I'VE system, facilitators and organisations are warmly invited to collect the results of this evaluation activity and submit them to the coordinators of I'VE project (info@ive-experienced.eu). Of course the feedback from the facilitators themselves is equally valuable and needed! If you wish to help in the improvement of the system, take few minutes time to give your evaluation and recommendations about this Handbook and the Toolkit through these online questionnaires: Handbook (http://goo.gl/forms/T5dQ2njnfK); Toolkit (http://goo.gl/forms/GA1OESOjJY).

A simple and easy way to summarize and send by e-mail the feedback of the participants, is through the following tables.

POSTER 1

Human Bingo *score x n. pax*	Should I stay or should I go *score x n. pax*	Photo appointment *score x n. pax*	World Cafe of Competences *score x n. pax*	Clockwork endorsement *score x n. pax*
6x5=30 7x4=28 8x7=56 9x7=63	6x3=18 7x7=49 8x10=80 9x3=24	6x4=24 7x1=7 8x11=88 9x3=24 10x4=40	4x3=12 5x1=5 6x2=12 7x4=28 8x7=56 9x3=24 10x3=30	4x2=8 6x2=12 7x1=7 8x10=80 9x5=45 10x3=30
Average: 7,6	Average: 7,6	Average: 8,5	Average: 7,4	Average: 7,9

POSTER 2

Section "Activities and Methods":

- Extremely innovative x5
- Suitable for the purpose x3
- Funny x8
- Dynamic x1
- Not boring x5
- Learnt new things I did not imagine before x1

Section "Preparatory information":

- Fine x8
- Confusing x4
- Very useful x5
- I did not understand it x6

12. I'VE support materials

I'VE system is composed of a set of materials, addressed to the different players involved:

1. **The Tool Kit** – it details the different sessions where volunteers will tell their stories and assess their competences. It includes information on needed resources, alternative options according to the group composition, ready-to-print materials to be used during the Post Camp Events.☐
2. **The Users' Guide** – it gives relevant info and material to prepare the volunteers, so to fully exploit the experience.
3. **The Handbook for Facilitators** – it serves for the preparation of the PCE facilitator with background information and tips☐.
4. **The APP and the Management tool** – these ICT outputs are able to produce automatically the Certificates of Competences Recognition and to run some of the Post Camp Event modules.

Annex: Competences' overview

We suggest to print the full Annex and place it in the PCE room so that participants can refer to the descriptions and images at any time during the sessions.

The competences' overview is available at this link:

https://docs.google.com/document/d/1POmNlewNMUbmx8OgWl2tpz0i3om h3U4Gbnr859N5a_o/edit?usp=sharing