the I'VE System
TOOLKIT

**Sessions, Activities,
Resources and Methodologies
to run Post Camp Events
with the I'VE system**

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Version 1.0

Credits

Lunaria (Italy) - Output leader

Compagnons Bâtisseurs Belgique (Belgium)

Alliance of European Voluntary Service Organizations

ISIS GmbH (Germany)

Finnish Youth Research Network (Finland)

Better World IWO (South Korea)

Vive Mexico (Mexico)

CSV Net (Italy)

Voluntary Service Serbia –YRS (Serbia)

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Introduction

This toolkit contains a full description of the activities to be implemented during the **Post Camp Events** (PCEs) in compliance with the I'VE system. The activities can represent the full program of the PCE or *either a part of it*, depending on the organization needs. Indeed, we remind the organizations using the toolkit that it a certain flexibility in choosing the activities is possible. This applies especially to the activities presented in the first part of the toolkit (Round name, Human bingo, Should I stay or should I go and Photo appointment). On the other side, it is necessary to perform the last two activities (World Café and Clockwork endorsement) because these are the ones where the competences analysis and endorsement happens.

The I'VE system goes with a set of materials:
- an **APP** for smartphones
- this **Toolkit**
- the **management software** for the web
- the **Handbook for Facilitators**
- the **Users' Guide** for the organizations

This Toolkit describes how to run the PCE and manage the group according to the I'VE system. The integration between non-formal education activities and ICT mobile devices was a brand new and well received experimentation, nevertheless it is possible to run the "Paper version". The facilitators can work with standard materials. The "Paper version" is explained at the end of each activity.

The facilitator should use, jointly with this Toolkit, the I'VE **Handbook for Facilitators**, where tips, suggestions and background information about competences and methodologies are provided. We recommend to use both sources, when an I'VE PCE is implemented for the first time.

Possible adjustments

This Toolkit describes the activities of the PCE: The I'VE system is built in 2 versions, the default one guided by the I'VE APP and a "paper version". The Toolkit provides instructions for both versions.

While implementing the activities of the Toolkit, it is recommended to follow the activity description including the APP use, and to readapt only in case of need.

In any case we recommend to bring chargers to the PCE.

There is the possibility that participants will join the PCE with the mobile phones not fully charged and, consuming the I'VE APP , they risk to remain without battery during one of the activities!
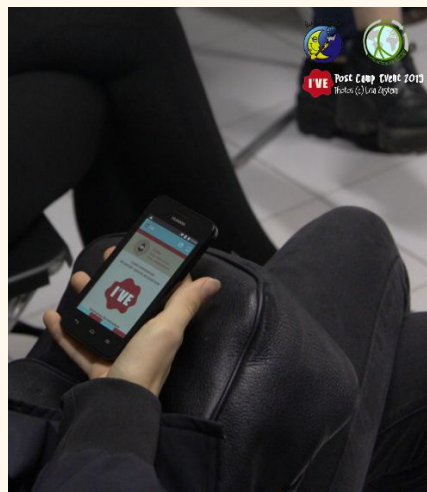
It is warmly welcomed that the facilitator and/or other representatives of the organization will take some mobile phones to the event, when it turns out that not all volunteers bring their own.

Most of the group divisions will be managed through the I'VE APP. Nevertheless, be ready to use some simple and basic techniques of non-formal education, and to do it in a funny and interactive way.

The I'VE Post Camp Event

AGENDA

1. Welcoming Participants & Round Name

20 minutes

WELCOMING & TECHNICAL PREPARATION

Tool type: Information and preparation activities

Tool topic/s: Welcoming

Aim: Tuning the accounts of the APP, get ready to use the APP

Material needed: QR code for the APP, Printed QR codes for each participant, extra mobile phones (Android) and chargers, for the facilitator: Tablet/large phone with the APP installed and computer for the Online Management Platform

Duration: 10 minutes

Setting: The event room

Description

We have allocated approximately 10 minutes to welcome the participants, to make sure that everybody has already installed the APP on the mobile phone and registered to I'VE, as described in the PCE Infosheet: participants are supposed to have done it before the event.

There is the possibility that some of the participants have not done it yet, and in this case the facilitator should allow for time to do it now.

NOTE: This part is fundamental! Without registration, it is not possible to use the APP for the entire duration of the PCE. The facilitator is asked to print, before the PCE, the 2 QR codes (1 to download the I'VE APP and 1 to get the username and password) sent to participants by the system. In fact the QR codes are included in the e-mail to the participants before the PCE, but in the case some of them have not done this before it's

important to do it in the beginning of the session (that's why the need of the printed version of the QR CODES).

During the preparation with the participants, the facilitator should give some brief explanation about the I'VE system.

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ROUND NAME

Tool type: Name game

Tool topic/s: Learning of names - Getting to know each other - Group creation

Aim: To get to know the other participants and to make them interact

Material needed: According to the facilitator' choice

Duration: 10 minutes

Setting: The event room

Description

The facilitator is asked to prepare a round name game to break the ice and make the participants interact with each other. This activity will be based on the non-formal education methodology without the APP, which will be used in the next activity.

2. The Human Bingo

40 minutes

Tool type: Team building activity

Tool topic/s: Learning of names - Getting to know each others

Aim: To get to know each others and to make the first steps in the workcamp dimension

Material needed: A big room, set of questions for the Human Bingo included in the APP

Material needed in case of possible adjustments: A4 copies of the Human Bingo questions, pens

Duration: 40 minutes (10' presentation – 20' Bingo activity - 10' sharing some of the funniest or most interesting answers)

Setting: A big room is needed because participants have to walk freely in the space and gather in couple to ask the questions to the other peers

Description

In the APP, the Human Bingo questions appear on the mobile phone of the participants, and the activity starts. The Human Bingo model (paper version) consists of a grid with different questions. For more information you can find the paper version of the model below. The questions appear randomly, one by one, in each mobile phone. Participants walk freely meeting their peers to ask the questions: the task is to make "Bingo!" before the others, having answered all the questions. So the facilitator should encourage participants to go as fast as they can and try to meet the majority of peers.

In every round, after one question appears on the mobile, each participant has to meet one peer and has to ask the question. If the respondent answers "no", the question remains on the screen and another person must be found to answer it. If more than one

participant answers "no" to the question, there is the possibility to skip the question and go to the following one by touching the small button "skip" which appears on the screen. In this case the question is not deleted, but appears again at the end of the sequence.

When the respondent answers "yes", a list of the other participant appears and the participant must choose one of them holding for a few seconds the button of his/her name. Then another question appears and another person should be found to answer the next question.

It's not possible to ask more questions to the same person. Every time we meet someone, we are allowed to ask only the question on our mobile phone screen. After some rounds it is possible to meet again a person met before. But also in this case, only one question can be asked. When 15 questions have been answered, a voice from the mobile will say "Bingo!": We have a winner.

In the last 10 minutes the facilitator will share, in a funny and interactive way, with all participants standing in a circle, some of the funniest or more interesting answers.

Tips for facilitators

This activity aims at getting to know each other and take the first steps in the workcamp dimension (Group, Work, Community & Leisure). It is used to trigger the group dynamics from the beginning: The more the group will feel at ease and in a safe environment, the more the cohesion needed for the upcoming steps, will be developed.

While presenting the activity, the facilitator explains the aim of the game: The winner is who can say "Bingo!" before the others have the questions answered positively. This is why the participants have to be encouraged to go as fast as they can and try to meet most of the peers. This is not to instil competition but to activate the dynamics.

Timing

The activity has a limited time of approximately 20 minutes. If no one will make "Bingo!" in this time span, the facilitator can stop the activity and close with the part where the funniest or more interesting answers are shared.

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Questions

The facilitator who decides to use the paper version, can change the questions if he/she considers them more pertinent for the group profile. This change cannot be done if the facilitator will use the app.

Paper Version

Each participant is given the A4 with the Human Bingo model and one pen, and is asked to to meet the other peers. In every round it is allowed to ask only one of the questions in the list. If the peer answers "no", the question remains in the A4, and another person must be found to answer it. If he/she answers "yes", his/her name has to be included in the grid for the question answered. In this moment the grid should be ticked in the Bingo sheet, and another person should be found to answer the next question.

General Remark

In the paper version of the Bingo 25 questions are included: The facilitator can choose the number of questions to be answered (from 8 to 25) to make Bingo according to the group size (if there are only a few participants it is better to choose less questions to be answered).

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HUMAN BINGO QUESTIONS - Resource 1 (for paper version)

Did you have your birthday during the workcamp?	Can you tell a good joke?	Have you ever joined any local voluntary service activities?	Do you speak more than 3 languages?	Do you like to cook?
Was it a challenge to express yourself in English during the workcamp?	Did you travel more than 10 hours to arrive at the workcamp?	Do you know nice energisers?	Do you have minimum 3 brothers and sisters?	Have you ever been in Asia before?
Do you think you have learned a lot during the workcamp?	Do you have a pet?	Did you have more than 6 volunteers with different nationalities in your workcamp?	Do you play any instrument?	Was there any conflict in your workcamp?
Do you know how to build a wall?	Do you have a hobby?	Have you already participated in 3 workcamps?	Can you survive without Internet?	Are you still in contact with your workcamp colleagues?
Was the workcamp your first travel abroad?	Do you have artistic skills? Which ones?	Do you have a tattoo?	Have you already travelled in 2 continents beside your own?	Did you have a love affair in the workcamp?

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3. Should I stay ... or should I go

30 minutes

FEARS & EXPECTATIONS

Tool type: Group activity – Miming
Tool topic/s: Getting to know each other – Fears, expectations sharing – First steps into the topics
Aim: To self-reflect on personal fears and expectations before going to the workcamp; to increase the knowledge of the other participants by discovering their fears and expectations towards the project
Material needed: a big room, The APP with the key words
Material needed in case of possible adjustments: 1 big flipchart divided in two columns, markers, 2 bowls, post its in two colours, pens
Duration: 30 minutes (5' presentation – 5' think and write the two keywords - 20' acting out activity)
Setting: A big room is needed because participants have to act out, using mime, the key word. It is recommended to create the setting of a theatre, dividing the space in two parts, one for the actor and one for the audience. We could put some coloured cloth on the background to give the idea of a theatre curtain.

Description

Participants are asked to reflect individually about the fears and the expectations they had before attending a workcamp. Then they have to choose two keywords, one representing their main fear and one representing their main expectation.

The word "fear" appears in the screen and each participant will type their personal key word and submit. Then the same happens with the word "expectation". All the keywords are registered in the APP, and they appear on the screen of the facilitator with the name of the person.

Then the big group is divided in two sub-groups by the picture appearing on the screen.

The facilitator will call the name of one person, asking to represent the fear or the expectation. Participant enters the stage where he or she mimes the key word, in silence. A maximum of one minute is allocated to play. Both the groups have to guess the key word also within one minute. The group who guesses correctly, wins one point. If nobody finds the answer, the facilitator closes the mime by sharing the previous key word and calls the next person.

The rotation proceeds until the total time for this exercise (20 minutes) expires.

If the first round finishes earlier, the facilitator can keep the game going if this is appreciated and participants are enjoying it.

Tips for facilitators: This activity aims to develop a self-reflection about personal fears and expectations volunteers had before to join the workcamp. It also increases the knowledge of the other participants by discovering their fears and expectations towards the project.

The activity combines the art of miming with an interactive game. Since we are still in the first phase of the PCE, this funny and interesting activity enhances the group building. Facilitators should bring a positive mood, making participants interact and have fun, but should keep the aim of the activity clear. Otherwise it will be perceived just as a game.

Also in this case, a certain flexibility can be foreseen while running the activity: For example, if the facilitator perceives that some of the participants are shy or embarrassed, he or she can propose alternatives:

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Option 1: The facilitator can bring together two or three persons to jointly mime the keywords in plenary.

Option 2: The facilitator can bring together couples - or small groups - to play for themselves by miming in front each other and guessing the key words within the smaller group. In this case, no plenary session is needed.

We recommend that the facilitator chooses the adjustment in compliance with the group needs in order to activate the participation of everybody.

Paper Version

Once participants have chosen the two keywords for the main fear and the main expectation, they write them on two post its (in the different colours, one representing the fears and one the expectations), adding their name. Then they put the post its in two bowls, one representing the fears and one representing the expectation.

Then two groups have to be created: We suggest that the facilitator finds a funny and interactive way to do it. The facilitator picks one post it from one of the bowls (we suggest every round to change the bowl so that the fears and expectations will be represented in equal number) and calls the name of the person. Afterwards the activity proceeds in the same way as described above. But when the word is guessed, the facilitator notes it on the flip-chart, including the word under the related column for fears or expectations.

4. The Photo Appointment

50 minutes

CHALLENGES & LEARNINGS

Tool type: Work in groups

Tool topic/s: Learning and challenges in the workcamp

Aim: The activity allows the participants to reflect and share the learning outcomes and challenges of the workcamp and to express their personal experiences

Material needed: The APP with the group division and the rotation; each participant has to provide two printed photos, one representing the main learning outcome and one representing the main challenge of the workcamp (the participants were asked to bring them by the PCE Infosheet); a flip-chart with two sides (Challenges and Learnings) to take note during the presentations

Material needed in case of possible adjustments: Some of the PCE participants may not bring the printed photos. For this reason we recommend that the facilitator brings some extra print-outs, so that participants can choose two among them and be involved in the activity. Extra photos can be found here: https://goo.gl/5R4Yxr.

Duration: 50 minutes (5' presentation – 15' challenges – 15' learning – 15' conclusions)

Setting: In the room there might be a chair for each participant and the chairs are grouped on different spots

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Description

Step 1 - Groups division by animals: A picture of an animal appears in the APP, and the participants group themselves accordingly (the facilitator can suggest to search imitating the animal sounds). The division will create small groups with 5 participants.

Step 2 – Challenges: The facilitator asks to appoint a "rapporteur" to keep note of the discussions. Once the groups are formed and in different places, everyone within the group has to briefly present, being inspired by the photo shown to the others, his/her main challenge during the workcamp. Each "rapporteur" collects the photos.

The groups have max 15 minutes for this activity at their disposal. The facilitator, while observing the groups, should encourage everybody to talk.

When the facilitator says "Time's up!" a new group division will start and each participant will join the new group to discuss the second topic (the main learning).

Step 3 – Group division by animals: In the APP on the mobile phone appears a picture and participants have to group themselves looking for the same animals (the facilitator can suggest to search imitating the animal sounds).

Step 4 – Learning: The facilitator asks to appoint a "rapporteur" to keep note of what shared during the discussions. Once the groups are formed and divided in different places, everyone within the group has to briefly present, being inspired by the photo shown to the others, his/her main leaning during the workcamp. Each "rapporteur" collects the photos.

The groups have at disposal max 15 minutes to share. The facilitator, while observing the groups, should incentive everybody to talk.

Step 5 – Restitution: In plenary the groups' rapporteurs will show the photos and the related challenge and learning of his/her group. The facilitator writes down the results on the flip-chart. At the end of the presentations he/she can summarize in 2/3 minutes which challenges and what kind of learning happened, thus making the two concepts clearer (the learning may be harder to catch).

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Tips for facilitators

Tip 1: There is the possibility that some of the PCE participants will not bring the printed version of the photos (see material needed in case of adjustments). In this case 3 minutes are given to choose the photos among those brought by the organizers.

Tip 2: In this activity, a possible adjustment can be made in the way to present the personal experience by showing the photos directly in plenary: this is efficient when there are only a few PCE participants.

Paper Version

The activity can be kept as explained above, but the facilitator should find another interactive way to divide participants in a first and second round. The groups have to be balanced in numbers and not too big (not more than 4 participants each group).

It is very important, when we are organizing the rotation from the first to the second group that the participants will mix up so that the groups do not have exactly the same persons from the first round). In this way, there will be more chances to meet different people and to discover new elements.

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5. The World Café of Competences

90 minutes

Tool type: work in group

Tool topic/s: awareness on competences by sharing relevant stories from the workcamp

Aim: To get more familiar with the competences – as listed in the I'VE system - by relating them to the personal experiences

Material needed: The APP with the group division, 3 tables, chairs according to the number of participants, snacks, printed Competences Cards in A3 to be used as posters for the competences presentation (1 poster for each competence), 6 flip-charts (3 A1 with the name of each Workcamp Dimension and 3 for the World Café Competence Poster), the Competences Cards (3 cards for each competence) for the World Café Competence Poster, The I'VE competence examples sheet for the introduction by the facilitator (https://goo.gl/5R4Yxr), markers, glue and pens

Material needed in case of adjustments: The same material listed plus 3 copies of World Café' Guided Questions

Duration: 95 minutes (10' introduction – 45' discussion groups – 10' Summary – 15' competences – 15' plenary presentation)

Setting: In the room there are 3 tables with enough chairs, for each table there is one flipchart with the reference area to explore (work - group - community and leisure activities), markers, glue and pens
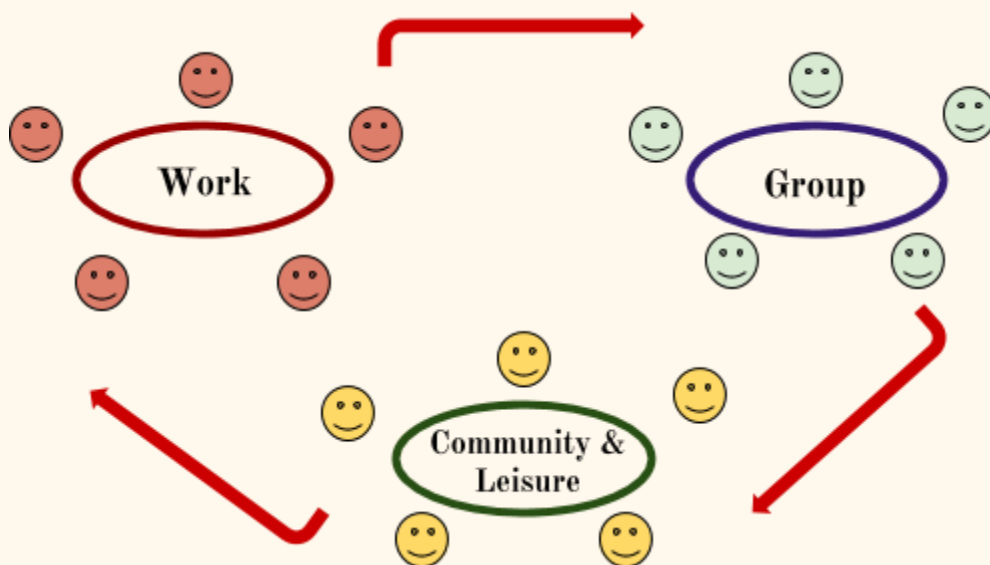
Description

Introduction: Before the activity starts, the facilitator should run a brief presentation of the I'VE set of competences in plenary. This part prepares the participants to better understand the work of the last two I'VE sessions. The introduction should be run in an interactive way (we recommend to foresee not more than 10 minutes including the questions of participants). To run the presentation, the facilitator can use the I'VE Competences Cards (**Resource 2**), giving some examples of the meaning of each competence (use The I'VE competences examples sheet (https://goo.gl/5R4Yxr) and introducing the three **Dimensions** of the workcamp experience: **Work**, **Group** and **Community & Leisure Time**.

Division in Groups: In the APP on the mobile phone appears a picture and participants have to group themselves looking for the same animals (the facilitator can suggest to search imitating the animal sounds).

Step 1. Each group join a different table where they will find a flip-chart with one of the dimensions (Work or Group or Community/Leisure-) to explore.

Using the APP mode, when the participants click for one second on the animal icon, some numbered flags with links to the questions related to each dimension will appear. By clicking a flag, a question is displayed. For "Work" there are 5 flags, for "Group" 6 flags and for "Community/Leisure" 4 flags.

The questions are meant to activate and stimulate the discussion in the small groups. The facilitator has to clearly explain that questions have to be commented from the personal experience gained during the workcamp.

A good suggestion to be given to the groups: "Read all the questions, and then start discussing!"

The groups have 15 minutes at their disposal in total to discuss and to write/draw down the main contents of the discussion. When the facilitator says "Twist", each group moves to the next table.

Step 2. Once each group has changed the table, the activity proceeds as in the previous step. They have 15 minutes in total at their disposal to discuss and to sum up the main contents of the discussion on the flip-chart. When the facilitator says "Twist", each group moves on to the next table.

Step 3. Once each group has changed the table, the activity proceeds as in the previous step. They have 15 minutes in total at their disposal to discuss and to sum up the main contents of the discussion on the flip-chart. When the facilitator says "Twist", each group moves on to the next table.

Step 4. After they finish, the groups will do the last rotation and join the table with the first dimension they have worked on.

The facilitator will hand out the **World Café Competences Poster** (**Resource 4**), divided in two parts. On the left, there is a box titled "Results", while on the right there is a box for the Competences cards. In this step, the task of each group is to read carefully the contents of the flip-charts previously written by the 3 groups and to draft a summary of the discussions contents held in the previous 3 rounds.

They have 10 minutes at their disposal.

Step 5. The facilitator hands out the I'VE competences cards to each group. In this step, participants are asked to explore the I'VE set of competences, as they have to analyse them and to choose the actual competences experienced in the specific **Dimension** assigned to the group. The competences cards have to be glued in the right side of the **World Café Competences Poster (Resource 4)**. Participants can draw arrows or any other way to better explain the link between the Dimension and the chosen competences.

They have 15 minutes at their disposal.

Step 6. Each group presents the **Poster** and the selected competences in plenary. They should explain the reasons (with some examples from the discussion) for their choices.

They have 15 minutes (5' for each presentation) at their disposal.

Tips for facilitators:

Tip 1: Since there are 3 rotations, facilitators should keep attention to the logistics and the materials needed.

For Step 4, **World Café Competences Poster**: The facilitators should emphasize that the summary should avoid repetitions, but include all the contributions from the rounds.

Tip 2: It is recommended to equip the tables with some snacks & beverage (Café atmosphere!) to have this engaging activity approached in a good mood!

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Tip 3: If there are three skilled facilitators running the PCE, they can support the discussion dynamics at each table.

Timing

It is very important to keep the schedule of the rotations and to make all the groups rotate in the same time. The "World Café" can be a powerful activity but losing the rhythm and the timing will create confusion and fatigue.

Knowledge

The activity aims to get more familiar with the competences by applying them to the personal experience in the workcamp.

It is a core activity of the PCE, because this is the first time that participants are reflecting on the three workcamp Dimensions: "work", "group", and "community and leisure time". Moreover they are discovering the competences that will be endorsed during the Clockwork session. Before starting the activity it is warmly recommended that the facilitators study the **Handbook for Facilitators,** the **Competences Examples Sheet** (https://goo.gl/5R4Yxr) and the **Competences Cards** (**Resource 2**). There is the serious possibility that participants will ask clarifications and facilitators have to be ready for that.

Paper Version

The activity can be kept as explained above, but the key questions have to be provided in a written form. In this case, to avoid unexpected surprises, the facilitator should prepare the printed version of the **World Café Competence Questions** (**Resource 3**) and distribute them during the activity. Also for the first group division the facilitator should find an interactive way to divide participants in three groups.

THE I'VE COMPETENCES CARDS - Resource 2

The competence cards are meant to visualize the concepts behind each of the competences that are discussed during the World Café and assigned during Clockwork Endorsement. As already explained, these cards can also serve to embellish the PCE room in a wise way: sticking A3 posters for each card can help to better focus and keep in mind the different competences.

Here the link to download the printable version of the Cards: https://goo.gl/5R4Yxr

This is how the cards are composed:

Name and Symbols: The symbols at the corners of the card represent the "family" of the specific competences (here, the Personal Competences family is represented by the "green tick" - the back have these symbols)

The drawing represents the concept.

The competence is described in the text.

This is the "competences family" name.

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

Personal Competences

THE WORLD CAFE' OF COMPETENCES QUESTIONS - Resource 3 (for paper version)

The following three pages should be printed when using the Paper version of the I'VE system and placed on each of the three tables.

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The Work...
in the workcamp

1. Were the working tasks clear for the group and were volunteers able to overcome the related difficulties?

2. Did every volunteer take seriously the working tasks and act properly to fulfill them?

3. When a problem arose in the work, did volunteers, individually or as a group, solve it?

4. Did volunteers understand and appreciate the impact of their work?

5. Was the group ready to gain new skills from the working tasks?

The Group.. in the workcamp

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1. Did the relationships among the group ease the daily life and make it pleasant?

2. Was it easy to solve misunderstandings coming from the different volunteers' background?

3. Did volunteers put efforts in speaking the common language of the workcamp?

4. Did volunteers find different ways to communicate and interact in the everyday life?

5. Were the rules for the everyday life happily followed by every volunteer?

6. Did volunteers bring good ideas to improve the daily life?

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The Community and Leisure Time... in the workcamp

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1. At the end of the workcamp, was the local culture received by the volunteers?

2. Were volunteers keen to exchange their culture with the local community?

3. Did volunteers succeed to communicate using the local language?

4. Did volunteers enjoy the social and cultural activities organized by the local community?

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THE WORLD CAFE' COMPETENCES POSTER (Resource 4)

Three A1 blank flip-charts - one for each workcamp Dimension - should be prepared following the example below.

WORK	
Results	**Competences Cards**
Here the participants will compile with the results of the previous rounds.	*Here the Competences Cards are to be glued.*

GROUP	
Results	**Competences Cards**
Here the participants will compile with the results of the previous rounds.	*Here the Competences Cards are to be glued.*

COMMUNITY & LEISURE TIME	
Results	**Competences Cards**
Here the participants will compile with the results of the previous rounds.	*Here the Competences Cards are to be glued.*

6. The Clockwork Endorsement

90 minutes

Tool type: Speed dating

Tool topic/s: Competences endorsement and peer recognition

Aim: To run, in a peer approach, the competences endorsement; to produce the certificate for each volunteer in which the competences acquired during the workcamp are included

Material needed: The APP to allow the group rotation and to deliver the set of question for the endorsement, enough chairs (according to the number of participants)

Material needed in case of possible adjustments: If the PCE is run without the APP, two options are foreseen: in the first one each volunteer should receive the Peer Endorsement Sheet and a pen. In the second one to use the Competences Cards.

Duration: 90 minutes (5' presentation and division – 60' endorsement – 5' self evaluation – 20' delivery of the endorsed competences cards)

Setting: In the room, chairs are located in 2 concentric circles. The chairs are set one in front of another

Description

Step 1. The facilitator divides the participants in 2 different groups, using the APP. The 2 groups should have the same number of participants. One group sits on the inner side of the chairs circle while the other group on the outer one. Participants have to sit face to face. Participants from the inner side keep staying sitting on the same chair, while those sitting on the outer circle will rotate clockwise after each question. For a clear view of the rotation, have a look at the scheme above. e sitting on the outer circle will rotate

clockwise after each question. For a clear view of the rotation, have a look at the scheme above.

If there is an odd number of participants, the facilitator should explain that one couple, in the internal side of the circle, has to be formed. The activity will follow as explained above.

Step 2. The facilitator should emphasize that the discussions are strictly related to the personal experiences in the workcamp. Once participants are sitting in the circles, the facilitator gives the "start!". The participants tap on the animal icon and the first question appears. The couples exchange their mobile phones: One of them asks the question that appeared in the peer's mobile and the other answers according to his/her real experience in the workcamp. The inquiring participant now chooses (from the competences list below the question) up to 3 competences he/she believes the answering participant has developed.

Usually the facilitator announces rotations after 7 minutes, but if the couples finish earlier the discussion they can proceed. The facilitators should help the participants to keep the time, by saying that 2 minutes are left to finish the endorsement. The facilitator can keep the group motivated by announcing how many rotations are left.

Step 3. The facilitator, when time is up, says "twist", and participants from the outer circle rotate, moving to the next chair clockwise. The activity will follow the same way as explained above until all the questions are finished. 8 rounds will be performed, one for each question.

Step 4. After 8 rounds, the APP will show to the participant the list of the competences endorsed by peers. The first 5 most assigned competences will be highlighted as they will be included in the certificate.

Step 5. The participants will have the chance to self-assess and modify the list by moving the selected ones into the top 5.

The facilitator will clearly explain that these changes are allowed when:

- less than 5 competences were endorsed so that the participant can finalise the list and get the top5 competences list according to his/her self evaluation
- more than 5 competences were endorsed so that the 5 most appropriate ones can be chosen by the participants themselves
- participants wants to substitute 1 or 2 competences according to his/her self-evaluation

Step 6. The last part of the activity will see the facilitator calling one by one every participant who will show him/her the endorsed competences list. The facilitator will officially deliver the related competences cards.

Tips for facilitators

The activity aims to run, on a peer to peer level, the competences endorsement, and to produce the final certificate for each volunteer. In the certificate the competences acquired during the workcamp are included.

Also here we are at a core point of the PCE, because this is the part in which participants evaluate the other's competences developed during the project and assign them to the final list included in the certificate.

Logistics

Participants will sit on two concentric circles and rotate. For this reason, we suggest that facilitators keep attention to the logistic aspects and the materials needed before they start.

Timing

While rotating it is possible that a bit of chaos will be created or that participants will lose time to move or rotate. In this case facilitators have to be quite strict. This is a powerful activity to make the endorsement on a peer level, but if too much chaos will be created, there is the risk to lose the most important part of the PCE.

Paper Version(s)

The facilitator divides participants in two groups.

Version 1 - Each participant receives and keeps during the activity the Peer Endorsement Table (**Resource 6**) and writes down his or her name.

The participants sit as previously explained (as in the APP mode) and the activity starts. Participants exchange their sheets and read the question 1 from the left column of the table. After having answered the question, the participants can tick the most appropriate competences (up to 3), among the competences list in the sheet, he/she thinks the respondent has developed. When the facilitator announces that time for endorsement is

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over (please refer to the APP mode recommendation for time keeping) he/she asks participants from the outer circle to rotate clockwise.

The activity follows in this way till all the questions are discussed.

Version 2 - The structure of the activity stays the same as the previous, but using the Cards instead of the Peer Endorsement Table. It is much fun but it requires for a small extra work at the end. Each participant receives and keeps during the activity the Clockwork Endorsement Questions (**Resource 5**) and the Competences Cards (**Resource 2:** 8 cards per competence per participant). The endorsements in this versions are done by giving the Card of the endorsed competences.

In this case, each participant should have at least 8 copies of each competence (since there are 8 questions) -> for example if there are 20 participants: 13 competences * 8 questions * 20 participants = 2080 cards in total (160 cards of each competence; that would mean we would need to print₁ 18 sheets for each competence).

At the end of the activity the participants can list the endorsements count in the back of the Questions sheet, so to provide the organizers with the result.

1	Did you understand the tasks to be done and did you fulfil them? In the work, did you personally contribute and solve any problem?
2	Did you get the importance of the work for the local community and/or the local host?
3	Did you learn anything from the different working tasks? And how did your learning happened?
4	Did you have good relationships with the other volunteers that facilitated the daily life? Did you bring good ideas for the daily life?
5	How did you interact with everybody? Did you solve misunderstandings if appeared because of the different volunteers backgrounds, and how?
6	Did you have any improvement in speaking the workcamp language?
7	Did you discover anything about the local community culture? Did you try and manage to communicate in the local language?
8	Did you somehow exchange your own culture with the local community one? Did you join some social or cultural initiatives with the local community and enjoy them?

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THE PEER ENDORSEMENT TABLE- Resource 6

Participant name:								
	Endorsements							
Competences	1. Did you understand the tasks to be done and did you fulfil them? In the work, did you personally contribute and solve any problem?	2. Did you get the importance of the work for the local community and/or the local host?	3. Did you learn anything from the different working tasks? And how did your learning happened?	4. Did you have good relationships with the other volunteers that facilitated the daily life? Did you bring good ideas for the daily life?	5. How did you interact with everybody? Did you solve misunderstandings if appeared because of the different volunteers backgrounds, and how?	6. Did you have any improvement in speaking the workcamp language?	7. Did you discover anything about the local community culture? Did you try and manage to communicate in the local language?	8. Did you somehow exchange your own culture with the local community one? Did you join some social or cultural initiatives with the local community and enjoy them?
Self-organisation/ self-management /personal efficiency								
Taking responsibility/carrying out responsibility								
Entrepreneurship and innovation / taking initiative								
Learning to learn								
Participation / civic competences								
Leadership competences								
Management skills /organisational skills								
Teamwork / relationship competences								
Communication competences								
Creative competences								
Understanding and respecting diversity								
Openness and tolerance / tolerant behaviour								
Foreign Language skills								

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7. The Final Ceremony and the evaluation

30 minutes

Tool type: Ceremony and evaluation

Tool topic/s: Delivery of the certificates, evaluation of the PCE

Aim: To officially recognize the participation in the workcamp and the development of competences, to receive feedbacks about the PCE

Materials needed: The Competences Cards to be given to the participants at the end of the event according to the competences gained -> 13 competences cards * number of participants, the Online Platform to produce the Certificates, PC and printer, 2 posters, post its

Duration: 30 minutes

Description

These activities are meant to celebrate the workcamp participation and the learning as well as to evaluate the PCE. So we receive feedbacks and suggestions to improve the Toolkit and the organizational dimension.

Step 1

The logistic staff of the PCE should be able to manage the Online Platform, so to list in the correct way the five competences that will be included into the certificate, as they have resulted from the peers endorsement and self-assessment. The Certificates, if previously edited in the Online Platform (the project description contained should be changed from future to past tense, ie) can be printed. This procedure is explained in the Users' Guide.

Step 2

The facilitator will call each participant to receive the Certificate. A nice idea, e.g. if the Certificates will be sent later, is to hand out Competence Cards for endorsed competences as a "souvenir".

Step 3

It is recommended to evaluate the PCE adopting the suggested tools, so to have coherent reports to be evaluated and to be able to improve the PCE in the future. Thanks to these methods it was possible to collect the feedbacks of 400 participants in a coordinated way and to point out weak points of the previous version of the I'VE system.

The evaluation should be done using two posters:

1. The first poster allows the participants to rate the 5 activities on a scale from 0 (terrible) to 10 (perfect). These results can then be compiled in a table.
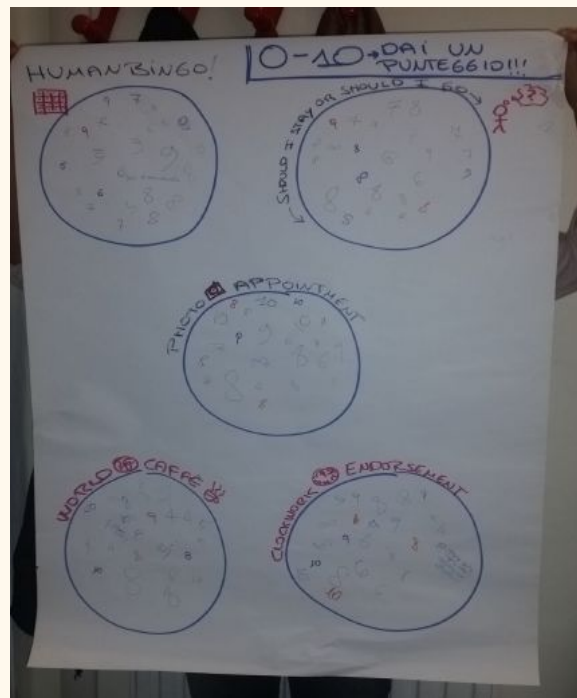
2. The second poster offers to give feedbacks on 4 dimensions of the event: Activities and Methods; Info before arriving; Facilitator; and Logistics.

The reports include the overview of the results from the posters and some comments from the facilitators.

Resources Checklist

- ❏ QR code for the APP, Printed QR codes for each participant
- ❏ Extra mobile phones (Android) and chargers
- ❏ For the facilitator use: Tablet/large phone with the APP installed and Computer for the Online Management Platform
- ❏ Extra printed photos representing learnings and challenges for the "Photo Appointment" activity - https://goo.gl/5R4Yxr
- ❏ A1 flip-chart with two sides (for Photo Appointment: Challenges and Learning outcomes) to take note during the presentations
- ❏ 3 tables
- ❏ Chairs accordingly to the number of participants
- ❏ Snacks for the World Café of Competences
- ❏ 6 flip-charts (3 A1 with the name of each workcamp dimension and 3 for World Café Competence Poster)
- ❏ Printed Competences Cards in A3 to be used as posters for the competences presentation (1 poster for each competence)
- ❏ The I'VE competences examples sheet for the facilitator introduction (https://goo.gl/5R4Yxr)
- ❏ The I'VE Competences Cards (3 cards for each competence) for the World Café Competence Poster
- ❏ I'VE Competences Cards to be given to the participants at the end of the event according to the competences gained -> 13 competences cards * num participants
- ❏ 20 Markers in different colours
- ❏ Glue
- ❏ 20 Pens
- ❏ Scissors

Extra materials needed in case of adjustments:

- ❏ A4 copies of the Human Bingo questions (1 per participant)
- ❏ 1 big flipchart divided in two columns for the "Should I stay Should I go" activity
- ❏ 2 bowls for the "Should I stay Should I go" activity
- ❏ post it in two colours for the "Should I stay Should I go" activity
- ❏ 3 copies of World Café Guided Questions
- ❏ The I'VE Competences Cards for the clockwork endorsement: in the version 3, each participant should have at least 8 copies of each competence (since there are 8 questions) -> for example if there are 20 participants: 13 competences * 8 questions * 20 participants = 2080 cards in total (160 cards of each competence; that would mean we would need to stamp 18 sheets for each competence)
- ❏ One Peer Endorsement Sheet and a pen for each participant

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