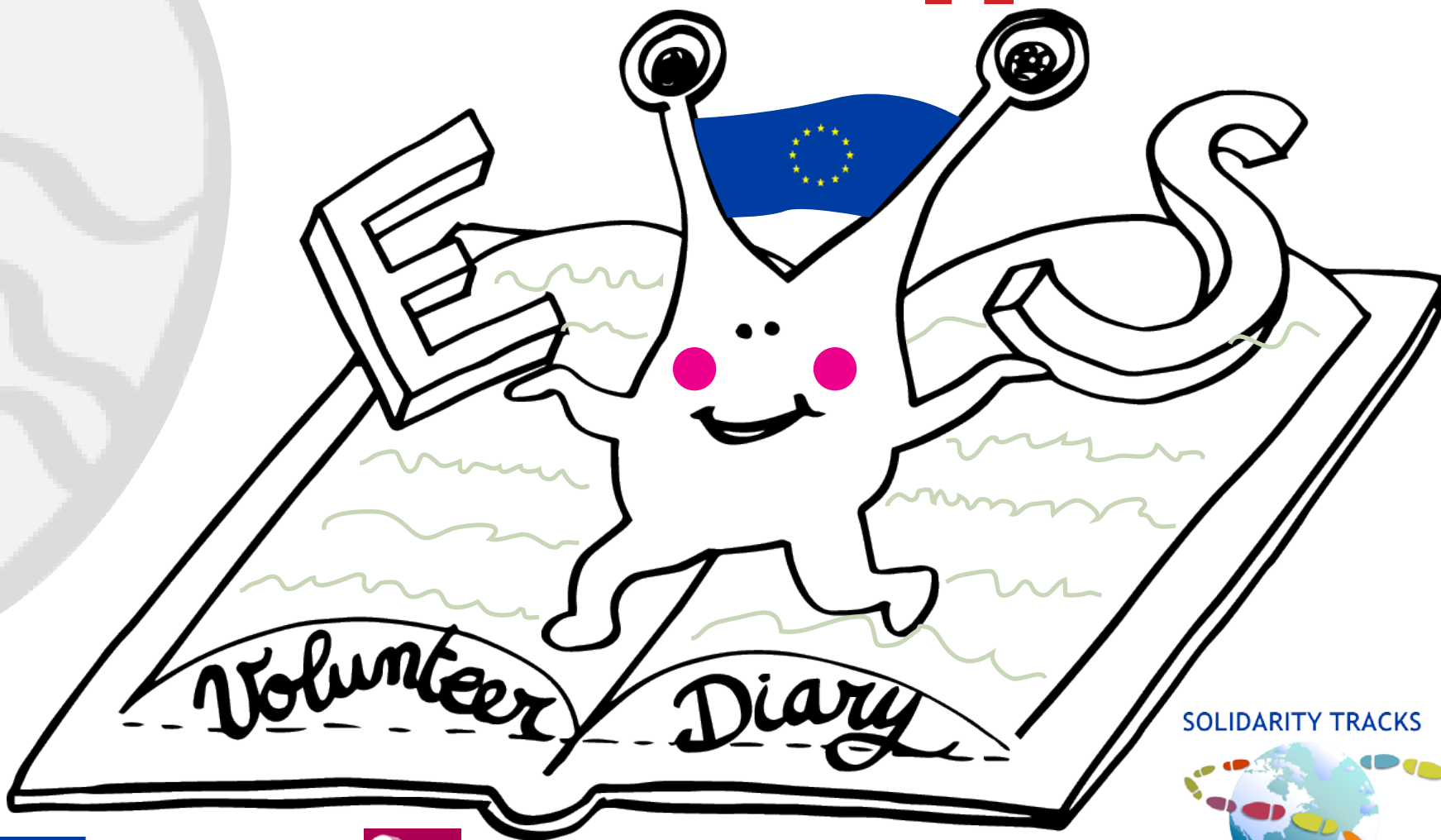


My Erasmus diary



Erasmus+




SOLIDARITY TRACKS



www.tamonopatia.org

Welcome Letter

Dear Volunteer,



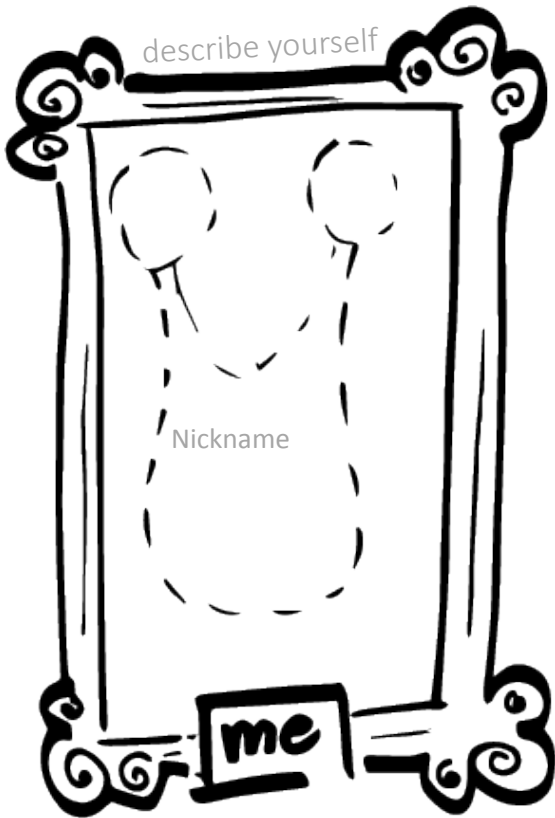
With this diary, we would like to help you in your European Voluntary Service. Try to apply all the ideas and talents you have. Feel free to think out of the box and be creative. Keep in mind that your hosting organization welcomes your ideas and appreciates all your efforts and that your sending organization is also eager to support you from afar. We hope you will enjoy the whole process of learning. Remember that EVS is an enjoyable experience and a useful learning process. Make your EVS more adventurous and create something dear to your heart.

The diary is here to support and motivate you and to give you energy and knowledge connected to your EVS experience. It can lead you through the learning process, but you also have to use it in a creative way, so that it can feed you with fruitful experience and lasting memories.

This tool was created by people representing a variety of cultures, with different backgrounds and knowledge. Some of them have already been EVS volunteers in the past, others were mentors, future volunteers and some represented sending and hosting organizations. They all took part in a Training Course called “Empowering Youth through EVS” organized by Solidarity Tracks in Lefkas Greece in December 2014. The training was supported by the European Commission through the Erasmus+ program.

Let's start
with

who you are!



Please use the fields below to add your name and age and other details which identify you!

Name

Age

Birthday

Gender

Country of origin

Home address

Other

Details of my project

Emergency contact person -
name, relation, phone number,
e-mail

Name of my EVS project

Reference number of my project

Duration of my volunteering activities

Description of my project in key words

What do I know about my
host organization

What do I know about my hosting country, culture
and etiquette

Contact

EVS contacts

My new address

Friends

Sending Organization

Hosting Organization

Coordinator

Volunteer NGO staff

Mentor

National Agency

Services

AXA Insurance

Embassy

Ambulance

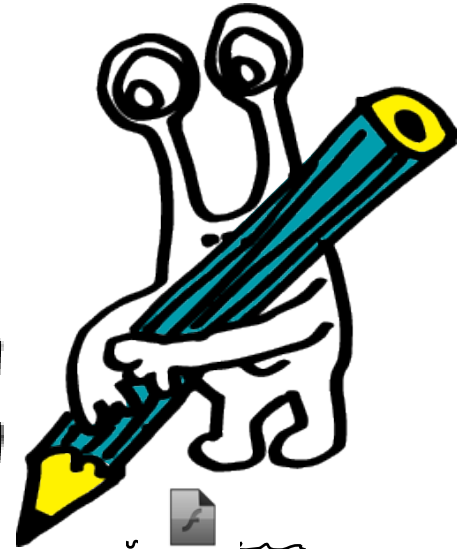
Police

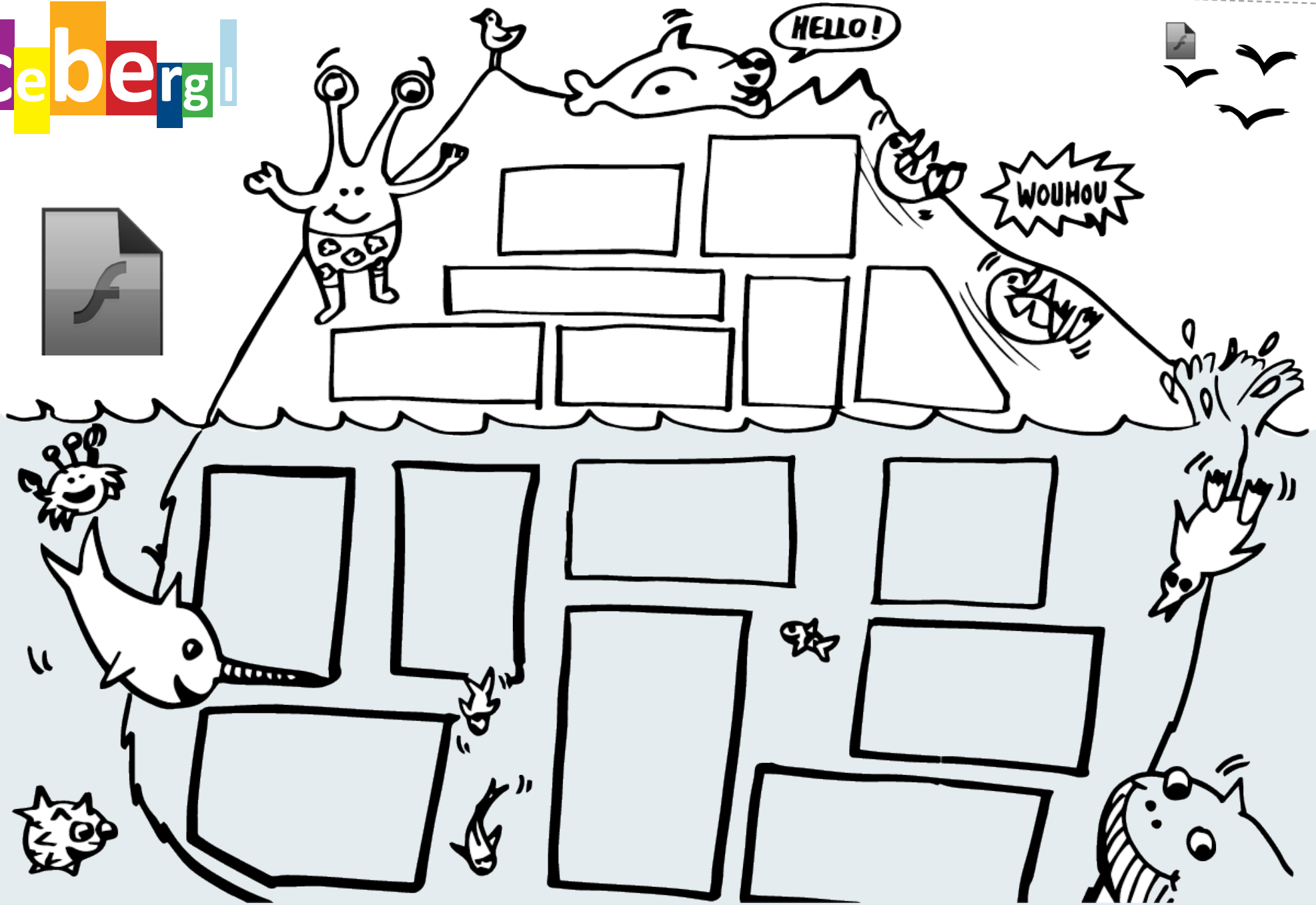
Fire Department

Bank

Post office

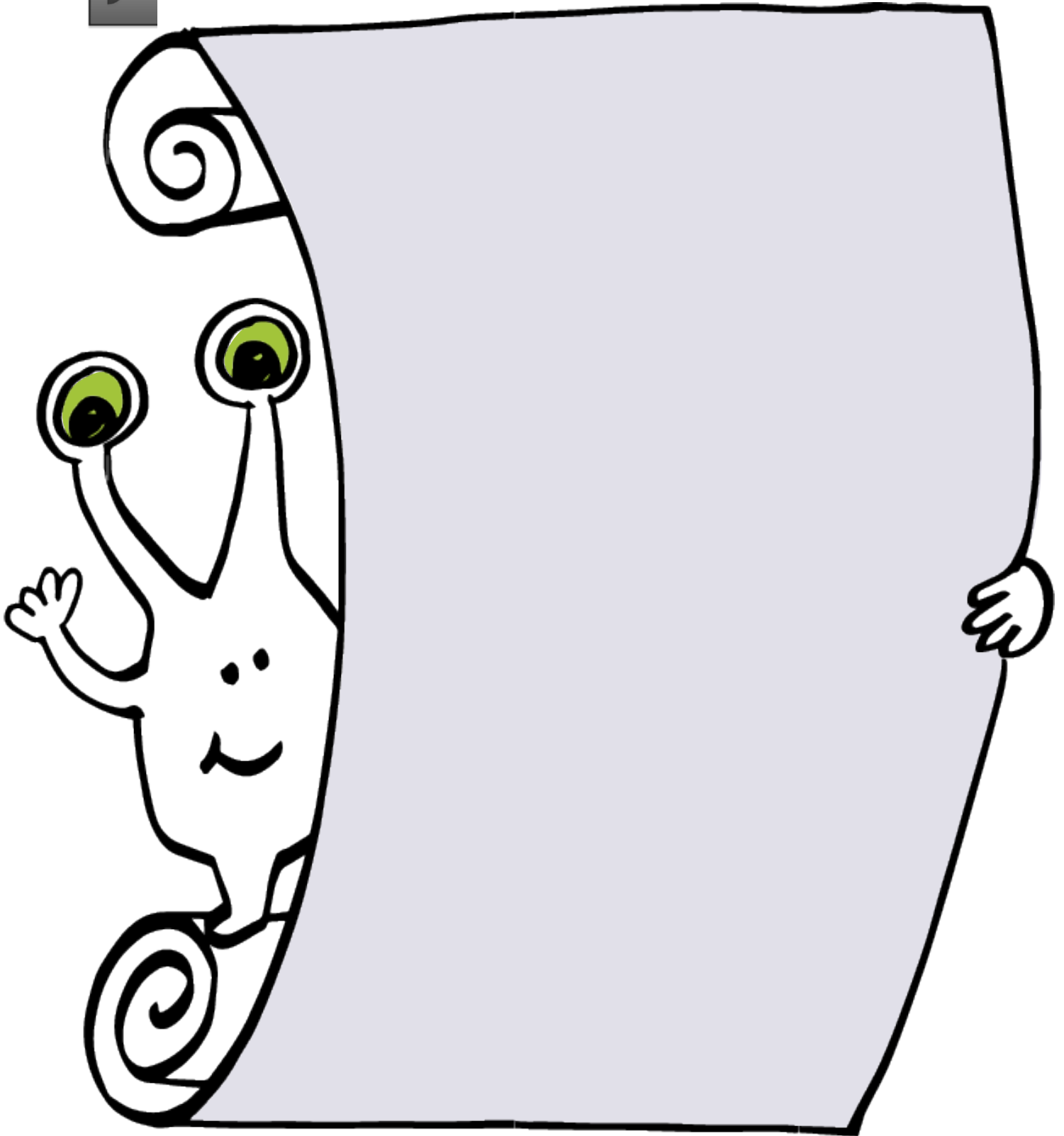
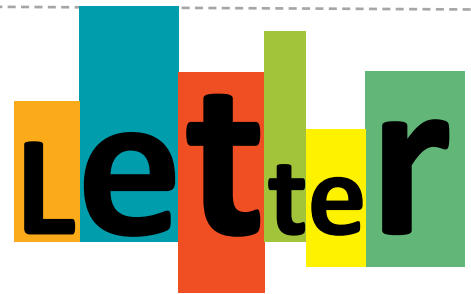
Other





The iceberg that you see above will help you explore your identity before your EVS experience. Under the water you have the larger part of the iceberg, write in it your invisible characteristics (fears, habits, emotions, social/personal relationships, work/life style and so on). These traits are the ones that influence and guide the top of the iceberg. There you should write down your visible characteristics (physical features, hobbies, taste in music/films/books, etc.) Read more about using the "Iceberg" method to identify yourself, here: <http://www.kwintessential.co.uk/cultural-services/articles/intercultural-iceberg-model.html>

Welcome Home



You will be leaving soon for your EVS. You will spend a long time in a new country, being part of a lot of experiences and activities. When you return back home you will have a luggage full of experiences, memories and new skills. Make yourself a surprise. Write a letter before your departure about how you imagine your EVS, how it will change your life... and then read it after you come back.



How to **prepare yourself**

Use this checklist to prepare yourself before you depart.

Identification

Birth certificate "Translated"
ID card
Passport/ Visa
European youth card
EU driving license
Recent Personal Pictures
Copy of all the Documents

Pre Departure Meeting

Organized by the sending organization.

Activity arrangement

Activity arrangement
Be involved in its conception.
Read and understand ALL its parts
Sign the agreement
Copy of the agreement

Health

Make sure to have all the needed medicines
Inform the airport if you're having a big amount of medicine
Translated prescriptions
Hygiene belongings
Medical health insurance
Personal data for AXA
Immunization/vaccines medicine
EU health card

Contact list of the (hosting organization , sending organization, local community association , the mentor, emergency numbers as: police, ambulance, etc.)

Read about the culture of the hosting country

Extra money in the phone card to be able to use if needed

Electronic devices, converters, mp3 player, cell phone, laptop

Clothes fitting the weather conditions and enough for the EVS period

Souvenirs

Dictionaries

Presentation of the home country

Map for the hosting country.

Assure to finalize all the unfinished arrangements in the home country (paying bills, making authorizations... etc.)

Manage your bank account and credit card abroad

Assure that all the travel documents are prepared "airplane ticket, Passport, Visa"

Practical Arrangement

Motivation and Expectations

Use the fields to explain what your motivation and expectations are about these topics:

New experiences

Being independent

Discovering new cultures and lifestyle

Sharing skills in a new environment

Meeting new people

Improving yourself in cultural and professional level


Being independent, creative and innovative

Applying your talents

Gaining new skills

Improving self esteem

Getting out of your comfort zone



Your host Environment

So now you are here. It's your new environment. Do you find any differences between your home and the new place? Try to think about traditions, religions, architecture, mentality, geography, history, multicultural aspect of the place (if there are any minorities, foreigners working or studying, and what they add to the overall atmosphere), how are the local NGO's working, etc. Write down the differences in the fields.

The worksheet contains six large, dashed-outlined arrows for writing. Each arrow is paired with a simple line drawing:

- Top-left: A globe with a face and two antennae.
- Top-right: A city skyline with three buildings.
- Middle-left: A superhero character in a wheelchair.
- Middle-right: A superhero character with a red cape.
- Bottom-left: A character in a hospital bed.
- Bottom-right: A superhero character with a red cape.

The Host Organization in Detail

Now it is time to find out more about your host organization. It will help you plan your project activities. Talk with your coordinator, supervisor and mentor to find out things about the NGO, its staff, the goals of your host organisation, their past projects, working methodology, the ongoing activities of the NGO.



The NGO

Staff

The goals of your host organisation

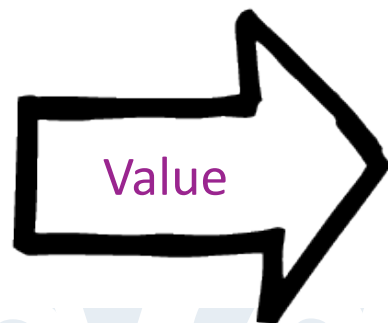
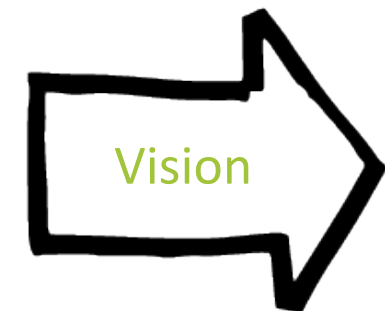
Past projects

Working methodology

Ongoing activities of the NGO

Mission, vision & Values

Now you know more about the host organization. Use the information you gathered to identify your common mission, vision and values with your hosting organization?



	me	comMOn	NGO
Mission	What is my mission for the project?	What is our common mission?	What is the mission of my host organization?
Vision	What is my vision for the project?	What is our common vision?	What is the vision of my host organization?
Value	What are my values?	What are our common values?	What are the values of my hosting organization?

Now It's Time To Plan Your Project

1- Why is my project necessary?

1

2- What are the aims and objectives of the project?

2

3- Why should everyone be interested in it?

3

4- Which is the methodology I'm going to follow?

4

5- How am I going to monitor and evaluate my project

5

6- What should be the ending results of my project?

6

7- For every activity plan time for preparing and also reporting and later make a report about it.

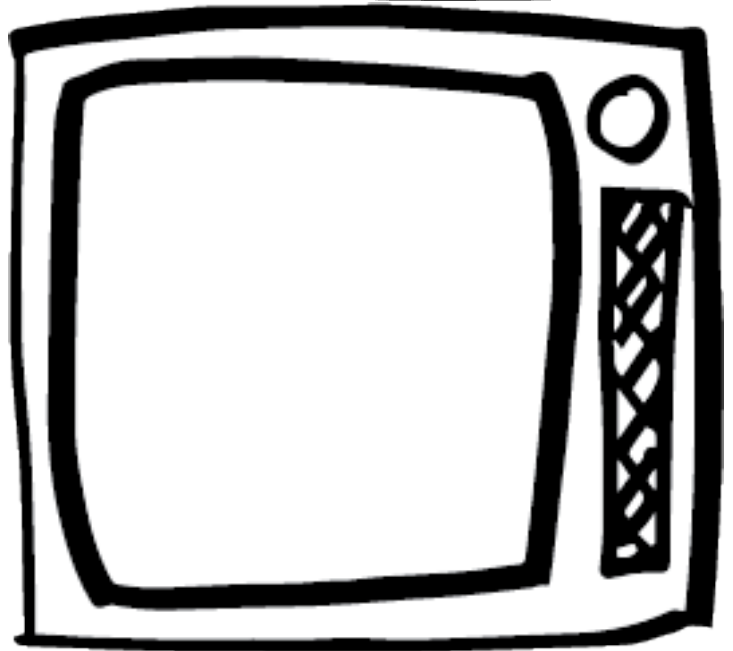
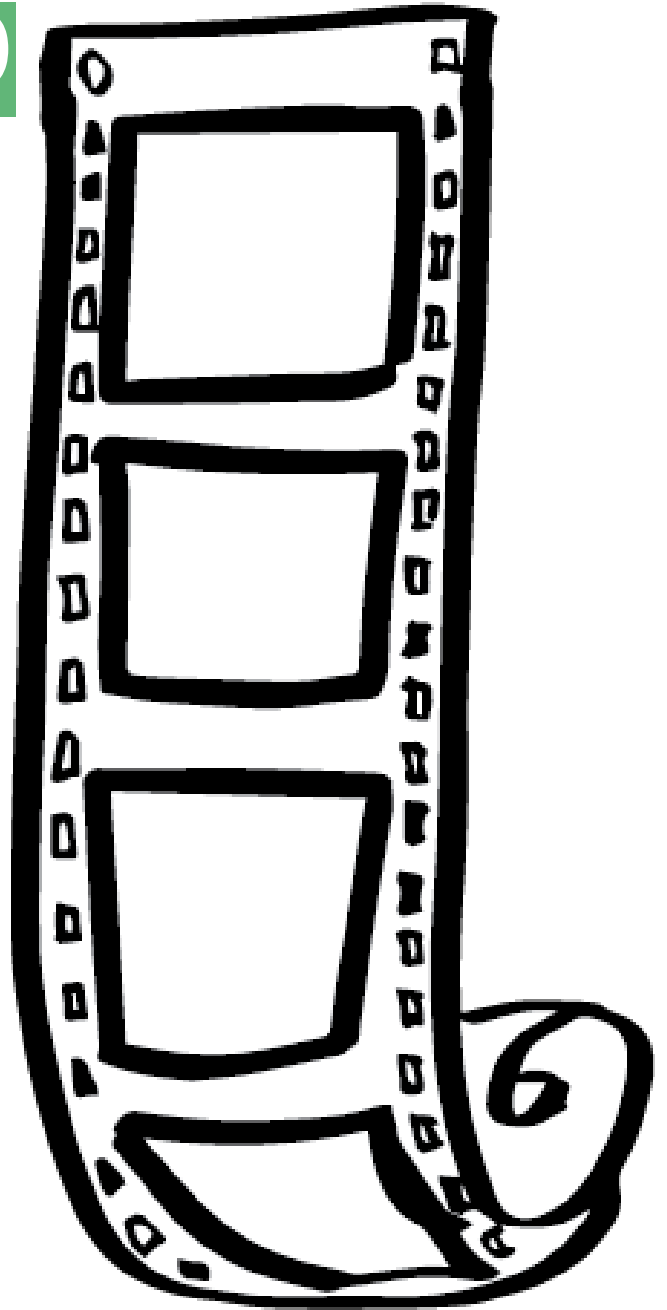
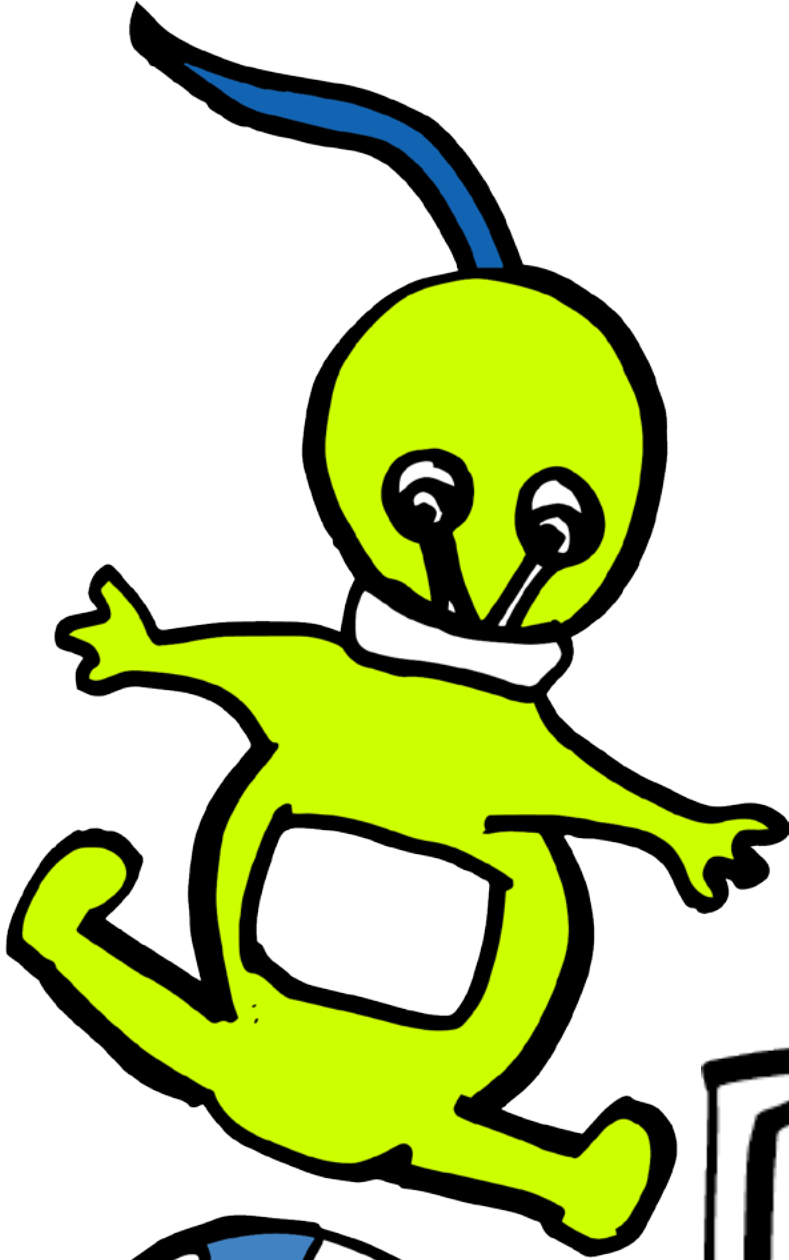
7



N.B. Make a general plan of your project including all your activities. Keep in mind that there is also a monthly calendar included in the diary which allows you to make a monthly planning. Discuss and plan all above-mentioned matters with your project coordinator or supervisor.

Who can help

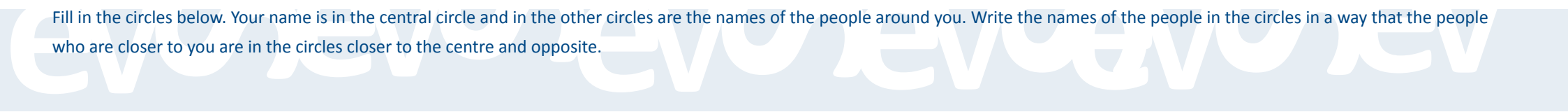
During your EVS you will meet many interesting people. Think who they could be and write what you can share with them.



Now, Let's take a Look around



Fill in the circles below. Your name is in the central circle and in the other circles are the names of the people around you. Write the names of the people in the circles in a way that the people who are closer to you are in the circles closer to the centre and opposite.



Monthly Timetable

Year

Month

Use this timetable to write down all the activities that are happening in the hosting organization and in the local community in each month. Duplicate this table for each month in your project.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
--------	--------	---------	-----------	----------	--------	----------



Planning My Activities During My EVS Project

Your project may be made out of different activities you are going to implement. You already planned your schedule and now is time to plan every activity one by one. This is the page you can duplicate and make for each activity that you are going to do. If you are not sure about it and especially if you are doing it for the first time, go through it with your mentor, project coordinator or supervisor.

PREPARATION PROCESS

Think about how long it will take you to prepare everything. Plan everything according time, place and person/people.

What is your aim and goal of this activity?

Who is the target group?
Who is it meant for?

Who is doing this with you and how do you split tasks?

How do you want to accomplish the activity?

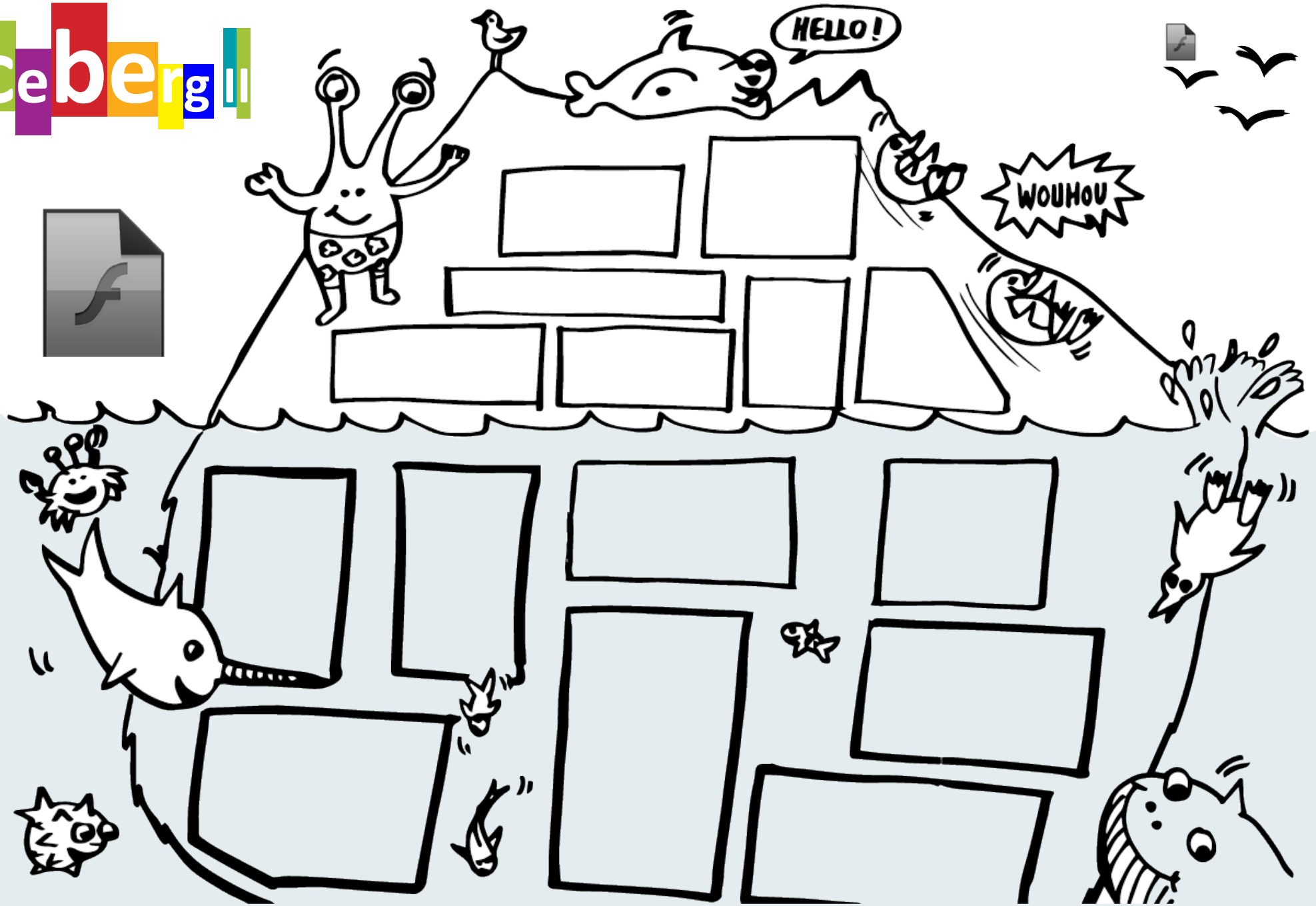
ACTIVITIES

Double check that you have everything (use the check list you made)
If something is not going by the plan – improvise – don't panic!



REPORT & EVALUATION

Plan time for report – the best time to write it is right after the activity happened – this way you won't forget anything.

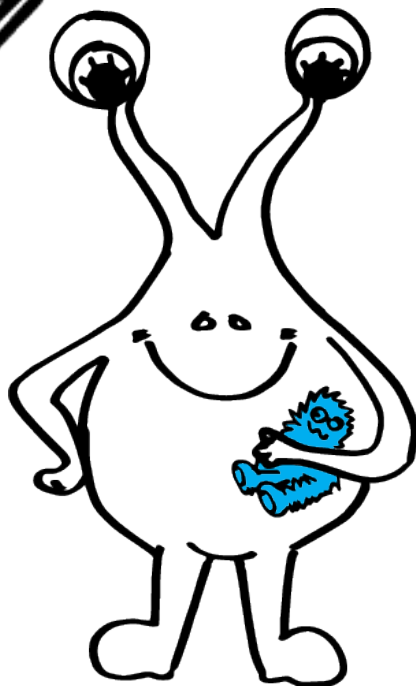


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spare time

Now it is time to manage your free time. Please choose from the following drop down menu, the aspects you wish to take some notes on:

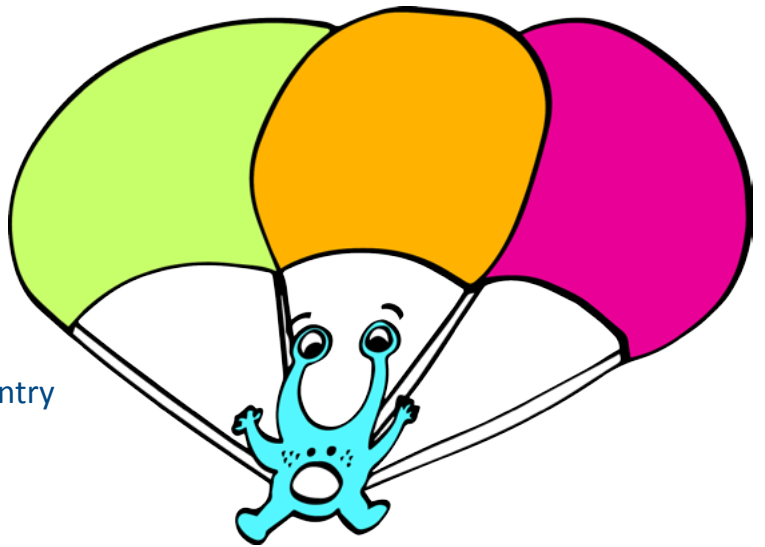
Notes



Holidays

Here are some ideas on how you can spend your **holidays**:

1. Traveling all around the country
2. Join festivals and concerts
3. Discover the natural beauty of the host country
4. Sleep and rest all day at home
5. Doing sports
6. Meeting other volunteers
7. Discovering art and archaeological sites
8. Doing something you always wanted to do and didn't have time for it in your own country
9. Teambuilding
10. Other



Youthpass



Description of my EVS activities

Specific tasks

Key Competences

Comments and impressions

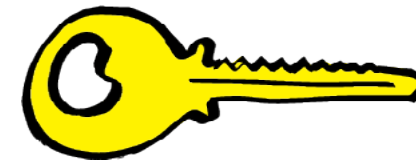
Here you can add your activities (description of the main tasks, workshops organized, administrative work, leisure time, training courses, their venue, dates, trainers who organized them, etc.)

List of specific tasks and additional responsibilities you had during the project

Which of the 8 key competences have you achieved during each activity?

Any additional comments or feelings you have

Finishing the project



Here are the 8 key competencies explained

Communication in the mother tongue

This is our ability to express thoughts, feelings and facts both orally or in writing (listening, speaking, reading and writing), and to interact with other people in an appropriate way in education and training, work, home and leisure.



Communication in foreign languages

This is closely linked to communication in our mother tongue: it is based on the ability to understand and express thoughts, feelings and facts orally or in writing at work, home, leisure, education and training — according to our wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding.



Mathematical competence and basic competences in science and technology

This is our ability to use addition, subtraction, multiplication, division and ratios in mental and written arithmetic to solve a range of problems in everyday situations. Process and activity is as important as the knowledge itself.

Digital competence



This involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.



Learning to learn

This is the ability to organise our own learning. It includes effective management of time and information, both for ourselves and in groups. We should also be aware of our learning process and needs and identify different opportunities available to learn. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn encourages us to build on prior learning and life experience.

Social and civic competences



These competences might be the most important ones for the youth field. Many of them can be acquired by active engagement in any kind of youth work or volunteering. They cover all forms of behaviour we might need to participate effectively in our social and working lives.

Competences connected to a social context become more important as societies are more diverse now; they can help us to resolve conflicts where necessary. Civic competence equips us to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.



Sense of initiative and entrepreneurship

These competences refer to our ability to turn ideas into action which is particularly important for youth work and youth initiatives. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.

Cultural awareness and expression



Appreciation of the importance of the creative expression of ideas, experiences and emotions through a range of media, including music, performing arts, literature, and the visual arts.

Communication in the mother tongue

Communication in foreign languages

Mathematical competence

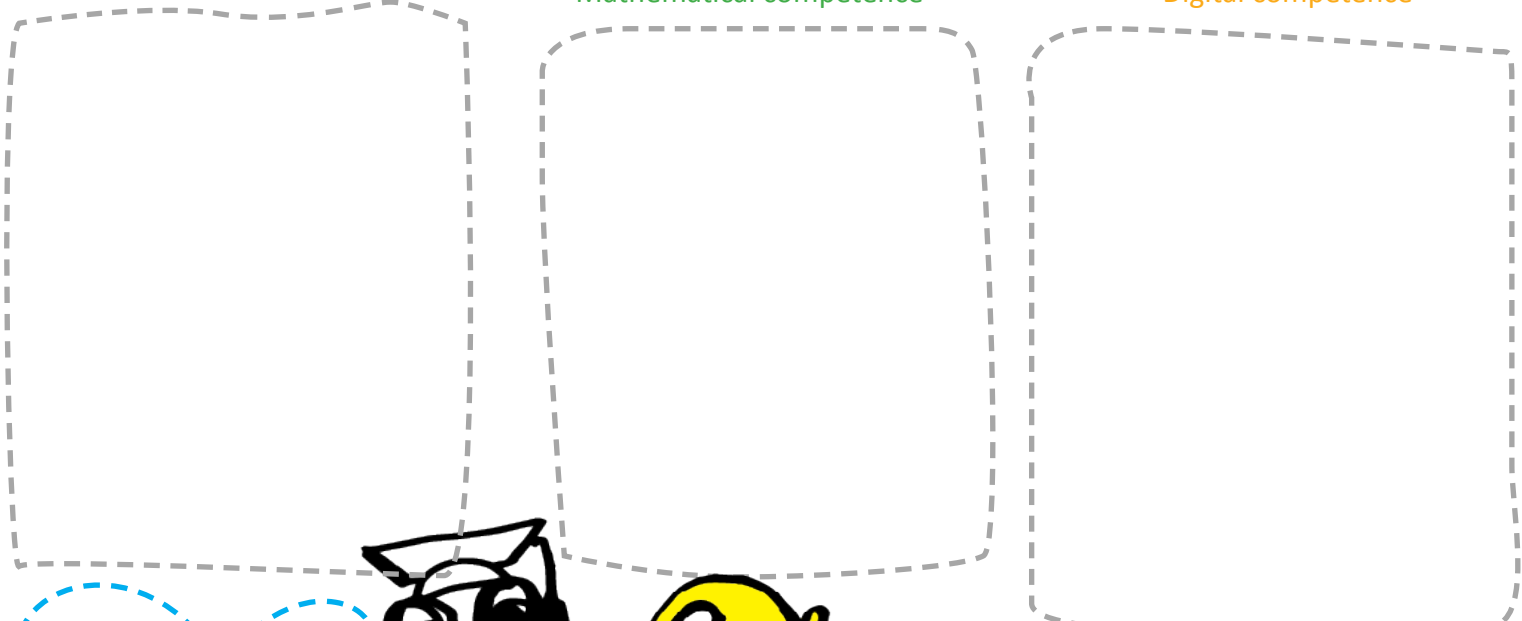
Digital competence

Learning to learn

Social and civic competences

Sense of initiative and entrepreneurship

Cultural awareness and expression



Finishing the project

Your project finishes soon. Try to focus on these aspects until this happens

Drawing conclusions about the project;

Getting and giving feedback to mentor, supervisor and coordinator;

Starting to think what you want to do in your country;

Decide how to use what you learned;

Be sure you don't have any debts. in the host country;

Pack your luggage;

Prepare presents for friends and acquaintances
in the sending and hosting countries;

Keep important contacts;

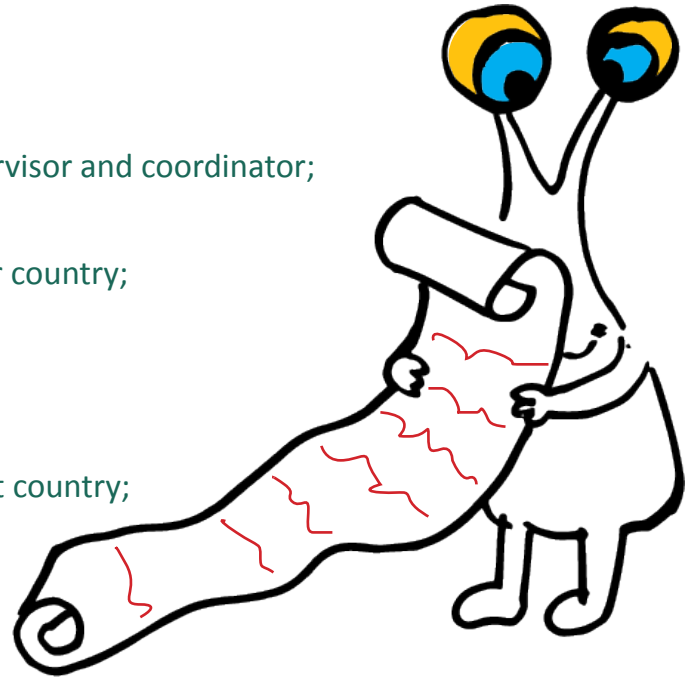
Take or prepare things to present your experience (video , brochures , documents about the
culture, address, etc.);

Hand over everything that you used for the responsible person;

Finish tasks;

Plan how and when you leave;

Be sure your home is ready;



Here are some ideas on what to do

Read welcome back letter

After getting home fill the final report, you have 30 days to do it.

Search and join a project similar to your EVS activity

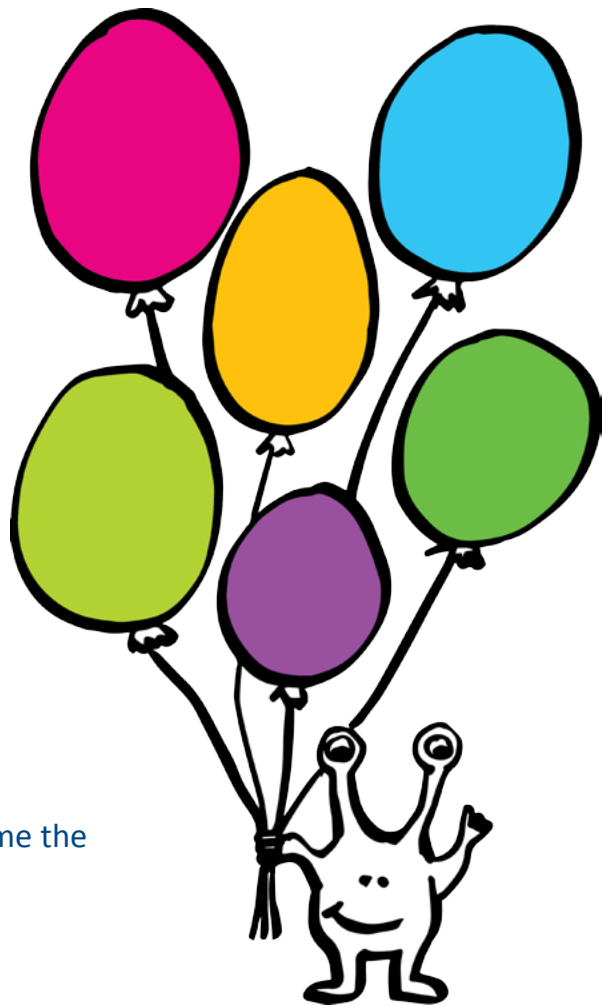
Present to others what you did in your hosting organization during EVS

Organize workshops\events to share the experience you had

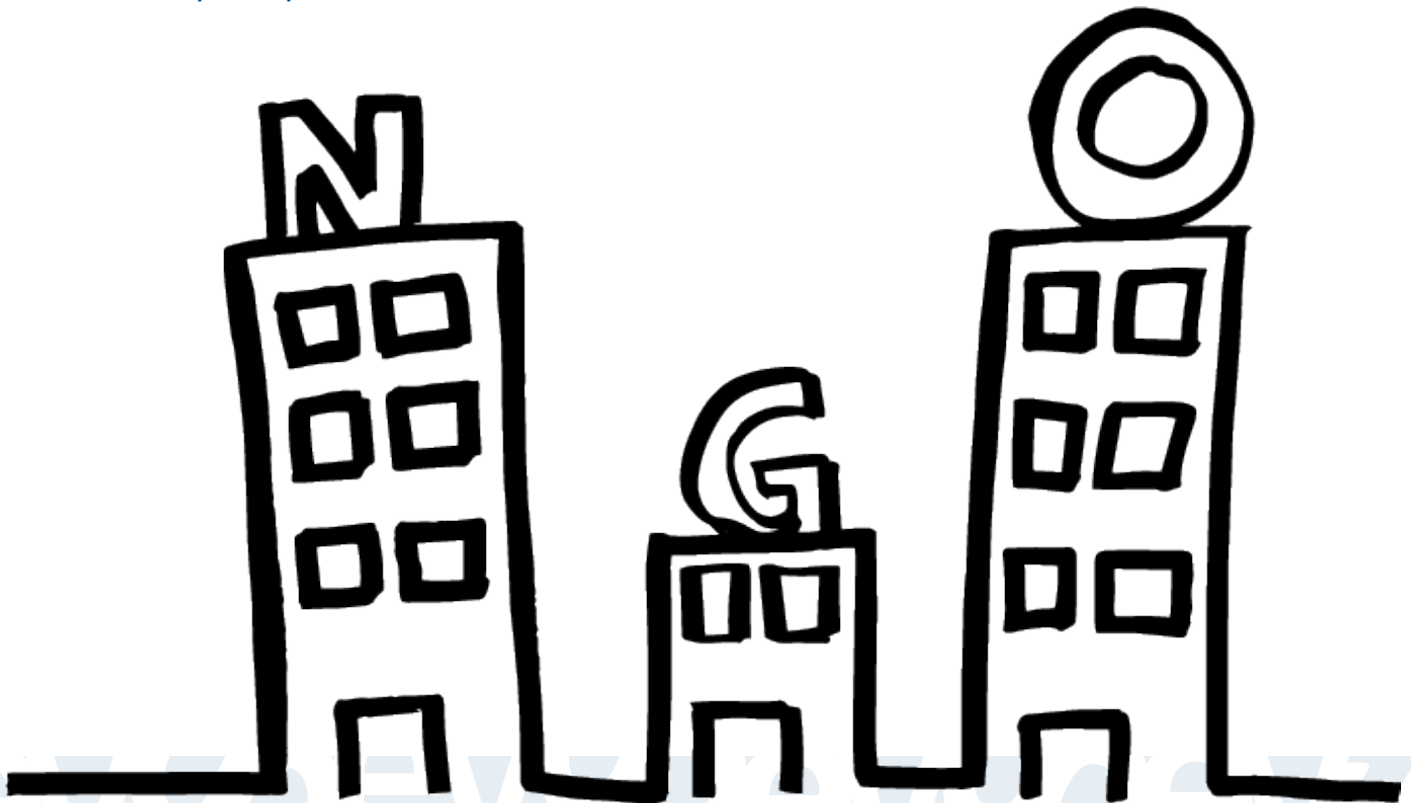
Promote EVS in your community

Give advices to potential EVS volunteers

Surround yourself with family and friends to overcome the culture shock of coming back



Note: It's okay that you don't feel home at home, it will take time to feel it!



GLOSSary

Accreditation - process that ensures that the organisations wishing to receive funding under an Action of the Erasmus+ Programme respect a set of qualitative standards or pre-requisites defined by the European Commission for that given Action. Depending on the country where the requesting organisation is located, the accreditation is carried out by the Executive Agency, a National Agency or a SALTO Resource Centre. The accreditation process is in place for organisations wishing to participate in mobility activities in European Voluntary Service.

Active citizenship - Participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy.

Activity - a set of tasks carried out as part of a project. An activity can be of different types (mobility activities, cooperation activities, etc.)

Coordinating organization - a participating organisation applying for an Erasmus+ grant on behalf of partner organisations.

Dissemination and exploitation of results - one of the crucial areas of the Erasmus+ project lifecycle. It gives participating organisations the opportunity to communicate and share outcomes and deliverables achieved by their project, thus extending the impact of such projects, improving their sustainability and justifying the European added value of Erasmus+.

Eastern partnership - Launched in 2009, the Eastern Partnership is a joint initiative between the EU, EU countries and the eastern European partner countries. It enables partner countries interested in moving towards the EU and increasing political, economic and cultural links to do so. It is underpinned by a shared commitment to international law and fundamental values - democracy, the rule of law and respect for human rights and fundamental freedoms - and to the market economy, sustainable development and good governance. All EU countries and Armenia, Azerbaijan, Belarus, Georgia, Moldova, and Ukraine are the partners.

Erasmus+ - the EU Programme in the fields of education, training, youth and sport for the period 2014-2020

EU - The European Union is a unique economic and political partnership between 28 European countries. Its 28 members are Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and the United Kingdom.

EVS - European Voluntary Service, an Erasmus+ activity that allows young people aged 17-30 to express their personal commitment through unpaid and full-time voluntary service for up to 12 months in another country within or outside the European Union. Young volunteers are given the opportunity to contribute to the daily work of organisations dealing with youth information and policies, young people's personal and socio-educational development, civic engagement, social care, inclusion of disadvantaged, environment, non-formal education programmes, ICTs and media literacy, culture and creativity, development cooperation, etc. A project can include between 1 and 30 volunteers who can do their voluntary service either individually or in group.

Formal learning - learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective



Hosting organization - under some Actions of Erasmus+ (notably mobility Actions) the hosting organisation is the participating organisation receiving one or more participants and organising one or more activities of an Erasmus+ project.

Inclusion – when recruiting EVS volunteers, the organisations maintain the overall accessibility of EVS for all young people, without prejudice related to ethnic group, religion, sexual orientation or political opinion.

Informal learning - learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is not-intentional (or “incidental”/random)

Key competences – the basic set of knowledge, skills and attitudes which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment, as described in Recommendation 2006/962/EC of the European Parliament and of the Council.

MEDA - The MEDA Regulation is the principal instrument of economic and financial cooperation under the Euro-Mediterranean partnership. It was launched in 1996 (MEDA I) and amended in 2000 (MEDA II). It enables the European Union (EU) to provide financial and technical assistance to the countries in the southern Mediterranean: Algeria, Cyprus, Egypt, Israel, Jordan, Lebanon, Malta, Morocco, the Palestinian Territory, Syria, Tunisia and Turkey. The MEDA programme takes the place of the various bilateral financial protocols that exist with the countries in the Mediterranean basin.

Mentor – a mentor is provided by a host organization and is responsible for providing personal support, support to carry out the online language course and assessments provided by the Commission (if applicable) and support to carry out a self-reflection on the learning outcomes of the EVS activity (through the use of Youthpass).

Methodology - A body of practices, procedures, and rules used by those who work in a discipline or engage in an inquiry; a set of working methods.

Mobility – within Erasmus+, a mobility is period of time spent abroad for a broad range of learning purposes in organised programmes.

Motivation letter - a letter of introduction attached to, or accompanying another document such as a résumé or curriculum vitae. It is frequently used for employment and it presents the suitability of the applicant for the desired position

National Agency - The implementation of the Erasmus+ Programme is mainly implemented as Indirect Management, meaning that the European Commission entrusts budget implementation tasks to National Agencies; the rationale of this approach is to bring Erasmus+ as close as possible to its beneficiaries and to adapt to the diversity of national education, training and youth systems. For this purpose, each Programme Country has appointed one or more National Agencies that promote and implement the Programme at national level and act as the link between the European Commission and participating organisations at local, regional and national level

Non-formal learning - learning which takes place through planned activities (in terms of learning objectives and learning time) where some form of learning support is present, but which is not part of the formal education and training system

Partner Countries - countries which do not participate fully in the Erasmus+ Programme, but which may take part (as partners or applicants) in certain Actions of the Programme, such as EVS

Partnership - an agreement between a group of participating organisations in different Programme Countries to carry out joint European activities; it may be extended to or organisations from Partner Countries with a view to strengthening the quality of the partnership



Programme Countries - EU and non EU countries that have established a National Agency which participate fully in the Erasmus+ Programme.

Project - a coherent set of activities which are organised in order to achieve defined objectives and results.

Project coordinator – person in charge of the EVS Activities within the hosting organization.

Reference letter - A reference letter is provided for an employee by people who are familiar with his or her work or character and who have positive remarks to make. The reference letter can be employment-related, personal, or it can attest to the character of the individual. Employees will request a reference letter for a variety of reasons that include both employment and personal needs.

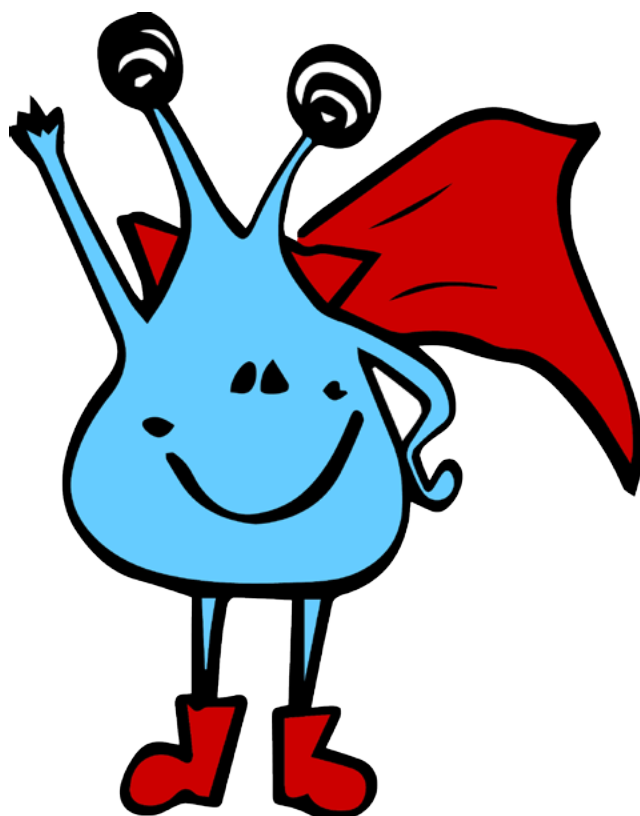
Sending organization - under some Actions of Erasmus+ (notably mobility Actions) the sending organisation is the participating organisation sending one or more participants to an activity of an Erasmus+ project.

Social Media - websites and applications that enable users to create and share content or to participate in social networking.

Soft skills - personal skills, attitudes, attributes, traits, habits that enable someone to interact effectively and harmoniously with other people or groups of people.

Stakeholder - a person, group or organization with an interest in a project

Target group – within the context of Erasmus+, target groups are the groups of people for whom a project or an activity is implemented for.



Bibliography

Bibliography that we used

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[European Commission](#)

[Eurodesk](#)

[Europass](#)

[European Voluntary Service - European Youth Portal EVS](#)

[EUROMED partnership](#)

[National Agencies](#)

[SALTO-YOUTH](#)

[Youthpass](#)

Further reading

[EU Youth Strategy](#)

[UN Volunteer](#)

[UN International Volunteer Day](#)

[Volunteering in general](#)

[Global volunteer network](#)

[CEEPUS](#)

[VISEGRAD](#)

[AIIESEC](#)

[Erasmus Student Network: ESN International](#)

Other countries EVS/volunteering diaries and blogs

[Outward Bound](#)

<http://volunteersinedra.blogspot.gr/>

