

What Next?

A training resource for working with returned volunteers





This resource was prepared with inputs coordinated by Comhlámh, in partnership with finep, INEX-SDA, and Volunteering Matters. © Comhlámh, finep, INEX-SDA, Volunteering Matters. 2016. Excerpts from this publication may be reproduced for non-commercial purposes without permission, provided full acknowledgement is given to the authors.

This document has been produced with the support of the Erasmus+ programme of the European Union. The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflects the views only of the authors, and the Commission cannot be made responsible for any use which may be made of the information contained therein. Erasmus+ is managed in Ireland by Léargas



Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0)

www.creativecommons.org/licenses/by-nc-sa/4.0/



Erasmus+

Contents

Introduction

How to use this resource

Stage 1: Storytelling - Reflecting on the experience

Activity 1.1: The River of Experience

Activity 1.2: The Hero's Journey

Activity 1.3: Inquiry for positive change

Stage 2: Global Issues

Activity 2.1: Web of Issues

Activity 2.2: Moving Debate

Activity 2.3: Why - Why - Why

Activity 2.4: Open Space

Activity 2.5 The Work that Reconnects

Stage 3: Action projects

Activity 3.1: Speed networking

Activity 3.2: Brainstorming ideas for small scale projects

Activity 3.2: The Problem Tree

Activity 3.4: Forming working groups

Activity 3.5: Setting Aims and Objectives

Activity 3.6: Brainwriting

Activity 3.7: Network planning technique

Activity 3.8 Estimate costs and workload

Activity 3.9: Gantt-Chart

Activity 3.10: Identifying roles in the action project

Stage 4: Consolidating the learning

Activity 4.1 Letter to myself

Activity 4.2 Burst the balloon

Activity 4.3 The Way of the Council

Bibliography

Appendix 1: Stages condensed

Appendix 2: Group building activities

Appendix 3: Planning tools

Appendix 4: Belbin team roles



Introduction

This resource is aimed at volunteer sending agencies (VSAs) and any other organisations or groups that work with volunteers who are returning from placements in the global south. It is specifically for those that believe that volunteers are a valuable resource in terms of bringing a global perspective to their own community when they return home. The resource aims to support and promote volunteers' continuous engagement on development issues, and to strengthen their involvement as active citizens.

Many volunteers return from their placements with an informed perspective on the major global challenges we are facing. These include the unequal distribution of resources, inequality, climate change, the growing number of people displaced from their homes by conflict, and more. However, returned volunteers can often feel a little

lost, unable or unsure of how to get involved in working to address global justice issues. Covering four stages, this resource provides a practical guide and resources that will help volunteers to find an appropriate way to channel their overseas experience into participation in action for global issues. It has been developed by four organisations from Czech Republic (INEX-SDA), Germany (finep), Ireland (Comhlámh) and the UK (Volunteering Matters) with extensive experience of working on continuous engagement and active citizenship, and draws on research conducted by the partners with over 70 organisations that involve returning volunteers.

Volunteering for the Future

Funded by Erasmus+, the Volunteering for the Future project focuses on developing high quality learning opportunities that are tailored to volunteers returning from the global south. These learning experiences can enhance returned volunteers' capacities, enabling them to engage as active citizens on international development issues. Utilising innovative outreach and delivery methodologies. It aims to nurture the transformative potential of these people's overseas experience and translate it into a deepened sense of identity as active global citizens. Research (Benthall 2010) has found that young returned volunteers have a strong commitment to securing a more just and equitable world, as well as increased credibility in the eyes of their peers. With the relevant support and training, they can make a significant contribution to confronting the major development challenges of our time.

This training resource is one of the key outputs

developed for the project. This resource aims to provide a practical guide to supporting volunteers in their journey as active citizens. It focuses on identifying and further enhancing skills that were ignited whilst overseas, such as critical thinking, looking at issues from multiple perspectives, community participation, and strategies to address global justice questions. This will, in turn, equip participants with competencies that will enable them to participate as active global citizens, not just in the short term through action projects, but also long-term throughout their lives.

This resource is not an effort to scale up or standardise a way of working with returnees, but rather contains suggestions and hopefully some inspiration on ways or activities to work with returnees. All volunteers are unique with their own needs and interests: the same is true of the organisations that work with them.

Feel free to use your own creativity and imagination to rework the activities as appropriate for your context and aims.

Development Education Methodologies

The resource has been compiled using a development education approach. This means it uses participative methodologies to engage in critical debate around the underlying causes of global injustices, and to identify the role returned volunteers can play in their home country. In some countries, development education (DE) is called global education: in this resource we will refer to it as DE. While there are numerous definitions of DE, we have found the following very useful in framing our work.

“Development education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live...It seeks to engage people in analysis, reflection and action for local and global citizenship and participation...It is about supporting people in understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and the lives of others at personal, community, national and international levels.” (Irish Aid, 2006)

“Development education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables

people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues, to personal involvement and informed action” (Concord, 2004)

Development Education And International Volunteering

Development education is a process by which we build our awareness of the root causes and the effects of issues on our local and global community. This awareness equips individuals with the necessary knowledge in order to take informed action in tackling some of the current global challenges. Assisting returned volunteers to develop critical literacy will help them to engage with the world’s interconnected problems and solutions.

Returned volunteers are in a unique position as they have had the opportunity to live and work in the global south and the global north. This allows them to experience first-hand the interconnections between various issues faced in the both the north and south. In turn, this can lead to a better understand of the underlying causes of global injustice, and can inform the volunteers’ actions when they return to their local community and want to engage and create awareness of global issues. Through personal encounters and experience,



volunteers have had a great opportunity to consciously engage in critical global learning and become actors in change towards more just and sustainable relations among the global community. Their experiences can hopefully challenge, rather than reinforce, perceptions of the global south.

What is Active Citizenship?

Research conducted for 'Engaging returned volunteers in active citizenship. research, learning and best practice from four countries' (Volonteurope et al, 2016) found that the term active citizenship is used in many different ways and at varying levels across Europe. For the purpose of this project active citizenship is referred to as the rights and responsibilities of citizens in and to society. We do not limit the concept of citizenship to a legal status, which carries with it the right to hold a passport or vote; instead, we focus upon the active nature of citizenship and the responsibilities that are encapsulated within active citizenship.

We also embrace the concept of global active citizenship. University College London (2016) states 'citizenship is a feeling of responsibility for the wellbeing of others and the planet and an understanding that concerted action can help to change the world'. Citizens Rising: "A Report from the People's Conversation" (2015), echoes such sentiments, noting that 'our

understanding of citizenship must include our role as global citizens, not as an 'add-on' but as a central facet of our identity' (ibid, p.19).

Drawing on reflections from each partner country, we define active citizenship as encompassing:

- **Political engagement**, whereby people engage critically with democratic structures and institutions;
- **Social participation**, focusing on activities that people could engage in, in their everyday lives, such as being part of a community organisation;
- **Individual participation**, whereby choices that individuals make in life, such as choosing fair trade goods, impact upon society.

12 Recommendations for Improving the Way that Active Citizenship is Fostered in Returning International Volunteers!

The following are 12 recommendations which come from the research 'Engaging returned volunteers in active citizenship. research, learning and best practice from four countries'. They are under pinned by the principle that the engagement of returned volunteers is an essential part of international volunteering. As such, engagement with international volunteers, post-deployment, needs to become common practice and institutionalised by any organisation involved in placing or supporting international volunteers. It should also be recognised that international volunteering does not just benefit the partner country where the activities take place but also offers a potential benefit to the home countries of the international volunteers, as the volunteers have the potential to be active citizens within their own society given the right conditions.

1. Sending organisations need to stick to their principles and values, encouraging debate, to keep relevant and in touch, and to respond to changing social justice issues (Comhlámh et al, 2015). At the same time, there is a need to create spaces whereby the voluntary and community sector, civil society and governments may develop structured dialogue around advocacy (Harvey, 2014).

2. Sending organisations should be open to changing their traditional organisational structures and welcome ideas and suggestions from former volunteers. This can help returned volunteers to feel appreciated and strengthen their identification with the organisation.

3. Organisations should not only focus on the 'soft' view of active citizenship but also on a more critical form of active citizenship, where action by returned volunteers is fostered in a critical way that can encourage change in political paradigms (Comhlámh et al, 2015).

4. Networks should be established, supported and maintained for returned international volunteers. This will provide greater peer support, enthusiasm and solidarity amongst returned volunteers.

5. Returned volunteers should be acknowledged and their contribution to organisations and society celebrated (MacRory 2009).

6. Sending organisations should form partnerships with locally or nationally based organisations that support people in active citizenship. Such partnerships should go beyond signposting.

7. Pre-departure training should not only focus on volunteer deployment, but should address the issue of sustainable active citizenship. International volunteers should be encouraged to think about their actions after deployment and areas in which they can work during pre-departure training.

8. Post-deployment debriefing is essential. Lovell-Hawker (2009) reported that 60% of development workers returning to the UK report predominantly negative feelings. This can manifest as disorientation, exhaustion or a sense of loss. As such, it is vital that post-deployment debriefing is provided for the health and well-being of the returned volunteers and to mitigate reverse culture shock.

9. Training and support should take a long-term view and not solely be conducted just directly after deployment. Training, learning and tools should be provided to volunteers to help springboard them towards further engagement as an active citizens, once they have re-integrated back into their home country. Long-term commitment is achieved through a combination of theory and practice that is not only delivered directly after deployment.

10. Funding is key to providing safe, high quality support when undertaking active citizenship in a structured way. VSO Nigeria (2014) received feedback from returned volunteers stating that they had difficulty accessing small-scale funds to help support their active citizenship. It is crucial that the returned volunteers' active citizenship is recognised and that either sending organisations redistribute funding to recognise this or that small grants are made available.

11. Research should be conducted on the long-term impact of returned volunteers on their local community and how they encourage others to engage in community action at home (Machin 2008). Collecting such data may improve political and financial will towards fostering active citizenship in returned volunteers.

12. Remember that it is OK for volunteers not to engage and that the optimum time for them to get involved is when they are ready.

How to use this resource!

The resource consists of four stages that examine various stages of the journey from volunteering to active citizenship.

Stage 1 is titled 'Storytelling'. This section of the resource looks at the experience of the volunteer. It is very important that the volunteer reflects on the experiences that they have had to date, as it helps them understand key learning and why they are moving in the direction they are in life.

Stage 2 is titled 'Bigger Picture'. The aim of this part of the resource is to look at bigger global development issues, why they exist and how they are connected. It gives participants a space to discuss and debate different topics. It looks at how these issues affect different people and places depending on who they are

and where they were born. It encourages a critical lens on these topics and attempts to deepen participants' thoughts as to why these different issues exist and what their root causes are.

Stage 3 is about creating an action project.

In development education, informed action is crucial. This builds on the first stage to help participants develop their own actions. It sets out different activities, from an initial brainstorm, to a step-by-step 'how-to' on all the different aspects of starting and running a successful project. It includes setting aims and objectives, time, financial management, and assigning roles. By the end of stage three, participants should be well on their way to establishing a very strong social action project.

Stage 4 is about capturing and consolidating the learning from the previous stages. It

invites participants to evaluate and reflect on their learning. It aims to inspire and challenge them to stay involved in development issues after the training and action projects are completed.



Stage 1:

Storytelling

- Reflecting on the experience!



The aim of this stage is to get participants to reflect on their life experiences and the experiences from their overseas volunteering experience. It aims to get them to look at key points of learning on their journey.

Note for facilitators: it is not necessary to use both the 'River of Experience' and the 'Hero's Journey', unless time is not an issue. One of the activities will be sufficient to get participants to reflect on their experiences to date.

the river of experience



Aim Of Activity

- To get participants to recall their volunteer experience in all its complexity, from the planning and preparation phase up to the present day
- To get participants to pick out and reflect on key learning moments in their experience

Length Of Activity

- Two Hours

Materials Needed

- Natural materials available in the location of the training (eg, rocks, sticks, leaves).
- In case of bad weather, you can use creative materials indoors: crayons, colouring pencils etc.



Activity Outline

- The activity can start with a short guided meditation aimed at getting participants to reflect on their experience of international volunteering.

- The facilitator then explains the aim of the activity, as above.

- Participants are given 45 minutes to find and build a spot which ‘calls’ to them, to which they feel a connection and where they would like to build “the river of their experience”. They are asked to imagine a river as a metaphor for their life experience.

- Note that the location will not be as important if the activity is conducted indoors: instead, encourage participants to find a place where they will have enough space for their materials.

- The river has its beginning (this might be a period when you first heard about the possibility of going volunteering or the moment when you decided on your project, etc.)

Slowly it grows into a river. Sometimes it is a stony river, sometimes the river banks are tight, and sometimes there is a beautiful landscape around...

It is your river, your experience. Try to visualize all the important moments which are part of this river.

At the end of the 45 minutes, divide the bigger group into groups of five. This allows a better dialogue and means that the session will not take excessive time to complete. Then the “river exhibition” starts. In their groups they go from one river to another, and one author at time describes his/her river and the story behind it (five minutes each). After that there are five minutes for feeding back to the rest of the group and for the facilitator to ask further questions.

ACTIVITY 1.2

The Hero's Journey

Aim Of Activity

To encourage participants to reflect on their overseas experience and how they can bring the learning back to their home community.

Length Of Activity

Three hours

Materials Needed

Outdoors: appropriate walking clothes and footwear

Indoors: Paper, colouring pencils

What Is The Hero's Journey?

The hero's journey is a framework devised by Joseph Campbell (1949). Campbell discovered that stories in all cultures from the ancient up until modern day shared a common theme.

The hero takes a similar path in all of them: 'the hero's journey'. It outlines an adventure, a transformative experience, a journey that will determine change, learning and experience.

It is not a coincidence that all culture and eras share common stories. The reason this happens is because it tells "our" story, which is a human one.

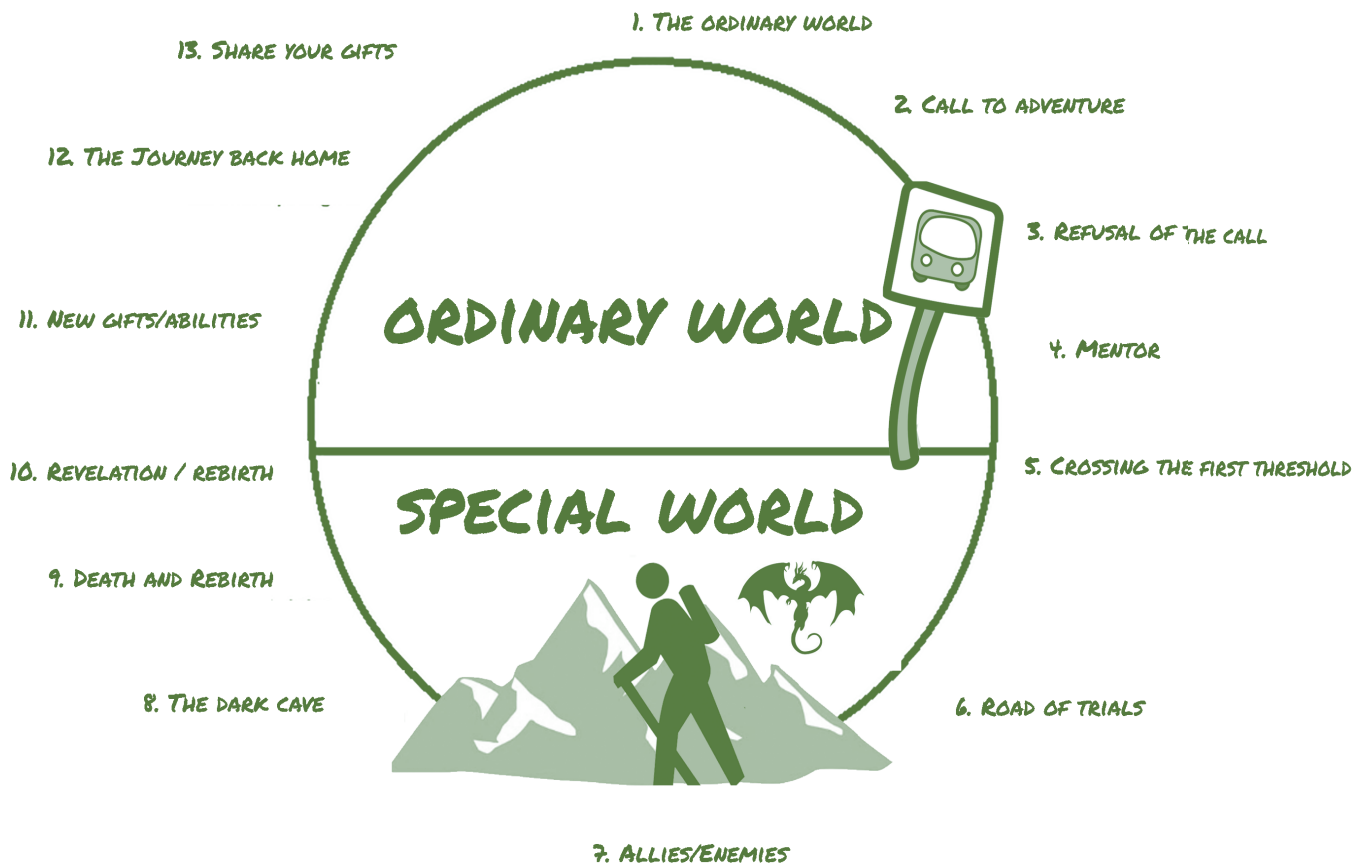
Activity Outline

This activity will explore the returned volunteers' experience in the framework of the hero's journey, from pre-departure to returning home and what comes next

This exercise can be done in several ways. If based in nature and there are no mobility issues this can be done as a walk (discussing in pairs the different stages of the journey). If weather, mobility, or space is an issue other creative methods can be used, such as creating a comic book of "their hero's journey".

The facilitator can introduce the concept and each stage at the beginning of the activity. They then go through each stage of the journey one at a time getting participants to reflect on that part of their own journey.

Invite participants to get into pairs or threes. Give them 10 minutes to discuss each stage of the hero's journey outlined below. For example, ask participants to discuss a time when 'they felt a call to adventure'. It is then good to follow up with questions relating to their subsequent experiences, e.g '



▲ AN OUTLINE OF THE HERO'S JOURNEY

'Who has been a mentor to you on your journey?'

'What threshold have they crossed?'

'What was your dark cave. How did it feel to be there?'

It is good to switch partners after each stage.

The Stages On The Hero's Journey

1) The ordinary world- The hero generally starts off in an environment they are not completely comfortable with or are perhaps comfortable but bored. They want something bigger, eg, Dorothy in Kansas, Harry Potter in his cousin's house.

Was this the case for you? What made you want to work in development in the global south? What made you uncomfortable? Climate change, inequality, poverty, social justice, a desire to travel and see the world? At what point did you first feel a desire to work in the global south?

2) Call to adventure - The adventure begins with a call: Luke Skywalker gets a message via R2D2 from princess Leia in Star Wars; Katniss Everdeen in the Hunger Games got her call when her sister Prim's name is called from the 'reaping bowl'.

When did you get your call to adventure to go and work overseas? What form did the call come in?

When did you feel "I have to do something"?

3) Refusal of the call – The hero very often fears changes and refuses the call. Was there any stage before you travelled that you questioned your decision to go? Did you think "no, I can't" or were you afraid? How did you overcome the fear?

4) Mentor - All great heroes have mentors. Someone older and wiser that passes on wisdom: Yoda for Luke in Star Wars, Mr Miyagi in the Karate Kid, Gandalf in The Lord Of The Rings or Dumbledore for Harry Potter.

Who was a mentor for you during your journey?

5) Crossing the first threshold - The hero needs to cross a threshold from their ordinary world to the special world: Harry Potter goes to Hogwarts, Katniss Everdeen goes to the capital, Dorothy goes to the Oz; in Avatar they go to Pandora.

When did you cross the threshold and the adventure really began?

6) Road of trials – Being a hero is not easy. They face trials and tests and doubt themselves. Frodo

on his journey to destroy the ring in Lord of the Rings; Hercules and the 12 labours.

What challenges did you need to overcome on your journey?

For example, new foods, unfamiliar culture. What lessons did you learn that helped you on your journey?

7) Allies/Enemies – The hero meets friends along the way: Hans Solo in Star Wars, Hermione and Ron in Harry Potter. They also meet enemies: Darth Vader, Malfoy, the hero's own self-doubts.

How did you experience your new world? Who was on your side? Who were your friends along the way? Who were your enemies? Were you your own friend/enemy?

8) The dark cave - There is a point in every story where the hero seems defeated: In Stars Wars, the Death Star; 'The Games' in the Hunger Games.

What was the hardest or darkest point on your journey? The biggest test for you on your journey?

9) Death and rebirth - The hero often dies generally metaphorically but sometimes literally. They need to die in order to be reborn: Neo dies in the Matrix; Thor dies in the first movie; in Avatar, Jake Sully gives up being a human to become an alien avatar.

What part of yourself did you leave behind because of this experience? What new parts of you were born because of this experience?

10) Revelation/ Transformation - The hero is transformed due to their experience.

Did you reflect on the learning from this experience? What insights did you gain? Did you have any revelations during your time overseas? Have you transformed because of your journey? How?

11) New gifts and abilities - The hero claims new skills or powers. Luke is able to use the force in Star Wars. Harry Potter becomes a great wizard.

What new skills talents abilities have you gained from your journey?

12) The journey back home: The hero must return to the ordinary world. Often the hero returns home, and their community hasn't changed but they have. This experience is different for each hero. For Frodo and Sam in the Lord of the Rings this was the case: Sam decides to stay and marry his love; Frodo feels he does not belong in the Shire anymore and leaves.

Has your community changed? Have you changed due to your experience? How was the return home? Were you happy to return home? Has the transition been easy or difficult? What emotions have you experienced?

13) Share your gifts - The hero must now share their wisdom with their community, otherwise they risk becoming the villain in another story by keeping their gifts to themselves.

Harry Potter, Katniss Everdeen, Luke Skywalker, the Buddha all shared their gifts with their community. Darth Vader, Voldemort and Lucifer tried to keep the power for themselves. How will you share you gifts with the community?

ACTIVITY 1.3

Inquiry for positive change

Aim Of Activity

- To get participants to reflect on how they have positively evolved as a result of their overseas experience

Length Of Activity

- 1 ½ hours

Materials Needed

- Sheets of paper (A5) for each person with Appreciative Inquiry questions on it (see "Handout" below)

Activity Outline

- The facilitator will introduce the process of appreciative inquiry, which focuses on seeking out what is already good and working about a situation, an individual, organisation, etc. The process uses a '4-D cycle': Discover, Dream, Design, and Deliver.

- This activity will explore how the returnee has transformed/changed/evolved while they are overseas during their volunteer placement.

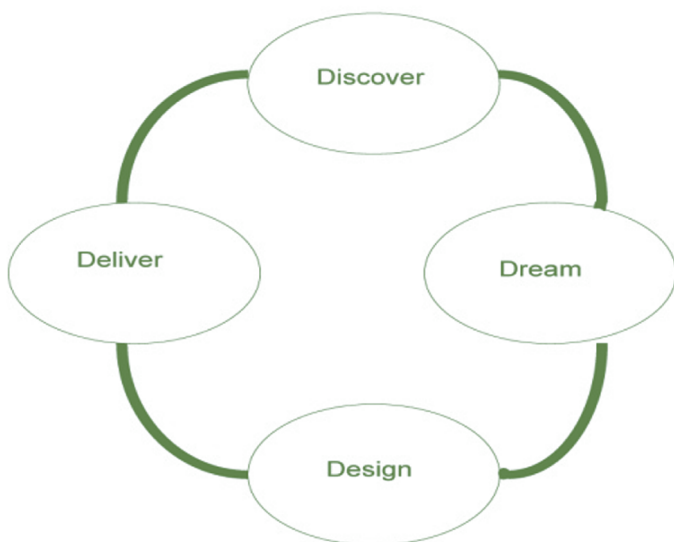
DISCOVER: Individually, invite participants to do the first step by themselves. Invite them to think of a way they have positively changed (new skills and abilities). That is, how are they different now than before they went overseas? Invite them to write about that change using the handout provided

What did participants do that worked to create this positive change in themselves? What did others do that also worked? Invite participants to write down some of their thoughts around these questions.

Then, in pairs, invite participants to go for a walk and share with one another their reflections around a change that happened in them. Encourage the one who is listening to be active in their listening skills. Active listening is a form of listening and responding that focuses the attention on the speaker. The listener must take care to attend to the speaker fully. They should ask further questions and be encouraging. Ensure that there is enough time for both people to talk (30 – 40 minutes in total).

Still in pairs, find out between each other what elements are common to the moments of greatest change.

DREAM: This stage bridges the best of 'what is' with speculation or intuition of 'what might be'. It stretches the realm of the status quo, challenges common assumptions or routines, and helps suggest real possibilities that represent desired possibilities for the individual.



▲ THE 4D OF APPRECIATIVE INQUIRY

Invite participants to imagine a future where the high points in the stories that they have been telling are everyday reality. What would the world look like if all people made these changes for themselves? What are the conditions that nurture positive change?

DESIGN: At this stage, invite participants to individually write steps they can take to share their learning and nurture their pro-active participation in their own society and community.

Get them to think of actual steps they can take: this can be open and evolve over time. Encourage them to continuously keep the learning lens they have been reflecting on during this activity 'alive' even after they return to their home communities.

DELIVER: This stage will be done throughout their life as an active global citizen. Reflection and learning can begin before they leave, and should continue long after they are home.

HANDOUT



Describe the how you have positively evolved over the course of your journey.

What happened and how did it happen?

Who was involved or helped you in this process?

What is significant about the example you have chosen?

What are some of the factors that enabled change to take place?

What words would you use to describe the change brought about in you by this experience?



Stage 2:

global issues



The aim of this module is for participants to explore some of the global development issues that we are facing. It aims to explore what their root causes are and how they are connected with each other.

ACTIVITY 2.2

Moving Debate

Aim Of Activity

- To generate debate within the group about issues of development and social justice

Length Of Activity

- 30 minutes

Materials Needed

- “Agree” sign and “Disagree” sign
- Provocative statements for the walking debate

Activity Outline

1. Put up the ‘Agree’ and ‘Disagree’ signs at opposite sides of the room.
2. Invite the group into the centre of the room. Explain that you are going to read out some statements and they can move to either side of the room, depending on if they agree or disagree with the statements.
3. There are different levels of the extent to which individuals ‘agree’ or ‘disagree’ and they can stand along the ‘spectrum’ accordingly.
4. This resource does not give set questions to ask. It is good if the questions are developed depending on the group and the topics that are being discussed.

An example of a questions may be

‘International trade deals are the cause of much poverty in the global south’

Agree/ Disagree?

‘I believe that I can change the world from my community’

Agree/ Disagree

Note to facilitator

- It can help to create safety by standing alongside those in the minority, facing the majority, to make them feel less vulnerable.
- It is up to you as the facilitator whether you will enable the group to have ‘middle ground’, that is, neither to ‘agree’ nor ‘disagree’. If this is something you decide, ensure that those in the middle can justify why they are there.
- It can be interesting if participants are able to move and change their opinion as the activity goes on.
- It can be a good idea to remind participants of the group contract and to have respect for different voices and the importance of listening.

How this activity could be adapted

The statements are completely open to change. However, when creating statements, ensure that they are clear, positive (no negatives as this can be confusing to ‘disagree’ with).

You could also have a silent debate, observing where people go. In this case it would be especially important to debrief carefully afterwards.

ACTIVITY 2.4

open space

Aim Of Activity

To offer a space to participants to explore topics that they want to specifically discuss and explore

Length Of Activity

2 hours

Materials Needed

Flip Chart, Markers and Post-its

group after all the sessions are completed

The technique is based on four principles:

1. Whoever comes are the right people.
2. Whatever happens is the only thing that could have.
3. Whenever it starts is the right time.
4. When it is over, it is over

Open Space has one law and that is 'The Law of Two Feet.' This means that you are personally responsible for your own learning. If you are not getting anything from the session that you are in, use your two feet and go somewhere that you can learn from or contribute to.

Activity Outline

The groups we are working with have a lot of experience and knowledge to share. Open Space Technology is one way to enable all kinds of people, in any kind of group, to create inspired meetings and discussions.

In Open Space meetings, participants create and manage their own agenda of parallel working sessions around a topic that is of interest to them, such as: 'gender inequality', 'poverty', 'how to live an alternative life style'. Different sessions can be run simultaneously.

A sheet with 3 different times each having 3 different sessions per time allocation is put on the wall. This can be increased or decreased depending on the group and time.

Post-its and markers are put on the ground in front of this sheet.

If a participant wants to suggest a workshop they take a post-it and write their topic. They then put that post-it on the sheet for where and when they would like to offer it; for example, 'gender equality' in workshop area 1 starting at 9.30

The person who suggests the workshop is invited to take notes on what is discussed. This can then be fed back to the wider



| <u>TIME</u> | <u>WHERE</u> | <u>TOPIC</u> |
|--------------|---------------|-----------------|
| 9.30-10.00 | window table | Gender equality |
| 10.00- 10.30 | upstairs room | |
| 10.30- 11.00 | Side room | |
| 11.00 - 2.00 | Foyer | |

them and heal.

3. Seeing with new eyes,

This part of the session is about widening our view of our time and reality. This helps to realise that we are not on our own.

We can build on the work and the strengths of our ancestors and historical movements and people. We are doing this work not just for ourselves but for future generations. We are interconnected in all life. We are not on our own. We are part of a bigger picture.

If we can connect with this, it can offer us strength and power.

Invite participants to draw or create a picture that represents them and the people that have come before them and, if they want, the people that come after them. Who are they connected to?

4. Going forth.

This is the next stage in the framework of the work that reconnects, and involves stepping into create actions to deal with some of the issues we have explored so far.

The going forth on the work the reconnects will take the shape of the action projects the group come up with in the next stage. These are the actions that this group wants to take in order to create a fairer more just world.





Stage 3:

action projects



The main aim of this stage is to help participants develop an action project that is effective and realistic in contributing to a fairer, just more sustainable world. Each activity helps participants build a project from start to finish.

The action projects aim to be conducted over a 6-month period. In our experience, if participants are not seeing results in their projects in this timeframe they can lose interest. They may want to develop a more long-term project, which is also possible. However they should plan to have concrete results within a 6-month timeframe.

ACTIVITY 3.1

Speed networking

Aim Of Activity

To get participants to begin generating ideas for social action projects

Length Of Activity

60 minutes

Materials Needed

Flipchart paper, markers

Activity Outline

1. Create a relaxed and open atmosphere.
2. Groups of 3 chairs are dispersed around the room. All participants choose one seat at the beginning.

3. When seated in groups of 3 people participants now have 6 min to exchange opinions about the following questions (they can be written on a flipchart so the participant will remember them):

What do I find an interesting idea for an action project?

What am I good at?

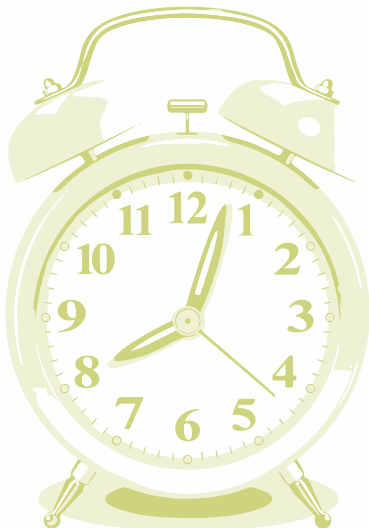
Do I have some background knowledge or special experience in something?

Could we work on an idea together?

4. The discussion ends punctually after 6 min. Then everybody stands up and goes to another group of chairs to meet two different people. Discuss the same points as before.

5. After 6 min, change seats again and repeat this until everyone has spoken to everyone.

6. The aim is not to come up to agree upon project ideas or to find a team, but to talk about interests and inspire each other in a very open and casual atmosphere. Nothing has to be written down or visualized.



The Problem Tree

Aim Of Activity

- To encourage participants to explore whether their ideas for action projects are tackling the root causes of the problem they are working on, or whether they are just tackling them on a surface level

Length Of Activity

- 30 minutes

Materials Needed

- Flipchart paper, markers

Activity Outline

Invite participants to draw a tree. It must have roots, a bark and leaves

Participants write the issue they are working on, on the bark of the tree.

They are then asked to write what the symptoms or the effects of the issue are on the leaves of the tree.

Next participants are asked to discuss the root causes of the issue. They write these in the roots of the tree.

They are then asked to discuss whether their action project is dealing with the symptoms of the issue or is tackling the roots of the problem.

If we cut at the leaves, they will continuously grow back. If we want to deal with the issue we need to attack the roots of the problem.



ACTIVITY 3.4:

Forming Working Groups

••••• Aim Of Activity

• To form groups for the action projects

• Length Of Activity

• 30 minutes

• Materials Needed

• NA

• Activity Outline

• 1. If participants have already decided on an action project they carry the cardboard with the idea on it with them.

• 2. Participants are invited into a room. The room is set up to have three free corners. Every corner of the room has a meaning:

• Corner 1: 'I have an idea and need people',
• Corner 2: 'I have an idea and don't need people'
• Corner 3: 'I have no ideas and want to join a group'

• 3. The participants split up into these corners.

• 4. Now the people of corner 1 and 3 move in the middle of the room, whilst everyone who already has an idea holds up their cardboard.

• 5. The group without ideas can now take a look at the projects that are already chosen by someone and discuss further, which group they want to join.

The activity is over when everyone has found a group or a project and there is general agreement to carry out the project together.



USE THE LEAVES AND BRANCHES TO WRITE ON!



Setting Aims and Objectives

- Aim Of Activity
- To help the group clearly set the aims and objectives of their action project
- Length Of Activity
- 20 minutes
- Materials Needed
- Projector, computer, flip chart, marker pens, templates for the matrix of priorities, planning triangle and SMART objectives.

Activity Outline

As with any project or activity it is essential that the aims and objectives are set out at the beginning. Even people who have a clear understanding of their aims and objectives should critically review them. This is of particular importance if there are multiple people involved in the design and implementation of the project, as there is likely a range of ideas, and reaching a consensus before implementation is important. This section of the resource provides the knowledge required for the next, more interactive section.

There are 3 tools we offer here: See Appendix 3

Tool 1: Matrix of priorities (used to establish priorities)

Tool 2: Planning triangle (used to establish aims and links to objectives)

Tool 3: SMART Objectives (used for establishing measurable objectives)

All the above tools will be introduced to the participants as a group using examples to ensure that methods are well understood and knowledge can be transferred to their own projects. Questions are taken whilst the methods are introduced and a dedicated space is provided at the end of this session to answer questions.



Participants then get into their action projects groups. The above tools will be used to test their aims and objectives.

Each group will be asked to use the 3 tools to robustly challenge their aims and objectives.

Groups will be encouraged to use the flipchart paper to draft their ideas and then use the templates once they are happy with their drafts.

Facilitators will offer support when required.

ACTIVITY 3.6

brain writing

- Aim Of Activity
- To collect ideas on activities for the action projects
- Length Of Activity
- 30 min
- Materials Needed
- Work sheets



Activity Outline

1. To collect concrete ideas on activities for their action project. The method of brainwriting is very useful to create a lot of ideas in a very short time.
2. All the participants come together and form small groups of 5 people. These groups should not be the same as the action project groups! Mixing the people can help to get fresh ideas and an outsider's perspective can be very helpful sometimes.
3. Everyone receives a work sheet for this activity. The sheet consists of a template with 3 rows and 6 lines for activities for a project.
4. Every group member starts writing down 3 ideas for activities of their project in the first line.
5. It is important that the idea is well described, so that your neighbour can imagine what is meant.
6. After 10 min everyone gives his/her sheet to the neighbour on their left. This person completes the template with three further ideas in the second line.
7. Participants can note whatever comes to their mind about the first ideas and thereby extend and refine these ideas. If they have no comments, participants write down new ideas about the topic.
8. Every 5 minutes, the sheets are passed on clockwise to the next person . This method enables a broad range of ideas for activities to be collected.

9. It is important to keep silent during the brainwriting process and to keep the 5-minutes-rule, so a positive time pressure is created.

10. The brainwriting is over when participants receive their own sheet again after 5 or 6 rounds of 5 minutes.

| | | | |
|--------------|--|---|--|
| person one | Location: city hall | Opening evening with cultural supportive program, e.g. band? Lecture? | Stories/portraits of the people in the pictures |
| person two | -Alternatively community center -Photo walls with short text as explanation -11am – 5pm, one weekend Saturday, Sunday | -Friday opening with speeches of the volunteers -snacks from the partner-countries | -pictures of landscapes -traditions -explain stereotypes |
| person THREE | -At one night until 10pm -slideshow instead of photo walls (costs!) | -guided tours with the volunteers -music from the different countries | Too difficult to explain stereotypes with pictures? |

Network planning technique

- Aim Of Activity
- To give participants a tool to help them plan their action project from the beginning to the end
- Length Of Activity
- 60 minutes
- Materials Needed
- Pens, paper

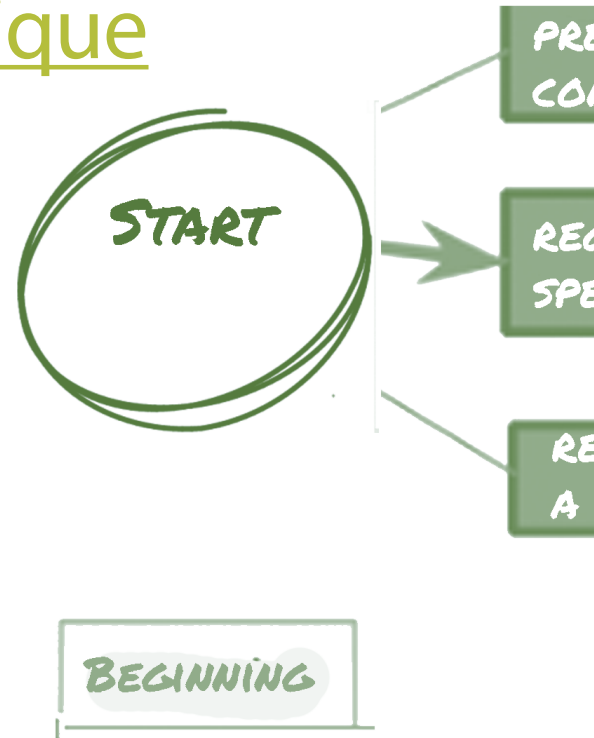
Activity Outline

Participants are given an overview of the 'Network Planning Technique' and how it relates to their project.

Doing a "Network Planning Technique" involves the following steps:

- 1) Get into action project groups
- 2) The group selects the final ideas of activities they want to include in their overall action project.
- 3) The activities are scheduled according to when they need to be carried out
- 4) Next the activities are sorted into a logical order. The group decides which activities follow on from each other and which activities can be carried out together or parallel. They can ask themselves the following questions:

- What activities can start parallel?
- Which activities follow directly after the each other?
- Which activities are linked, either in a content-related or organisational way?



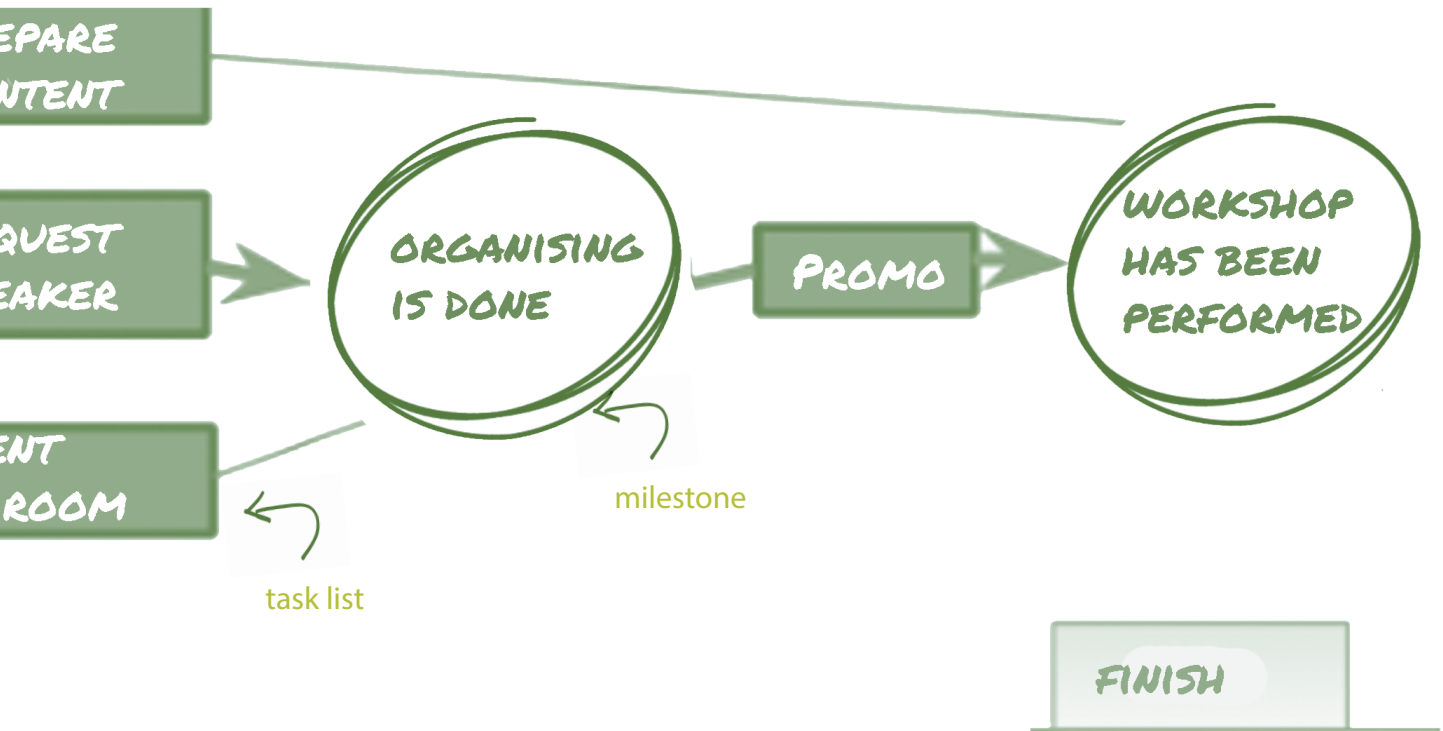
-What can only begin if something else has been finished?

-Which chain of activities takes the most time.

A network planning technique visualizes the logical connections between the different activities of a project. It looks at the consistency of the project and helps to uncover possible weaknesses in the content.

Additionally, this method shows the critical points of the project. The so-called "critical path" (red arrows in the example above) is the succession of activities that has to work out in order to make the whole project come to a successful end on time. That means that if a problem comes up during the implementation of the critical path, the whole project is in danger of failing, or at least not meeting the deadline.

The critical path usually takes the longest and therefore determines the length of the whole project. For example: a group wants to organize a speech in a school. Here, the critical path could be the search for a speaker. Only when the speaker is found can the group can set up a program and promote the speech. Using the network



planning technique, the group can include the following elements into their project planning:

5) Tasks

Procedures are elements of the network planning technique that describe certain events. Procedures are therefore work packages that are implemented during a certain timeframe and have a starting and an ending point. For example, the individual activities the returnees want to implement for their project, e.g. researching potential speakers online.

6) Events

Events are elements of the network planning technique that describe the occurrence of a certain condition. Events can also mark the beginning or the finishing of a procedure.
e.g. speaker is identified.

7) Milestones

Milestones mark the achievement of an important interim result, e.g., the program is set up

8) Decisions

Strategic moments of decisions can also be included in the network planning technique.
e.g. Is the program accepted by the teacher? (yes/no)

Estimate costs

and workload

Aim Of Activity

- To estimate the workload and expenses for the project

Length Of Activity

- 60 minutes

Materials Needed

- Work sheets, paper

Activity Outline

The costs of a project can be divided into material costs, travel costs and working time.

1. Allocating material and travel costs

First of all, the group members need to decide how much they want to spend out of their own pocket for the project. The sum of amount is the budget they have. Trainers should guide this process in a way to avoid group pressure on participants to overspend their personal budgets.

If groups can receive funding then this will be their budget. It is important to define a limit for the material and travel costs in advance. If the group wants to apply for funds or sponsorship, it is crucial to have planned a budget.

Material costs for the returnees can be, for example, books they need for the preparation of a speech or fair-trade chocolate for participants of a workshop.

Travel costs can arise for group meetings or to travel to the location of the organized event.

2. Allocating working time

The biggest resource required is the time returnees want to spend implementing their



project. As the projects are voluntary they need to be worked on between normal jobs, university and other duties of the returnees.

To estimate realistically how much leisure time everyone is able and willing to spend, they can use a work sheet with a simple calculation.

3. Estimate workload and costs

To estimate the workload and costs of each activity of the project, a moderated discussion (by a member of the group) within each project group is helpful.

Based on the network planning technique, every single activity is discussed to figure out, how much time is needed to fulfil each task.

An important precondition for a realistic estimation of costs and workload is that everyone has the same understanding of the activities. Therefore, the more detailed the objectives and the project planning are, the better. This will make it easier for participants to estimate the workload of the activities. If the participant's estimations differ from each other, usually an averaged workload can be defined. In this case the group moderator can also encourage everyone to explain on which basis they estimated the workload.

Material costs for the returnees could be, for example, books they need for the preparation of a speech or fair-trade chocolate for participants of a workshop. Travel costs can arise e.g. for group meetings or to travel to the location of the organized event; there can be fees they need to pay to a speaker or to rent a room; as well as many other costs.

The workloads estimated as a result of the discussion, as well as estimated budgetary items (e.g. material and travel costs), should be written down in a table. The total amount of estimated time and budget can now be compared with the resources that have been allocated in the exercise before.

Work sheet:

Question 1: weekly workload (assuming a normal week)

How many hours per week are you able and willing to spend on the project realistically?

Result: _____ hours per week

Question 2: daily workload

Divide the number of hours per week above by 7

Result: _____ hours per day

Question 3: "preoccupied-days"

How many days are there until the end of the project during which you do not have time at all for the project (full-time job, studies, vacations, free weekends, etc.)? Please count these days.

Result: _____ preoccupied days

Question 4: total workload

There is a total number of _____ days until the end of the project.

Please subtract the number of preoccupied days from the total number of days.

_____ days minus _____ blocked days is _____ free work days.

Please multiply your daily workload in hours by the number of free work days.

_____ hours/day multiplied with _____ free work days is _____ total number in hours.

Total result: _____ hours of workload you have available for the project.

If a significant gap between resources and estimated costs becomes apparent there needs to be adjustments to the project activities. In this case, the planned project needs to become smaller (fewer activities, fewer outputs created) in order to fit to the limited resources of the working group.

↙ Example

| NAME OF ACTIVITY | WORKLOAD (HOURS) | BUDGETARY ITEMS (€) | | | | |
|---------------------------------|------------------|---------------------|----------------|----------|-------------|------------|
| | | TRAVEL COSTS | MATERIAL COSTS | FEES | OTHER COSTS | SUM |
| VISIT THE ROOM IN THE CITY HALL | 2.5 | €8.5 | - | - | - | €8.5 |
| PROMOTE THE EVENT | 5 | €10.5 | €40 | - | €5 | €55.5 |
| | | | | | | |
| TOTAL AMOUNT | 7.5 | €19 | €40 | - | €5 | €64 |

| |
|----------------------|
| Name of the project |
| (partial) activities |
| |
| |
| |
| |

Identifying roles in the action project

- Aim Of Activity

- To introduce a theory that will help individuals identify their own role within a team

- Length Of Activity

- 30 minutes

- Materials Needed

- Print out of belbin's team roles, pens

Activity Outline

Belbin's Team Roles (Appendix 4) will be introduced to the participants. This shows 9 different roles within a group.

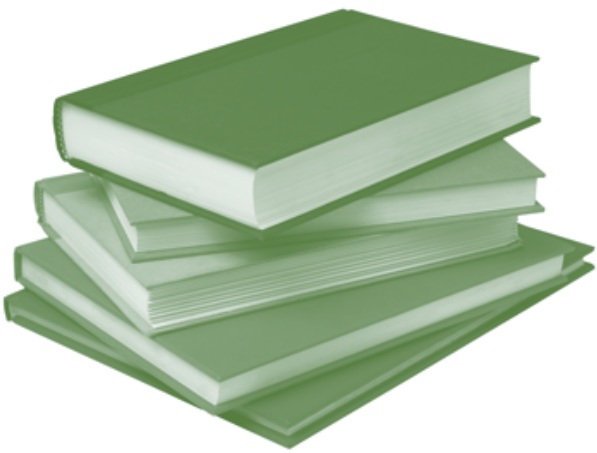
Everyone is invited to read the different roles and reflect on which roles represents them the most

The different groups are invited to discuss the roles in the action project groups. What roles are covered what roles are possibly missing. What are the strengths and the weakness of these roles?

Hopefully the each project will have mixed groups but if not it provides food for thought on how the roles are allocated!

The most successful teams tended to be those with a mix of different people, i.e. those with a range of different behaviours. Nine distinct clusters of behaviour turned out to be distinctive and useful. These were called "Team Roles."





Stage 4:

Consolidating
the learning



Dear me,

Something I have learned from this topic is....

Something that inspired me was...

Something I would like to remember at a later stage is...

Something I will do as a result of the learning from this course...

Best regards,
From Me!

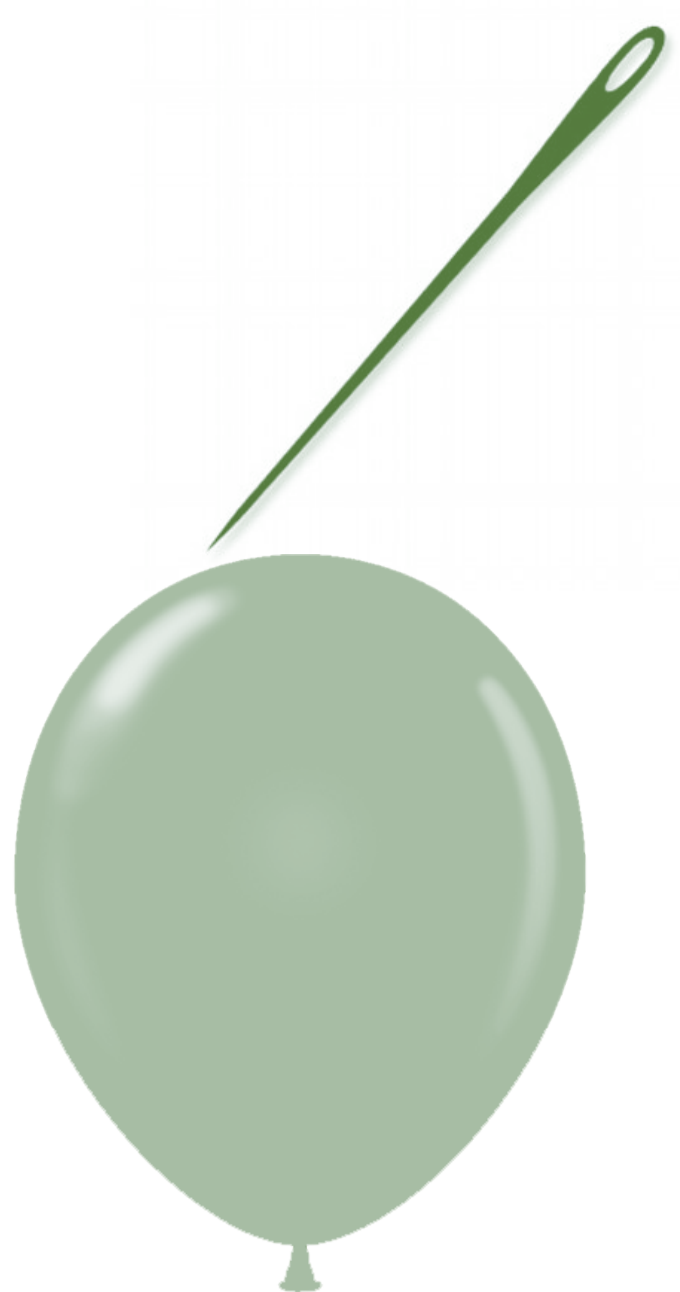
burst the balloon

- Aim Of Activity
- To encourage participants to take action
- Length Of Activity
- 5 minutes
- Materials Needed
- A balloon

Activity Outline

1. Invite participants to form a circle
2. Place the balloon in the middle of the circle
3. Tell them that we are going to use the energy of the group that we have built up, all the conversations and all the ideas to burst the balloon. Invite participants to close their eyes.
4. Tell them to use the energy and thoughts. Imagine the balloon bursting. Keep encouraging them to burst it with their mind.
5. After a minute tell them that you think they are very close to bursting it and to give it one last chance with their minds.
6. After another minute if nobody has already burst it, walk into the centre of the room and physically burst the balloon. Explain that thoughts are great but without action nothing will happen. The balloon cannot burst by thoughts alone.

They can think and talk about injustice, poverty climate change all day long but they need to take action (informed action)



I have,' 'The shoes I am wearing,' 'What I most deeply and profoundly love'.

8. There are a number of ways to define the length of a council circle. A time limit can be set at the beginning. It could be decided that the talking stick passes around the circle to each person who wants to speak 2 or 3 times. Another option is to continue the council until there is a completely silent passing of the talking piece, indicating that no one has anything left to add to the discussion. It is important to decide this at the beginning.

9. It is nice to get the group to blow the candle in the middle out together.

The 4 intentions of Council

Speaking from the Heart

Participants are invited to speak from their heart with open and honest communication, and to be as transparent as they can about their emotions, feeling and what they are thinking in the present moment. It can be useful to imagine the words coming from the mid region of the body as opposed to the head.

Listening from the Heart

Participants are invited to listen to all members of the group with an open and alert concentration; to do their best to understand and accept what the other person is saying, and to listen with full attention and stay present, not waiting for the other person to stop talking so that we can say what we are thinking.

Speak spontaneously

Participants are invited not to plan what they are going to say before their time to speak comes. This allows them to listen when others are speaking, and it also allows for what they are feeling and thinking in that moment to come out.

Speak the essence

To speak the essence means that participants are invited to speak about the most important parts; to try and avoid long-winded speeches; to only speak what is significant to them. This also allows all participants to have time to speak and avoids the council going on too long and thus affecting people's concentration and listening.

The Law of Council

Confidentiality

What is said in council stays in council. It is important that the confidentiality of the space is respected so people are comfortable sharing, and profoundly love'.

8. There are a number of ways to define the length of a council circle. A time limit can be set at the beginning. It could be decided that the talking stick passes around the circle to each person who wants to speak 2 or 3 times. Another option is to continue the council until there is a completely silent passing of the talking piece, indicating that no one has anything left to add to the discussion. It is important to decide this at the beginning.

9. It is nice to get the group to blow the candle in the middle out together.

bibliography

- Benthall, C. Blum, N. Bourn, D. (2010). *Returned Volunteers and Engagement with Development: VSO Longitudinal Study*. London: Institute of Education.
- Brander, P, De Witte, L, Ghanea, N, Gomes, R, Keen, Nikitina, A, Pinkeviciute, J. (2012). *Resource on Human Rights Education*. Available: https://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf: Last accessed 18/10/2016.
- Campbell, J (1949). *The hero with a thousand faces*. USA: Bollingen Foundation.
- Comhlámh . (2011). *Coming Home Training A handbook for volunteer sending agency*. Available: https://issuu.com/comhlahm/docs/training_handbook_final: Last accessed 18/10/2016.
- Comhlámh. (2010). *Engaging Returned Development Workers in Development Education*. Available: https://issuu.com/comhlahm/docs/engaging_rdws_report_single: Last accessed 18/10/2016.
- Comhlámh. (2015). *From Volunteers to Active Citizens*. Available: <http://www.comhlahm.org/2015/06/have-a-read-of-our-new-resource-on-active-citizenship/>. Last accessed 18/10/2016.
- Harvey, B (2014). *Are We Paying for That? Government Funding and Social Justice Advocacy* . Dublin: the Advocacy Initiative, Dublin.
- Irish Aid (2006). *Irish Aid and Development Education describing... understanding... challenging... the story of human development in today's world*. Dublin: Irish Aid.
- Lovell-Hawker, D. (2009). *Coming home*. Available: https://www.sim.co.uk/sites/default/files/docs/Coming_Home.pdf Last accessed on 18/10/2016
- Machin, J. (2008). *The Impact of Returned International Volunteers on the UK: A Scoping Review*. Available: <http://www.ivr.org.uk/>. Last accessed 22/07/2016.
- MacRory, L (2009). *Towards understanding how to engage returned volunteers: management recommendations for VSO Ireland*. Dublin: Dublin City University.
- The Wheel. (2015). *Citizens Rising: A Report from the People's Conversation*. Available: <http://peoplesconversation.ie/wp-content/uploads/2015/10/Citizens-Rising-for-web-1.pdf>. Last accessed 18/10/2016.
- Trapeze Collective (2007). *Do It Yourself: A Handbook for Changing Our World* . London: Pluto Press.
- UCL. (2015). *Active Citizenship-overview*. Available: <https://www.ucl.ac.uk/global-citizenship/programme/pathways/active-citizenship>. Last accessed 21/09/2016.
- Volunteering Matters, Comhlámh, finep, INEX-SDA (2016). *Engaging Returned Volunteers in Active Citizenship. Research, learning and best practice from four countries..* Available http://www.comhlahm.org/wp-content/uploads/2016/06/Active-Citizen-Survey_Final.pdf. Last accessed 27/10/16.
- VSO Nigeria. (2014). *Active citizenship in youth programmes*. Available: <https://www.vsointernational.org/sites/default/files/VSO%20Evidence-based%20Case%20Studies%20-%20Nigeria.pdf>. Last accessed 18/10/2016.

Appendix 1

Stages

Condensed



If time is limited, facilitators can select from the following activities to help participants focus on specific goals and actions for a better world.

Appendix 2

Group

building activities



Group contract

- Aim Of Activity
- To agree on some key statements that will support the group to work together by a shared understanding of safety and respect within the group.
- Length Of Activity
- 10 minutes
- Materials Needed
- Flip chart paper and markers

Activity Outline

- 1 Ask the group the question, 'What are the conditions needed for us to work together effectively'?
- 2 Ask the group to suggest ways in which the group can work together effectively, encourage them to think about what this practically might look like, e.g. RESPECT – what does this mean and how can we animate respect within the group?
- 3 Put the contract or group agreement up somewhere where people can all see it throughout the training, and refer back to it so that it is a 'living' piece of paper.

This activity could be done in smaller groups, with more opportunity for discussion among group participants.

How this activity could be adapted



bean bags

Aim Of Activity

- To learn each other's names.
- To energise the group.
- To bring focus to the group.

Length Of Activity

- 5 minutes

Materials Needed

- Bean bags (or small balls), name tags

Activity Outline

Ensure everyone's name tags are visible from a distance. Stand in a circle.

Whoever holds the bean bag calls out the name of another and throws the bean bag to him or her. She or he then passes the bean bag to someone who has not yet had it.

Participants must remember who they threw the bean-bag to, and create a pattern.

Gradually introduce more bean bags, maintaining the order in which they were thrown, so that several are going at once.

Call a halt to the game when it breaks down and chaos begins, or when there is a natural end.



Collage - What defines me?

Aim Of Activity

To give participants a space where they can be creative and think what defines them as individuals and present it to the other participants.

Length Of Activity

This activity can be offered in the plenary during the afternoon/evening of the arrival day, everybody can join whenever she/he arrives

Materials Needed

Super large paper, Glue, Markers, Color pencils, Scissors, Journals and magazines with pictures.

Activity Outline

Have materials ready in the plenary (large paper, glue colouring material, paint old newspapers and magazine etc).

There should be music playing in the background. This will create a nice atmosphere.

The materials with instructions including the questions below are placed in the centre of the room.

The collage is done individually on large paper which should remain in the room for the rest of the course.

Participants create a collage that represents them. They can put their name on the collage (There could be collages of the facilitators already there before the arrival of the participants)

Use a collage technique, drawing or other visualisation to present yourself:

Guiding questions can be:

1. Who am I? What do I like? What are my strengths?
2. What are the attributes/aspects of my personality through which I define myself by?

(can be adjusted)

Mobile Maps

Aim Of Activity

To situate participants within the group and in relation to each other.

Length Of Activity

20 minutes

Materials Needed

No materials needed



Activity Outline

Place yourself in the middle of the room, and invite participants to gather around you.

Explain that your position in the centre represents the 'centre' of the universe. Outline where is north, south, east, west, etc.

Invite participants to travel to the place in relation to the centre where

They originally come from ✓

Where they are currently living ✓

A place they have travelled to/volunteered in ✓

A place they have a family connection to ✓

A place they would love to visit ✓

At each point, either invite participants to share why they are standing at a certain point with the person closest to them, or else as the facilitator you can ask people to share in the bigger group.

Appendix 3
Planning
tools



TOOL 1

Matrix of priorities

Used to establish priorities

Eisenhower method for time management

| | | | |
|--------------------------------------|-----------------|---|-----------------|
| URGENT AND IMPORTANT | DO FIRST | LESS URGENT BUT IMPORTANT | SCHEDULE |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | DELEGATE | | DON'T DO |
| URGENT BUT LESS IMPORTANT | | NEITHER URGENT NOR IMPORTANT | |
| | | | |
| | | | |
| | | | |
| | | | |

TOOL 2

PLANNING TRIANGLE

Used to establish aims and links to objectives



TOOL 3

SMART Objectives

Used for establishing measurable objectives

| | |
|-------------------|--|
| <i>SPECIFIC</i> | |
| <i>MEASURABLE</i> | |
| <i>ATTAINABLE</i> | |
| <i>REALISTIC</i> | |
| <i>TIMELY</i> | |

team role

Plant

Resource
Investigator

Co-ordinator

Shaper

Monitor Evaluator

Teamworker

Implementer

Completer Finisher

Specialist



Appendix 4

Belbin team roles

Contribution

Allowable Weaknesses



Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.

Ignores incidentals. Too preoccupied to communicate effectively.



Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts.

Over-optimistic. Loses interest once initial enthusiasm has passed.



Mature, confident, identifies talent. Clarifies goals. Delegates effectively.

Can be seen as manipulative. Offloads own share of the work.



Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.

Prone to provocation. Offends people's feelings.



Sober, strategic and discerning. Sees all options and judges accurately

Lacks drive and ability to inspire others. Can be overly critical.



Co-operative, perceptive and diplomatic. Listens and averts friction.

Indecisive in crunch situations. Avoids confrontation.



Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done

Somewhat inflexible. Slow to respond to new possibilities.



Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.

Inclined to worry unduly. Reluctant to delegate.



Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.

Contributes only on a narrow front. Dwells on technicalities



VOLUNTEERING  **MATTERS**



fin·e+p
forum for international
development + planning