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**SERVICE-LEARNING IN YOUTH WORK  
TRAINING FOR YOUTH WORKERS AND HANDBOOK FOR TRAINERS**

**SERVICE-LEARNING IN YOUTHWORK  
HANDBOOK FOR TRAINERS**

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**Volunteering as an  
Educational Opportunity**

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## 1. INTRODUCTION

Many organization and youth workers see volunteering as an educational opportunity, but they are not fully using its educational potential. To have balance in volunteering between education and personal grow of the volunteer on one side and fulfilling the real needs of community is not every time easy for local, as well as international volunteers. Many times, it happens, there is strong focus on solidarity service and meeting the need of beneficiaries without articulated learning process. Volunteer coordinators and youth workers think, that the learning trough volunteering is happening “automatically” and when they should recognize and validate the process of non formal learning they have difficulties to name outcomes of learning from volunteering experience.

Service-learning combines meaningful service in the community with education. Service-learning can be promoted in formal, as well as non-formal education or as a connection between formal and non-formal education. The most significant findings from international research have suggested that service-learning has a positive effect on young people in several areas. These areas include the development of the so-called key competences (e.g., communication skills, leadership, cooperation with others, cultural understanding, responsibility, learning, problem-solving skills, development of critical thinking, etc.) and civic engagement and empowering young people so they believe they can bring the change in the society. The potential of the SL in CEE countries has still not been used enough, because of the missing structures, lack of competence and experience in development of the strategy. The service-learning has originated in the U. S. and its implementation in the European context has some particularities related to social and cultural differences and the need for engagement and participation in the civic society and community life.

Within the frame of the Erasmus+ project “Volunteering as an educational opportunity”, the so-called EDUVOL, the project partner organizations aim to improve the quality and relevance of the education offer in the field of implementation of the service-learning in youth work, to enhance capacities of organizations and youth workers in implementing service-learning concept in practice and possibilities of its implementation in cooperation with local as well as international youth volunteers, and to increase the quality of youth work primary in area of youth volunteering.

Therefore, a series of publications have been issued for youth workers and other stakeholders who are open to undertake the responsibility of establishing and running service-learning approach in their organizations for the benefit of all parties involved.

The purpose of this handbook is to provide support to trainers who decide to implement training on service-learning in youth work. This handbook presents for the trainers the structure of the training (training flow), gives additional ideas, useful tools and methods on how to conduct a training session effectively, keeping in mind that the training should provide a safe place for each participant to be active and express their own opinion. The suggestions are based on the experiences and work of EDUVOL partners and the result of the pilot process in 5 EU countries.

The trainers should freely adapt the training structure and methodology to their experiences especially to the possibilities and abilities of the participants (i.e. number of those present, and their previous experiences, etc.). The possibilities are really wide, from shortening the training, dividing it in more segments or modules, focusing on specific topics, units and learning outcomes or delivering it using different methodologies. The trainer should be familiar with the topics concerned, service-learning in you work, i.e. the trainer is required to have appropriate knowledge and experiences in the planning, organising and delivering educational programmes (either formal or non-formal) and in the use of the different methods . The handbook does not specify the number of trainers needed for a given programme. In general the courses are delivered by one or two persons, depending on their experiences and position in the organization.

Training can be delivered in person or online. We offer in the manual several options for the on-site and online activities.

In the manual we are using the term youth, young people and youth worker. Young people are persons 13 – 30 years old. For the purposes of European youth policies this age is used both by the European Commission and Council of Europe (2004). Youth workers are people who work in direct contact with young people and carry out activities designed for supporting their personal and social development through non-formal and informal learning. Youth workers can be professionals or volunteers, and can be civil servants or work for non-governmental organizations. (European Commission, 2015)

## 2. BASIC INFORMATION ABOUT THE TRAINING

**Name of training:** Service-learning in youth work

**The aim of the training:** get to know what is service-learning and how to implement it in youth work

**Target group of the training:** youth workers, teachers, educators, volunteer coordinators, open to new methods of teaching, whatsoever specialization, length of practice non-determinant.

**Competencies that will be acquired during training. The graduate of the training:**

- Is able to recognize the potential impact and benefits of the service-learning;
- Can explain service-learning as a community oriented educational tool/strategy and space for see volunteering as an educational opportunity;
- Can explain the philosophy and principles of service-learning and deeply understands the concepts behind student participation, community involvement / solidarity service and linkage with the curriculum;
- Can distinguish between volunteering, professional/field practice, case studies, internships and service-learning;
- Knows various options/models for implementation of service-learning projects;
- Can identify possible steps to the implementation of service-learning projects both related to the service and the educational process, as well as how these two mingle / improve each other;
- Can analyze the needs of community, identify partners for service-learning projects
- Can set up learning and service objectives and how there are connected;
- Can reflect the process of learning trough service;
- Can create one's own plan for implementation of service-learning projects within the youth work and implement it, evaluate it and improve based on conclusions of the evaluation.

**Criteria for joining the training:** youth workers and educators working directly with youth with personal experience in community projects or volunteering who are motivated to apply what they learn during the training in the future

**Methods, tools used in the training:** during the training, a participatory and interactive approach (a combination of theory and experiential learning adapted to the principles of adult learning) will be used through each unit. Using this kind of approach ensures that all participants have a safe environment for work, motivation and active participation, and transparency in the work. Different techniques and methods are used during the training including: short and clear presentations, different simulations – role play, work on case studies and different group and individual techniques and methods. The training constantly provides an environment for mutual communication between trainers and participants, and the exchange of experiences and advice.

Training can be delivered onside and online. For the online version of the training, you can use similar activities as in the training in person adapted to the online settings. To make online training more fun and experiential we recommend you to use some of the tools that can help you with the training facilitation. For example Mural, Jamboard, Padlet. For the online lesson you can you [Zoom](#), [Google meet](#), [Microsoft Teams](#) and many others.

MURAL (mural.co) is a digital workspace for visual collaboration. It offers an online co-working space that is easy to use and you can invite collaborators even if they don't have an account. You can brainstorm ideas, design your plans, and do almost everything you could do using a physical huge wall: write texts, add post-its, images, links, draw, and so on. Even better, there's no limit to how big your wall can be. Find out more [here](#).

JAMBOARD ([jamboard.google.com](http://jamboard.google.com)) is a digital whiteboard which makes possible working together in real time. It is very easy to use, gives a possibility to make colorful post-it notes, to paste pictures simultaneously etc.

PADLET ([padlet.com](http://padlet.com)) is another digital post-it board which makes possible working together in real time. The advantage of Padlet is that it gives a possibility to create different structures of the board – tables, timelines, maps etc.

**Duration of the training:** depends on number of participants and form of the training. Training can be delivered in 2 days + 1/2-day presentation, 7 x 45-minute hours per day, but it can be also organized during several meeting in onsite or online. Total duration of the training without breaks in the training flow is 14 hours (45 minutes).

**The minimum and maximum group size:** minimum 10, maximum 20

**Performance evaluation system of the training:** after the training, participants develop (as training assignment) a plan on how to implement service-learning in their own organization.

**Training evaluation:** Each participant will have the chance to evaluate the training and its components through a questionnaire, which will include open and closed questions. One part of the questionnaire will be dedicated to the participant self-evaluation of acquired knowledge and skills.

**Professional requirements for trainers:** trainers should have training experiences or have skills working with groups and facilitating learning process. In addition, they should also have knowledge of and their own experiences in the field of service-learning or volunteering.

### 3. USEFUL TIPS FOR THE ONLINE TRAINING

Sometimes it is hard for participants to be concentrated the whole day or whole online session. We recommend you using some energizers between lessons or activities, so participant will feel more fresh and they will be able to perceived more deeply presentations or actively working. If you don't like this particular brain energizers, you can find more examples on the internet.

#### **Peace-rock – Brainenergyzer**



We are used to waking our body up, but sometimes our brain needs to wake up as well. This game has 3 stages. On the first stage you wake up your dominant hand. You count 1,2,3 and on 3 you make the peace sign, and count again. The second time you reach 3, you make the rock sign. Then you keep alternating between the two of them, until it becomes easy to do. On the second stage you do the same with your other hand. The third stage is the one in which we really wake up, because on 3, one hand has to show the “peace” and the other one the “rock” and the next time you reach 3, the other way around, and so on. When the task becomes easy, count faster!

#### **Show us where you stand**

The facilitator makes a statement (eg. I love spring) and asks the participants to show the degree to which they agree to this statement by their positions in front of the camera. If they agree they should come really really close to it, maybe to the point they stick their noses to it, if they do not, they should take steps back (if the room allows) or just get completely outside the camera's reach. The facilitator can prepare more such statements or they can invite the participants to state their own, in turns.

#### **Body scan**

Guide the participants into a short, relaxing meditation, to help bring them into the moment. Use a gentle, soft voice and don't rush it. Here's one example, even though you can find many more: “Bring your attention into your body. You can close your eyes if that's comfortable for you. You can notice your body seated wherever you're seated, feeling the weight of your body on the chair, on the floor. Take a few deep breaths. And as you take a deep breath, bring in more oxygen enlivening the body. And as you exhale, have a sense of relaxing more deeply. You can notice your feet on the floor, notice the sensations of your feet touching the floor. The weight and pressure, vibration, heat. You can notice your legs against the chair, pressure, pulsing, heaviness, lightness. Notice your back against the chair. Bring your attention into your stomach area. If your stomach is tense or tight, let it soften. Take a breath. Notice your hands. Are your hands tense or tight. See if you can allow them to soften. Notice your arms. Feel any sensation in your arms. Let your shoulders be soft. Notice your neck and throat. Let them be soft. Relax. Soften your jaw. Let your face and facial muscles be soft. Then notice your whole body present. Take one more breath. Be aware of your whole body as best you can. Take a breath. And then when you're ready, you can open your eyes.”

#### **Daily evaluation**

##### **Tip/Top**

Prepare an online work sheet (it can be jamboard, paddle, mural, online flipchart, etc) with 2 areas: tip and top. Ask the participants to write down any tips or suggestions they have for your next training day, anything that can be improved in the “tip” area. Ask them to think about the highlights of the day, the moments they enjoyed the most and the “aha!” moments and write them down in the “top” area.

Make sure to read them and refer to them on the next day.

#### 4. THE CURRICULUM UNITS

First Day			
Unit title	Time allocated (minutes)	Learning outcomes After completing this unit, the participants will be able .....	Content of unit
<a href="#">Unit 1 Introduction to the training</a>	45	<ul style="list-style-type: none"> <li>to explain the training objectives and structure</li> <li>to acknowledge/recognize different participants of the training and its expectations and apprehensions</li> <li>to explain the rules agreed during the training</li> </ul>	<p>Introduction of the training and participants</p> <p>Presentation of expectations and fears</p> <p>Creating the common rules during the training</p>
<a href="#">UNIT2 Service-learning basics – concept and differences between service-learning, volunteering, educational activity and internship</a>	60	<ul style="list-style-type: none"> <li>to understand service-learning as an educational tool with components: service activity, learning process, reflection of learning process, youth leadership</li> <li>to understand service-learning as a reciprocal process</li> <li>to understand the characteristics of each concept (Volunteering, Internship, educational activity, SL) and the differences between the 4 concepts</li> <li>to be able to identify when an activity is not SL</li> <li>to be able to re-convert an idea to fit the SL model</li> </ul>	<p>Explanation of service-learning main features</p> <p>Differences between service-learning, volunteering, educational activity and internship</p>
<a href="#">UNIT 3 Service-learning principles</a>	50	<ul style="list-style-type: none"> <li>To explain service-learning principles</li> <li>To name different examples of service-learning principles application in practice</li> </ul>	<p>Service-learning principles</p> <p>Principles in practice</p>
<a href="#">UNIT 4 Service-learning steps and roles and tasks of stakeholders in different steps of the project</a>	45	<ul style="list-style-type: none"> <li>To explain the steps of SI project and tasks that are included in each step</li> <li>To identify the main responsibilities of theyouth worker or teacher and young people in each step</li> </ul>	<p>Service-learning steps</p> <p>Roles and tasks of stakeholders in different steps of the project</p>
<a href="#">UNIT 5 Needs assessment in service-learning</a>	55	<ul style="list-style-type: none"> <li>to explain needs assessment in relation to SL</li> <li>to explain the methods for needs assessment</li> <li>to recognize importance of needs assessment in SL</li> </ul>	Needs assessment

<a href="#">UNIT 6 Objectives of service-learning projects</a>	60	<ul style="list-style-type: none"> <li>to set objectives for a service-learning project based on learning (student) and service (community) needs</li> </ul>	Setting the learning and service objectives
<a href="#">UNIT 7 Planning the own plan</a>	30	<ul style="list-style-type: none"> <li>to check the relationship between community needs, learning objectives and activities</li> <li>to use the template in planning the project</li> </ul>	<p>The service-learning diagram</p> <p>The Project Plan Template</p>
<a href="#">UNIT 8 Reflection in service-learning</a>	45	<ul style="list-style-type: none"> <li>to recognize the importance of reflections in service-learning implementation</li> <li>to ask reflection questions</li> <li>to list different methods and to choose appropriate reflection method for the course</li> </ul>	<p>Reflection in service-learning</p> <p>Questions for reflection</p> <p>Methods of reflection</p>
<a href="#">UNIT 9 Monitoring and evaluation in service-learning</a>	90	<ul style="list-style-type: none"> <li>to describe the concepts evaluation, monitoring and documentation and their interrelation in a SL project</li> <li>to list different possible monitoring tools</li> <li>to list who is involved in the evaluation of service learning project and set up questions for evaluation</li> </ul>	<p>Evaluation, monitoring and documentation</p> <p>Monitoring tools</p> <p>Differences between the concepts</p>
<a href="#">UNIT 10 Promotion, closure and celebration in service-learning projects</a>	90	<ul style="list-style-type: none"> <li>to understand the importance and particularities of communicating a service learning project;</li> <li>to be able to identify and use different methods of communication;</li> <li>To be able to use the proposed tool to plan the promotion process.</li> <li>to understand the importance of closure and celebration in the service learning process;</li> <li>to be able to choose and to use concrete resources and tools to implement closure in a service learning project;</li> <li>to be able to identify different types of stakeholders and understand the most suitable ways of closure and celebration for each of them.</li> </ul>	<p>Promotion and communication throughout the SL project.</p> <p>Planning the communication.</p> <p>Closure</p> <p>Celebration</p>
<a href="#">UNIT 11</a>	25	<ul style="list-style-type: none"> <li>to evaluate the trainings and</li> </ul>	Evaluation of the training

<a href="#">Evaluation of the training</a>		benefits for the own strategies how to work with youth in volunteering	
<i>After few weeks</i>			
Presentations of the plans for service-learning implementation in youth work	<i>According to the number of participants</i>	<ul style="list-style-type: none"> <li>to present the own plan for service-learning implementation in youth work</li> </ul>	

## 5. TRAINING FLOW FOR TRAINING

UNIT 1 INTRODUCTION TO THE TRAINING			
Topic	Learning outcomes:	Methods:	Time allocated
Introduction of the training and objectives of the training	<ul style="list-style-type: none"> <li>to name the objectives of the training</li> </ul>	<b>Exercise 1.1:</b> Introduction to the training	5 minutes
Introduction of the participants and trainers	<ul style="list-style-type: none"> <li>to know the names and short characteristics of participants</li> </ul>	<b>Exercise 1.2.:</b> Introduction of the participants and experiences with the service-learning	20 minutes
Expectations, fears and rules	<ul style="list-style-type: none"> <li>to express expectations and fears regarding the training</li> <li>to agree on common rules during the training</li> </ul>	<b>Exercise 1.3.:</b> Expectations, fears and rules	20 minutes

Exercise 1.1: Introduction to the training	
Duration	10 min
Description (step process for the facilitator, including debriefing questions)	Checklist for starting the training: <ul style="list-style-type: none"> <li>Welcome participants</li> <li>Introduction of the trainers/ and organisers</li> <li>Why are we here?</li> <li>Practical information about the training / administration</li> <li>Framework of the training, the training method</li> <li>Framework and intellectual outputs of the EduVol project</li> </ul> Ask participants to make their own name cards and stick on shirts – it will help the communication between unknown participants
Materials needed	etiquette label and colour pens
Online	Explain the tools that you will use Explain rules for the online settings Ask participants to name/rename with the names GDPR questions

Exercise 1.2.: Introduction of the participants and experiences with the service-learning	
Duration	20 min (depends on the number of the participants)
Description (step process for the facilitator, including debriefing questions)	All participants should tell their name, organization they are working in, their position and their experiences with the volunteering or service-learning implementation. Trainer needs to calculate the time allowed for each participant depending on the number of the participants.
Materials needed	Smaller ball which is easy to catch
Online	Exercise can be provided also online. In the online settings people are more shy so it can be useful to ask concrete participant to continue with the introduction.

Exercise 1.3.: Expectations, fears, rules + agenda of the training	
Duration	20 min
Description (step	The trainer asks the group members to write on 4 different coloured post-

<p>process for the facilitator, including debriefing questions)</p>	<p>its everything that answers the following questions:</p> <ul style="list-style-type: none"> <li>- What do I expect from the training?</li> <li>- What do I expect from the group?</li> <li>- What do I expect form myself?</li> <li>- What am I afraid of? Anything I do not want to happen during this training?</li> </ul> <p>After 5 min individual work, participants come to the flipchart which is divided into four columns according to the four questions listed and stick their post its on it in the relevant column by explaining it to the group. Then the trainer is commenting expectations showing how the training can meet the demands. If some expectations cannot be fulfilled during the training, the trainer proposes what or who can help.</p> <p>The trainer relates to fears as well explaining or asking what could reduce them. Trainer can ask at this point: “Whose responsibility is it?” This can lead to creating the group rules – next exercise.</p> <p>Description of the task: trainer sticks a big paper – maybe give some drawing for the rules like a codex – and write „Group rules”.</p> <p>Participants can explain their own wishes – and you can use the information from the Expectations and fears game.</p> <p>Finally, the group can agree that this is a contract and is signed by everyone.</p> <p>Put the final paper on the wall where it can be viewed and if it is necessary you should add new rules</p> <p>Presenting the agenda of the training.</p>
<p>Materials needed</p>	<p>Flipchart paper, thick pencils, post-its</p>
<p>Online</p>	<p>In the online settings you can use the same question, but you can use for the individual and group work share document – for example Jamboard or Mural and ask participants to pin the notes there.</p>

**UNIT 2: SL BASICS – CONCEPT AND DIFFERENCES BETWEEN SERVICE-LEARNING, VOLUNTEERING, EDUCATIONAL ACTIVITY AND INTERSHIP**

Topic	Learning outcomes:	Methods:	Time allocated
<b>Introduction of the SL concept</b>	<ul style="list-style-type: none"> <li>to understand service-learning as an educational tool and a reciprocal process</li> <li>to be able to list main components of the SL model (service activity, learning process, reflection of learning process, youth leadership)</li> <li>to be able to define and explain SL to other youth workers and other stakeholders and give concrete examples of activities, conveying what SL means for their role as youth workers</li> </ul>	<b>Exercise 2.1.: Presentation on the SL concept and model including short film</b>	25 minutes
<b>Comparison of SL with other similar concepts (volunteering, internship) - identifying differences</b>	<ul style="list-style-type: none"> <li>to understand the characteristics of each concept (Volunteering, Internship, educational activity SL) and the differences between the 4 concepts</li> <li>to be able to identify when an activity is not SL</li> </ul>	<b>Exercise 2.2.: Difference among concepts</b>	20 minutes
<b>Transition between concepts</b>	<ul style="list-style-type: none"> <li>to be able to re-convert an idea to fit the SL model</li> </ul>	<b>Exercise 2.3.: Let's turn it into SL</b>	15 minutes

<b>Exercise 2.1: Presentation on the SL concept and model including short film</b>	
Duration	25 minutes
Description (step process for the trainer, including debriefing questions)	<p>Using the presentation with diagrams explain SL as an educational method with main components: service activity, learning process, reflection of learning process, youth leadership. Explain how important is the role of tutor and show benefits for students participating in SL projects.</p> <p>You can decide which slides from the presentation you want to use. Probably you won't have enough time in this part to use all of them.</p> <p>At the end of the presentation show the film and comment it/discuss it with the participants. Concentrate on components mentioned above. You could choose which film to show:</p> <ol style="list-style-type: none"> <li>1. "Project Water – Stay Healthy" which explain the whole process of SL, duration: 10 minutes.</li> </ol>

	<p><a href="https://www.youtube.com/watch?v=m3SVINC_Uwc&amp;feature=youtu.be">https://www.youtube.com/watch?v=m3SVINC_Uwc&amp;feature=youtu.be</a></p> <p>2. SL in Slovakia which shows 3 examples of SL projects, duration: 5:08 minutes.</p> <p><a href="https://www.youtube.com/watch?v=mSI0fmiGC1o&amp;feature=youtu.be">https://www.youtube.com/watch?v=mSI0fmiGC1o&amp;feature=youtu.be</a></p> <p>3. “SL: Real Life Applications for Learning” which shows realization of SL in the school in USA, this film is very inspiring, but ignores 2 important aspects: identifying local needs and youth leadership. If you watch this film you should mention it. Duration: 5:30 minutes.</p> <p><a href="https://www.youtube.com/watch?v=7t30ZMX8uGw">https://www.youtube.com/watch?v=7t30ZMX8uGw</a></p> <p>For the explanation you can also use this videos</p> <ul style="list-style-type: none"> <li>• Stages of service learning</li> </ul> <p><a href="https://www.youtube.com/watch?v=kFd-yiAfrmE">https://www.youtube.com/watch?v=kFd-yiAfrmE</a></p> <ul style="list-style-type: none"> <li>• Service learning – definition</li> </ul> <p><a href="https://www.youtube.com/watch?v=L9AXsV3eull">https://www.youtube.com/watch?v=L9AXsV3eull</a></p> <ul style="list-style-type: none"> <li>• Impacting communities, transforming students</li> </ul> <p><a href="https://www.youtube.com/watch?v=TzLlajpI5_I">https://www.youtube.com/watch?v=TzLlajpI5_I</a></p> <p>After the presentation and videos there can be discussion focused on What is SL like?</p> <p>Answers: it is like volunteering, educational activity, internship – after participants name it, trainer can move to the second exercise.</p>
Materials needed	Presentation (basic_and_steps), computer, projector, screen, Internet (to open the film) or downloaded film.
Online	In the online settings you can use the exercise and share the presentation and /or videos with the participants. For the videos – try if you can share the videos with participants and be sure that everybody see and is able to listen to vides. If not, share the link and participant can watch it themselves and after watching come back to the group.

<b>Exercise 2.2.: Difference among concepts</b>	
Duration	20 min
Description (step process for the facilitator, including debriefing questions)	<p>The group is split in 3 teams - each will analyze the one concept: Internship, Volunteering and Educational Activities.</p> <p>For 10 minutes, each team lists the main characteristics of each concept, on the same flipchart (split in half, in landscape format), trying to understand (based on their previous knowledge) what each concept means and how it is different from the others</p> <p>Then in the plenary, the 3 team-work results are compared, the facilitator extracts and points out the main conclusions and clarifies any misunderstandings, giving examples. (10 min)</p> <p>Following this, the facilitator adds on the 4th concept, already discussed, the Service-Learning one, referring to the previously delivered theoretical input (main characteristics, main step, examples), asking participants to compare and identify differences between the 4 concepts.</p> <p>For better results in remembering, all inputs can be visually supported (with colourful papers, videos, graphic facilitation, depending on each trainer).</p>

Materials needed	Flipchart paper, markers, colourful papers, larger post-its
Online	In online setting you have also possibility to do the breaking rooms and leave participant work in the groups. For the notes you can prepare in advance shared documents and share the link with each group.

<b>Exercise 2.3.: Let's turn it into SL</b>	
Duration	15 min
Description (step process for the facilitator, including debriefing questions)	<p>We create 2 teams - A and B (or named more creatively, according to the style of each facilitator)</p> <p>Each group receives 2 handouts with 2 descriptions corresponding to each of the 2 concepts - Internship and Volunteering - already created structures of activities that reflect each concept (the facilitators will have them prepared in advance, because of the lack of time - it can be a common thematic - social work/community development, etc).</p> <p>As a proposal, facilitators may use these (or other ideas):</p> <ul style="list-style-type: none"> <li>• Handout 1 - an internship position in the field of social work, with specific tasks and a schematic internship program</li> <li>• Handout 2 - a volunteering activity related with the field of social work;</li> </ul> <p>Each group reads out their handouts, comparing and understanding the differences and listing suggestions on how to transform the Volunteering and Internship proposals into SL projects.</p> <p>The 2 groups then present their findings and exchange their ideas, agreeing what needs to be changed in how the activities are planned, for the 2 activities to valid become SL projects</p> <p>The facilitator leads the discussion, points out conclusions or insights when needed, and lists on colourful shapes the main elements of SL that must be remembered, as a checklist for an activity to be considered SL.</p>
Materials needed	Flipchart paper, markers, colours, coloured paper shapes (ovals, clouds)
Online	Excercise can be provided the same also in the online settings, share handouts with participants

UNIT 3: SERVICE-LEARNING PRINCIPLES			
Topic	Learning outcomes:	Methods:	Time allocated
Introduction to the principles in general	to name what the principle is	<b>Exercise 3.1: Mirror, mirror tell me</b>	5 minutes
Principles of service learning	to be able to explain service-learning principles and apply them in real situations	<b>Exercise 3.2a.: Show me the card</b> or <b>Exercise 3.2b: Case studies</b>	45 minutes

Exercise 3.1: Mirror, mirror tell me	
Duration	5 min
Description (step process for the facilitator, including debriefing questions)	The trainer writes the word PRINCIPLE on the board and asks participants what the principle mean and which are synonyms of this word. He/she writes the ideas on the board. The trainer asks second question: why are the principles important in our life? Conclusion: there is a lot of situation in service-learning implementation, in which you will be not sure if your are going to the right direction. Using the mirror of principles (trainer can have a mirrors) you can watch if you are going to the right direction
Materials needed	Mirror, flipchart/table, markers
Online	Exercise can be provided in the online settings similar way.

Exercise 3.2a: Show me the card	
Duration	45 min
Description (step process for the facilitator, including debriefing questions)	The trainer explain that we will now pay attention to the service-learning principles. We give to the participants principles printed at A4 paper (each principle one paper). Trainer asks to create couples. Each couple has one or two principles. In the same room the trainer puts different pictures or cards on different places and asks participants to explain the principle and choose the card/picture connected with the principle. After 5 minutes we continue with the presentation of principles and cards.
Materials needed	Principles of service learning on A4, cards/pictures
Online	In the online settings trainer make a couples, put them in the breaking rooms and share with them presentation or file with different pictures. The participants has the same tasks as in the present training.

Exercise 3.2b: Case studies	
Duration	45 min
Description (step process for the facilitator, including debriefing questions)	Trainer creates 3 – 4 groups of participants. Each group will have several case studies from service-learning projects. The task of each group will be to name the problem in the case study and which principle/principles they should reflect to solve the situation. After group work each group presents results. The trainer should pay attention in the reflection process on role of the principles – the principles are not to give some restrictions for youth worker or teacher, they should be helpful and support the process of decisions making and support us in the leading of service-learning projects.

Materials needed	Case studies + list of principles
Online	Exercise can be provided in the online settings similar way.

<b>UNIT 4: SERVICE-LEARNING STEPS AND ROLES AND TASKS OF STAKEHOLDERS IN DIFFERENT STEPS OF THE PROJECT</b>			
<b>Topic</b>	<b>Learning outcomes:</b>	<b>Methods:</b>	<b>Time allocated</b>
SL steps	To explain the steps of SL project and tasks that are included in each step	Exercise 4.1 SL steps diagram	5 minutes
SL steps, roles and tasks of stakeholders in different steps of the project, facilitation and communication	To identify the order of SL steps and the main responsibility for each task (youth, tutor?)	Exercise 4.2a Steps order Or Exercise 4.2b Case studies	40 minutes

<b>Exercise 4.1: SL steps diagram</b>	
Duration	5 minutes
Description (step process for the trainer, including debriefing questions)	Using the 4 main SL steps diagram explain each of the steps and tasks that are included in each step. You can use a metaphor of a superhero team preparing for a world saving mission. SL steps are described in the tutors manual and youth manual.
Materials needed	SL steps diagram (presentation basics_and_steps)
Online	Exercise can be provided online the same way.

<b>Exercise 4.2a: Steps order</b>	
Duration	40 minutes
Description (step process for the trainer, including debriefing questions)	Before the workshops print the list of tasks and cut it – each task should be on a different stripe. The group will work in teams of 2-3 persons. Each team should get the stripes with printed tasks. Ask groups to arrange the individual tasks related to project implementation in chronological order. Note that some tasks can be carried out at the same time or at different times. The groups should also decide who is main responsibility for each task (tutor or youth?). The teams will need about 6-8 minutes to prepare the answers. Then discuss with all the participants the order they chose and the responsibilities of the tutor and youth for each task.
Materials needed	The task list – printed and cut (for each group)
Online	Jamboard – the trainer prepares post-it notes on Jamboard with the names of the tasks and place them not in chronological order so the group could replace them and arrange in chronological order.

<b>Exercise 4.2b: Case studies</b>	
Duration	40 minutes
Description (step process for the trainer, including debriefing questions)	The group will work in teams of 2-3 persons, each group on one case study. Give one case study to each group. Ask them questions: <ul style="list-style-type: none"> <li>• Which step of SL activities do the following learners/volunteers statements relate to?</li> <li>• What difficulties did they encounter during the implementation of the projects? Did they deal with it? How?</li> </ul>

	<ul style="list-style-type: none"> <li>● Identify what should be the role of the tutor and of the group in this case.</li> </ul> <p>The groups will need about 10 minutes to answer the questions. When they are ready let every team to present their case study and answers. Then discuss it with the whole group.</p> <p>You can decide to choose only some of the situations to discuss them with the whole group – it depends on time.</p>
Materials needed	printed case studies, sheets of paper, pens
Online	This exercise can be easily conducted online in the groups working in breakout rooms.

UNIT 5 NEEDS ASSESSMENT IN SERVICE LEARNING PROJECT			
Topic	Learning outcomes:	Methods:	Time allocated
<b>Introduction to the topic</b>	To explain needs assessment in relation to SL	<b>Exercise 5.1:</b> Introduction to needs assessment	15 minutes
<b>Needs assessment – how to do it</b>	To be aware on the importance of needs assessment in SL To explain the methods for needs assessment	<b>Exercise 5.2:</b> Needs assessment – how to do it	40 minutes

<b>Exercise 5.1: Introduction to the needs assessment</b>	
Duration	15 minutes
Description (step process for the facilitator, including debriefing questions)	Introduce participants to the definition of needs assessment – a tool that helps you in defining and prioritizing community problems and needs, and more clearly its significance and relation to service learning projects. Invite participants to share their experience in implementing needs assessment and their thoughts about the importance of needs assessment in relation to SL projects. Conclude the introduction to the topic with main findings + How are needs connected with objectives and activities
Materials needed	PPT presentation for summarization
Online	<a href="#">Exercise can be provided in the online settings similar way.</a>

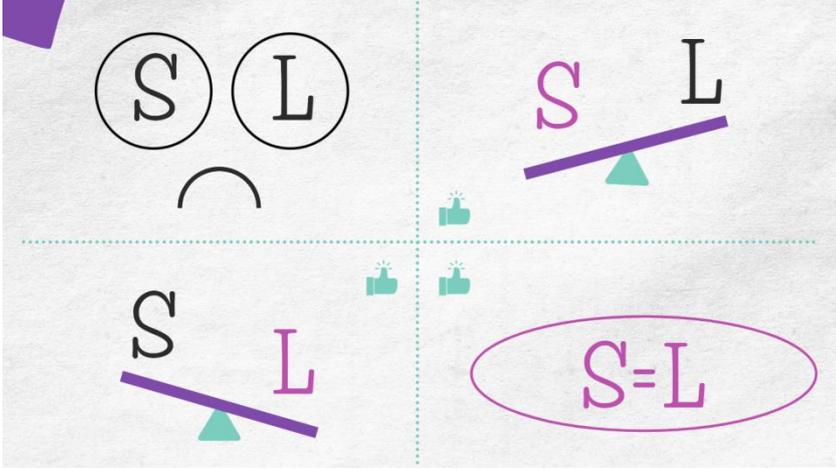
<b>Exercise 5.2: Needs assessment – how to do it</b>	
Duration	40 minutes
Description (step process for the facilitator, including debriefing questions)	Give participants a picture representing a local community / a city. The picture should show possible interventions in the local community. In a big group lead participants in defining the possible needs / problems / opportunities represented through the picture. Facilitate the discussion with the following questions: <ul style="list-style-type: none"> <li>- What do you see on the picture? Where are the people?</li> <li>- Which kind of organizations are present?</li> <li>- Is there something missing?</li> <li>- What are the needs / problems of this city?</li> </ul> The trainer should write on a big flipchart paper identified needs / problems / opportunities. <b>Additional option:</b> A. Use pictures representing different parts of a local community (i.e. specific organization or target groups), divide participants into groups with different pictures and list questions that lead the group in defining needs / problems / opportunities. At the end of the exercise the group should have a list of concrete problems / needs that could be addressed through the SL project. The trainer should briefly present other methods that could be used for needs assessment (i.e. questionnaires, content analysis, interviews etc.).
Materials needed	Picture of a community for each participant or for option A few pictures representing different parts of a local community (i.e. school and the area

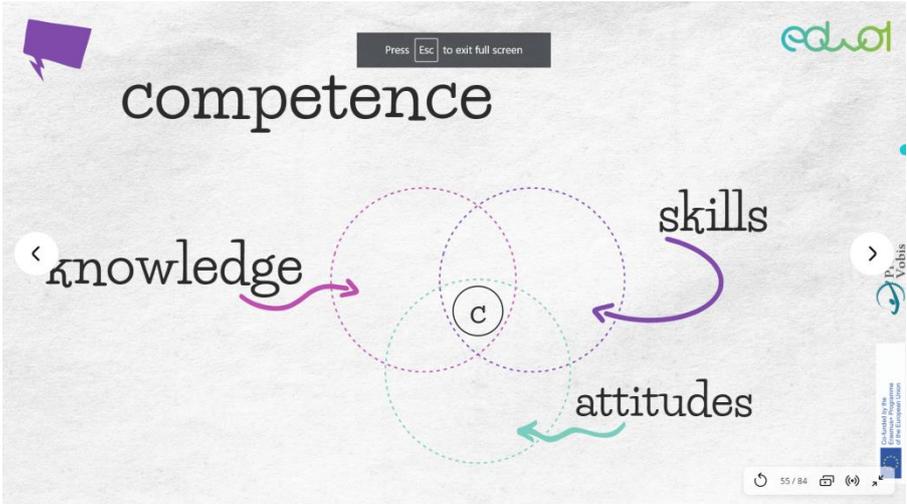
	around it, people with disabilities etc.) PPT presentation for summarization Flip chart paper Markers
Online	Exercise can be provided in the online settings similar way.

UNIT 6 OBJECTIVES OF SERVICE LEARNING PROJECTS			
Topic	Learning outcomes:	Methods:	Time allocated
Objectives of service learning projects	to set objectives for a SL project based on learning (student) and service (community) needs	Exercise 6.1a or 6.1b: Setting the learning and service objectives	90 minutes

Exercise 6.1a: Setting the learning and service objectives									
Duration	90 minutes								
Description (step process for the facilitator, including debriefing questions)	<p><u>In the first part of this unit</u> introduce participants with the importance of setting clear learning and service objectives in service learning methodology. Explain the different emphasis on service-learning practices (based on R. Sigomon, 1994).</p> <table border="1"> <tbody> <tr> <td><b>S-L</b></td> <td>Service and learning objectives are disconnected from one another and they are little relevant.</td> </tr> <tr> <td><b>S-l</b></td> <td>Learning objectives are a priority, and service objectives are secondary.</td> </tr> <tr> <td><b>s-L</b></td> <td>Service objectives are a priority, and learning objectives are secondary.</td> </tr> <tr> <td><b>S-L</b></td> <td>Service and learning are strongly connected and they are equal in significance and quality; they empower one another.</td> </tr> </tbody> </table> <p>Give each participant a paper with objective statements, mixed learning objectives (LO) and service objectives (SO), (i.e. LO: Design and implement an evaluation research; SO: Improve the quality of social services for elderly people in rural areas).</p> <p>Give participants a few minutes to do the task – they need to define which statement is a LO and which is a SO. When everybody is finished, give each participant a chance to read the objective statement aloud and answer if it is a learning objective or a service objective.</p> <p><u>In the second part of this unit</u> choose one LO and one SO from the previous exercise. This part should be used to introduce participants with differences between LOs and SOs and the way they should look like.</p> <p>The trainers' presentation should focus on the following:</p> <ul style="list-style-type: none"> <li>- the difference between LO and SO, their main focus</li> <li>- the way LOs should be defined (competencies: knowledge, skills, values)</li> <li>- the way SOs should be defined (specific, achievable, measurable)</li> <li>- the interrelation and interconnection between LOs and SOs.</li> </ul> <p><u>In the third part of this unit</u> Divide participants into four different groups. If it is a mixed group of participants try to mix those participants coming from formal education (public institutions) and non-formal education (civil society organizations). You'll have 4 groups of participants, mixed together, some focused</p>	<b>S-L</b>	Service and learning objectives are disconnected from one another and they are little relevant.	<b>S-l</b>	Learning objectives are a priority, and service objectives are secondary.	<b>s-L</b>	Service objectives are a priority, and learning objectives are secondary.	<b>S-L</b>	Service and learning are strongly connected and they are equal in significance and quality; they empower one another.
<b>S-L</b>	Service and learning objectives are disconnected from one another and they are little relevant.								
<b>S-l</b>	Learning objectives are a priority, and service objectives are secondary.								
<b>s-L</b>	Service objectives are a priority, and learning objectives are secondary.								
<b>S-L</b>	Service and learning are strongly connected and they are equal in significance and quality; they empower one another.								

	<p>more on learning objectives and focused and aware more of the service objectives / community needs.</p> <p>Give each group the same task - to list learning objectives for youth, from the perspective of formal and non-formal education. After that, give each group a second task that is to connect their learning outcomes with problems / needs / opportunities listed in the big group in the UNIT 5, exercise 5.2. After each group has finished both tasks, groups should present their work.</p> <p>The trainer should conclude this unit emphasizing the importance of mixing both learning and service objectives but also leaving to participants the final decision on choosing among different emphasis on service-learning practices (based on R. Sigomon, 1994).</p>
Materials needed	<p>Handout_Objective statements (learning and service) for each participant</p> <p>Flip chart paper from UNIT 8, exercise 8.2.</p> <p>Flip chart paper</p> <p>Markers</p>
Online	<p><a href="#">Exercise can be provided in the online settings similar way.</a></p>

Exercise 6.1b: Setting the learning and service objectives - alternative									
Duration	90 minutes								
Description (step process for the facilitator, including debriefing questions)	<p><u>In the first part of this unit</u> introduce to the participants the different types of objectives a SL project can have and their importance. The conclusion is that as long as we have both service and learning objectives connected through our activity, we are indeed creating a SL project (all colored options in the first diagram below are SL projects, the sad face L is not)</p>  <table border="1" data-bbox="496 1603 1331 2022"> <tbody> <tr> <td><b>s-L</b></td> <td>Service and learning objectives are disconnected from one another and they are little relevant.</td> </tr> <tr> <td><b>S-l</b></td> <td>Learning objectives are a priority, and service objectives are secondary.</td> </tr> <tr> <td><b>s-L</b></td> <td>Service objectives are a priority, and learning objectives are secondary.</td> </tr> <tr> <td><b>S-L</b></td> <td>Service and learning are strongly connected and they are equal in significance and quality; they empower one another.</td> </tr> </tbody> </table>	<b>s-L</b>	Service and learning objectives are disconnected from one another and they are little relevant.	<b>S-l</b>	Learning objectives are a priority, and service objectives are secondary.	<b>s-L</b>	Service objectives are a priority, and learning objectives are secondary.	<b>S-L</b>	Service and learning are strongly connected and they are equal in significance and quality; they empower one another.
<b>s-L</b>	Service and learning objectives are disconnected from one another and they are little relevant.								
<b>S-l</b>	Learning objectives are a priority, and service objectives are secondary.								
<b>s-L</b>	Service objectives are a priority, and learning objectives are secondary.								
<b>S-L</b>	Service and learning are strongly connected and they are equal in significance and quality; they empower one another.								

	<p>Give each participant a paper or more with objective statements, learning objectives (LO) and service objectives (SO) and objectives that need more detail (Objectives Handout).</p> <p>Give participants a few minutes to do the task – they need to define which statement is a LO and which is a SO. When everybody is finished, give each participant a chance to read the objective statement aloud and discuss in the group whether it is a learning objective or a service objective.</p> <p>Discuss between the differences among SO and LO. You can use the following definitions:</p> <ul style="list-style-type: none"> <li>- SO – statements that describe the desired change in the community, the solution to an existing issue, the satisfaction of a particular need, at the end of the project</li> <li>- LO – statements that describe what the young people will know, understand and practice at the end of the learning process.</li> </ul> <p><b>Introduce the competence model.</b> When we are learning something we are increasing our competences so it makes sense to learn a little more about what they are. One of the most common models in youthwork now, especially within the European programs framework is the ASK model, in the diagram below:</p>  <p>When we formulate a learning objective we need to make sure that it is: clear, applicable, measurable and observable. In order to be sure that the young people learned something, we need to be able to observe a difference in their behavior. To help us observe these changes, a few smart psychologists identified what we call The Active Verbs, in other words, the ones that are noticeable when performed. Even better, they made lists of these verbs for each element of the competence, in different degrees of mastering that competence.</p>
<p>Materials needed</p>	<p>Handout_ Objective statements (learning and service) for each participant          Flip chart paper from UNIT 8, exercise 8.2.          Flip chart paper          Markers</p>
<p>Online</p>	<p>Exercise can be provided in the online settings similar way.</p>

UNIT 7 PLANNING THE OWN PLAN*			
Topic	Learning outcomes:	Methods:	Time allocated
Planning the own plan	<ul style="list-style-type: none"> <li>To be able to check the relationship between community needs, learning objectives and activities</li> <li>To be able to plan a SL project, using the given template</li> </ul>	<b>Exercise 7.1: My plan</b>	30 minutes

Exercise 7.1: My plan – can be added	
Duration	50 minutes
Description (step process for the trainer, including debriefing questions)	<p>The trainer presents the <b>SL project Venn Diagram</b> to the participants (it can be drawn on the flipchart or shown on the projector). The diagram is showing the <b>need of the community</b>, the <b>learning objectives</b> and the <b>activities</b> we could undertake. In order to have an efficient and successful SL project, we will have to balance the three elements we see in the diagram below, to find the best and largest overlapping area! The circles below will not automatically overlap, we will have to make sure they do. (5 minutes)</p>
	<p>With this in mind, we will each start our own <b>plan</b>. The trainer tells the participants that by the end of the training each of them will have a draft project plan. And we start it now, using the information we have at this time. 10 minutes - Each participant formulates the community need, the learning objectives and the idea of activities (not in detail). The facilitator presents the templates for the steps already covered in the training 10 minutes - the participants fill them in as much as they know at this time. The facilitators asks the participants to find a pair. 5 minutes – the participants discuss their plan in pairs.</p>
	<p>Debriefing with the whole group:</p> <ul style="list-style-type: none"> <li>- What was our task?</li> <li>- How was the exercise for you?</li> <li>- What was difficult? What was easy?</li> <li>- Does the template help? How?</li> <li>- What will we do different in “real life”?</li> </ul> <p>(5 minutes)</p>
Materials needed	SL project Venn diagram, the template project plan, flipchart, paper, markers, pens and paper for each participant,
Online	Exercise can be provided in the online settings similar way.

\*It can be explained also at the end of the training

UNIT 8 REFLECTION IN SERVICE-LEARNING			
Topic	Learning outcomes:	Methods:	Time allocated
Reflection – definition and use	be aware of importance of reflections in service-learning implementation	<b>Exercise 8.1:</b> Reflection in experiential learning	20 minutes
Methods of reflection	to list different methods and to choose appropriate reflection method for the course of the project	<b>Exercise 8.2:</b> Methods of reflection	25 minutes

Exercise 8.1: Reflection in experiential learning	
Duration	20 min
Description (step process for the facilitator, including debriefing questions)	<p>Trainer will present at least two examples of reflection results. Question for participants: “What is the main difference between these examples”?</p> <p>How do they support the learning objectives and the service objectives? + list the differences; write on the flip chart, what happened, what is missing here in the examples? Why do you think it happened this way?</p> <p>Trainer explain also Kolb cycle and why reflection is important.</p> <p>Trainers continues with the question: Try to look back on the training and point out parts when we did reflection. The group answers the questions and trainer writes on flipchart:</p> <ol style="list-style-type: none"> <li>1. When we did reflection? - add information about the time for reflection</li> <li>2. What we have reflected? - add information about the levels of reflection</li> <li>3. Which questions did we used? – add useful questions</li> </ol>
Materials needed	Definitions of reflection
Online	Exercise can be provided in the online settings similar way.

Exercise 8.2: Methods of reflection	
Duration	25 min
Description (step process for the facilitator, including debriefing questions)	<p>Think in pairs and propose a couple of methods that you can apply to reflect. Think on reflection methods, which could be used in your projects. Presentation in the group. List different methods and add advantages and disadvantages of different methods.</p> <p>Trainer will show the list of tools and the group together goes quickly through it, telling if it could be applied in their practice or not.</p> <p>You can also use the video about the reflection methods: idea on reflection – different method</p> <p><a href="https://www.youtube.com/watch?v=30Bmhads4rAs">https://www.youtube.com/watch?v=30Bmhads4rAs</a></p>
Materials needed	Tools for reflection
Online	Exercise can be provided in the online settings similar way.

## UNIT 9 EVALUATION AND MONITORING

Topic	Learning outcomes:	Methods:	Time allocated
<b>Introducing the terms: evaluation, monitoring and documentation</b>	To be able to describe the concepts evaluation, monitoring and documentation and their interrelation in a SL project	<b>Exercise 9.1: Introduction to the terms</b>	20 minutes
<b>Tools for monitoring</b>	To be able to list different possible monitoring tools	<b>Exercise 9.2: Monitoring tools</b>	10 minutes
<b>Evaluation</b>	To be able to list who is involved in the evaluation of service learning project and set up questions for evaluation	<b>Exercise 9.3.: Evaluation in service learning</b>	60 minutes

### Exercise 9.1: Introduction to the terms

Duration	30 min
Description (step process for the facilitator, including debriefing questions)	<p>Divide the participants into several groups of 4 or 5 people (depending on how large the group is). Give each group 3 cards: Evaluation, Monitoring and Documentation. Ask the participants to exchange ideas on what each of the terms represent and to agree in a small group about the order of those terms in an SL project. After that, all of the groups present their opinions and order, trying not to have them repeating what others said. 10 to 15 minutes should be enough for this part.</p> <p>The trainer summarizes with a very short presentation about basics of each term, how are they related in an SL project and which part is whose task, student/young person or teacher/youth worker. <b><i>Depending on the intro part SL STEPS – GENERAL + roles and tasks of stakeholders in different steps of the project – facilitation and communication.</i></b></p> <p>After this part, trainer gives a short presentation about the cross cutting theme monitoring and some examples of documentation needed for monitoring. -</p>
Materials needed	4x4 or 4x5 cards with terms Evaluation, Monitoring and Documentation, depending on small groups number. PPT presentation for summarization Handout - examples of documentation needed for monitoring and evaluation.
Online	Exercise can be provided in the online settings similar way.

### Exercise 9.2: Monitoring tools

Duration	10 min
Description (step process for the facilitator, including debriefing questions)	In this part, trainer will shortly present the crosscutting theme monitoring and main/basic documents used in SL projects such as gantograms, monitoring plan, surveys etc, using a PPT presentation and examples of some documentation.
Materials needed	PPT presentation for summarization Handout - examples of documentation needed for monitoring and evaluation
Online	Exercise can be provided in the online settings similar way.

### Exercise 9.3: Evaluation

Duration	60 min
Description (step process for the facilitator, including debriefing questions)	<p>As an introduction, you can do a short exercise <i>A flower</i>. Ask two participants who are willing to participate. Prepare a blank flip chart paper, both participants need to draw a flower on the same paper so they can be compared. The instruction is to draw the most beautiful flower they can draw. Give them a moment or two and then ask the rest of the group to vote which flower is more beautiful. Afterwards the discussion should be aimed at the criteria by which we evaluate things. <i>How does a person know what is being evaluated and how would you know what beautiful stands for each individual.</i></p> <p>Then start a discussion with questions like: „ <i>How do we know that we have been successful/ unsuccessful at the end of the project? How do we evaluate our work on SL project? How would you do it?</i> “and write down some of their answers. If there are no answers, one additional question might be „<i>Who do you think we should evaluate in the project?</i>“.</p> <p>Introduce the terms often used in service learning:</p> <p><i>Evaluation</i>  <i>Assessment</i>  <i>Grading</i>  <i>Measuring</i>  <i>Reflection</i>  <i>Feedback</i>  <i>Monitoring</i></p> <p>Start a brief discussion about each of the terms, what do they mean, just a couple of answers on those not mentioned previously.</p> <p>Explain to the participants that in SL we have different kinds of evaluation/assessment:</p> <ul style="list-style-type: none"> <li>• Evaluation/assessment = impact measurement of an SL project</li> <li>• Evaluation/assessment = grading, assessment of learning outcomes individual performance</li> <li>• Evaluation/assessment = feedback, evaluation of different aspects of SL project implementation from different actors</li> </ul> <p>Divide the participants into three different groups based on the mentioned kinds of evaluation/assessment. All of the groups have the same task, answering a couple of questions:</p> <ol style="list-style-type: none"> <li>1. What is the purpose of evaluation?</li> <li>2. To whom is the evaluation intended?</li> <li>3. From whom do we get information to evaluate? Who is involved in the evaluation?</li> <li>4. What are we evaluating / what can we evaluate?</li> <li>5. What tools can we use?</li> <li>6. How is this assessment related to reflection?</li> </ol> <p>After this, the participants go individually to fill in the plan for implementing an SL project – they need to write how they plan to do the evaluation and assessment.</p>
Materials needed	Flipchart, markers, PPT presentation Handout – plan for implementing SL project
Online	Exercise can be provided in the online settings similar way.

## UNIT 10 - THE PROMOTION, CLOSURE AND CELEBRATION IN THE SERVICE LEARNING PROJECTS

Topic	Learning outcomes:	Methods:	Time allocated
<b>Promotion</b>	<ul style="list-style-type: none"> <li>to understand the importance and particularities of communicating a service learning project;</li> <li>to be able to identify and use different methods of communication;</li> <li>To be able to use the proposed tool to plan the promotion process.</li> </ul>	<b>Exercise 10.1:</b> The promotion of SL projects	45 min
<b>Closure</b>	<ul style="list-style-type: none"> <li>to understand the importance of closure in the service learning process;</li> <li>to be able to choose and to use concrete resources and tools to implement closure in a service learning project;</li> <li>to be able to identify different types of stakeholders and understand the most suitable ways of closure for each of them.</li> </ul>	<b>Exercise 10.2: What is closure?</b>	15 minutes
<b>Celebration</b>	<ul style="list-style-type: none"> <li>to understand the importance of celebration in the service learning process;</li> <li>to be able to identify different types of stakeholders and understand the most suitable ways of celebration for each of them.</li> </ul>	<b>Exercise 10.3: Celebration time</b>	30 minutes

### Exercise 10.1: The promotion of the Service Learning Projects

Duration	45 min
Description (step process for the facilitator, including debriefing questions)	<p>The facilitator starts by inviting the participants to an individual exercise in which they will continue to think about their personal project - the one they worked on since the beginning of the course.</p> <p>Each participant receives an empty table that contains a series of questions (What? To whom? How? Who?) .</p> <p>The facilitator begins by introducing and explaining each of the question:            "What?" - represents the key moments from the service learning project;            "To whom?" - represents specific people or groups/types of stakeholders that the messages about the service learning projects need to get to;            "How?" - represents the form of the message (face to face, written/video/etc) and even the channel through which the message will be transmitted;            "Who?" - represents what person from the service learning project team will be responsible with transmitting the message ( 5 min)</p>

	<p>The task of the participants will be to reflect on their personal projects and fill in the table with the relevant information regarding their project. The participant will answer the questions from the table and they will have 10 minutes to finish their task.</p> <p>After the participants finalised their task the facilitator invites them to get inspired and to share their ideas with the other participants. They will form groups of 4 people and compare and discussed the key moments they identified in their project ("What?") and how they plan to communicate and promote them ("To whom?" and "How?"). The participants will have 20 minutes for the group discussion and afterwards they will return to the rest of the group.</p> <p>The facilitators starts by asking the participants what were the key moments they identified in their service learning projects. They write them down on the flip chart in a chronological order, trying to identify the points that need to be communicated in every project and discuss a few answers from the other columns.</p> <p>If there are any points in the handout missing from the group list the facilitators asks if the group accepts some additions.</p> <p>Debriefing:</p> <ul style="list-style-type: none"> <li>- What did you do?</li> <li>- How did it go?</li> <li>- Why is promotion important?</li> <li>- What did you learn from the others while sharing?</li> <li>- What was difficult? What information are you still missing?</li> </ul> <p>After debriefing the facilitator clarifies any dilemmas and highlights the importance of the key moments in this specific type of projects (eg. closure and celebration).</p>
Materials needed	Flipchart paper, markers, handouts with printed tables for each participant
Online	Exercise can be provided in the online settings similar way.

<b>Exercise 10.2: What is closure?</b>	
Duration	15 min

Description (step process for the facilitator, including debriefing questions)	<p>The facilitators start the session by asking the participants "How are you today?". They respectfully listen to the answers in the room and after that they exit the room and wait for the participants to call them back inside. (If none of the participants comes outside to get the facilitators inside again, after 5 minutes they re-enter the room by themselves).</p> <p>When they return to the room, the facilitators start analyzing the situation by asking the participants "What do you think happened here?" and "How did you feel in this situation?". After gathering some thoughts and opinions from the plenary, the facilitators say that they have some new information for the group - "You see, for us, this was the end of the course. What do you think about this information?".</p> <p>The facilitators start to gather other opinions from the participants.</p> <p>After this, they launch a new series of questions for the participants:</p> <ul style="list-style-type: none"> <li>- "How were we supposed to give you this information in order for you to clearly understand that it's the end of the course?"</li> <li>- "How are you supposed to handle closure in this type of situation?"</li> <li>- "Where in the service learning process can we encounter this situation?"</li> <li>- "Can you find any particularities of a closure for a service learning project? How do you think it is different from any other course?"</li> </ul> <p>As one of the facilitators conducts the discussion with the participants, the other one is writing on a flipchart the key ideas coming from the participants related to closure.</p> <p>At the end of the discussion, the facilitators close the session by highlighting that in order for a process to be and feel fully closed, there need to be certain elements that are followed through and give examples from the list that was written during the brainstorming.</p> <p>The facilitators can choose to highlight certain elements that they think are the most relevant for the discussion in order for the participants to fully understand what are the elements of a proper closure in the service learning process.</p>
Materials needed	Flipchart paper, markers
Online	Exercise can be provided in the online settings similar way.

<b>Exercise 10.3: Celebration time</b>	
Duration	30 min

<p>Description (step process for the facilitator, including debriefing questions)</p>	<p>The facilitator moves on by introducing celebration in the discussion and explaining why it plays an important role in the service learning project process. (The facilitator can even starts the discussion by saying something like the following example: "Now that we know how to properly close the service learning projects, we need to celebrate!")</p> <p>The facilitator split the participants into groups of 3-4 people and they ask them to work together in order to find ways in which they can celebrate the end of a service learning project.</p> <p>The participants receive concrete examples of service learning projects that were already implemented. They need to identify celebration ideas and methods that apply to that specific project, taking into consideration the types of stakeholders and the results of the projects. The participants have 15 minutes to work in groups and prepare a presentation about the methods of celebration they identified, as well as give a short input on how the type of service learning project they discussed about has a different typology of celebration than others. Each team will have 5 minutes to present their work in front of the other participants. At the end of the presentations, the facilitator gives a short input on the importance of taking the time to celebrate the closure of the service learning projects.</p>
<p>Materials needed</p>	<p>Flipchart paper, markers, examples of service learning projects</p>
<p>Online</p>	<p>Exercise can be provided in the online settings similar way.</p>

UNIT 11 EVALUATION OF TRAINING			
Topic	Learning outcomes:	Methods:	Time allocated
Evaluation of the training	to evaluate the training and benefits for the own teaching strategies	<p><b>Exercise 11.1:</b> Back to expectations</p> <p><b>Exercise 11.2:</b> Cinquain</p> <p><b>Exercise 11.3:</b> Pizza evaluation + filling the evaluation questionnaires</p>	25 minutes

Exercise 11.1: Back to expectations	
Duration	5 minutes
Description (step process for the trainer, including debriefing questions)	The participants go back to the expectations regarding the training at the beginning of the training. They reflect if the training fulfil expectations.
Materials needed	
Online	Exercise can be provided in the online settings similar way.

Exercise 11.2: Cinquain	
Duration	10 minutes
Description (step process for the trainer, including debriefing questions)	<p>The cinquain is the reflection method, which summarizes information about the topic, reflects important thoughts, feelings and convictions in the form of short terms. It is possible to use it in groups or individually.</p> <p>The trainer gives to the participants this instruction:</p> <ol style="list-style-type: none"> <li>1. Line: name of the topic – one word – substantive</li> <li>2. Line: description of the topic – two words – adjectives</li> <li>3. Line: story connected with the topic – three words – verbs</li> <li>4. Line: sentence – four words – it presents emotional relation, attitude to the topic</li> <li>5. Line: synonymous of the topic from the first line – one word – association – recapitulation of the essence of the topic</li> </ol> <p>Presentation of the results in the group.</p>
Materials needed	Pen, paper
Online	Exercise can be provided in the online settings similar way.

Exercise 11.3: Pizza evaluation + evaluation questionnaire	
Duration	10 minutes

Description (step process for the trainer, including debriefing questions)	<p>A circle is drawn on a flipchart, divided into slices covering the main topics of the training: accommodation, communication with organizations, content, trainers, etc. Each participant comes and puts a dot on each slice according to his/her degree of satisfaction.</p> <p>Written questionnaire: Participants are asked for feedback by fulfilling the already prepared written questionnaires.</p>
Materials needed	<p>prepared flipchart with pizza evaluation prepared written questionnaires</p>
Online	<p>Exercise can be provided in the online settings similar way.</p>