

# INSPIRIT

**Our journey towards recognition of non-formal learning  
inside the formal education system.**

Case study on institutional recognition of the Educational Cycle for Workcamp Leaders  
in a university context.



**IBG**  
Internationale Begegnung  
in Gemeinschaftsdiensten e.V.



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*All photos in this booklet were taken during different stages of the Educational Cycle for Workcamp Leaders in the 3 represented countries and were used with the permission of all people who were captured in the photos and approval of the authors.*

## FOREWORD

This booklet was mainly designed with a target audience of organizations involved in workcamps within the International Voluntary Service (IVS) movement. The impact study this booklet refers to is based on the methodical description and impact on competence development of young people who participated in activities, which stands as the core in the majority of the IVS organizations – *The Educational Cycle for Workcamp Leaders*. With that in mind, we hope that our findings can be easily transmittable to other organizations' realities.

Nonetheless, we are aware that the nature of our work has many similarities to the work of other organizations and institutions working in the context of non-formal education and volunteering outside of IVS, and therefore we believe this booklet can be useful for broader audiences.

Most importantly, **this booklet is here to inspire and support you on the journey of formal recognition of your organizations' activities.**

Step by step, INEX-SDA, IBG and YAP Italy, will lead you through “The problem” that initiated the idea for the INSPIRIT project, our intake towards the solution and the final findings for the accompanying research. Followingly, we will also share with you the methodical description of our activities and some of the concrete case studies and best practices that led us towards successful formal recognition of our activities.

We hope our findings can inspire you and together, we can bring the general recognition of non-formal learning to the academic field on a global scale!

Enjoy the read,

*Your INSPIRIT team*

## HOW CAN THIS BOOKLET SUPPORT YOUR JOURNEY TOWARDS FORMAL RECOGNITION?

Step by step, we will guide you through:

1. Introduction to the INSPIRIT project idea 6
2. An academic view on the Camp Leader Cycle: main findings from the research 10
3. Success Stories: case studies of formal recognition within universities 16
4. Cooperation with formal education: our best practices 22
5. Camp Leader Cycle: background on our activities 26
6. Want to get started as well? A session plan to inspire your activities 32

... and after you go through the booklet,  
feel free to use any of its parts to advocate for your own activities :)



# ABOUT THE PROJECT



## THE PROBLEM

**Recognition of non-formal learning inside the formal education system** has been a **priority topic** of the European educational, youth work, and youth policies for many years. It is well proven that non-formal education can flexibly respond to the needs of learners and develop the competences necessary to successfully take up roles in society and at the labor market (e.g., Bárta 2021 and 2016, Bárta, Fennes, Gadinger 2021, and many others). However, according to the OECD (Not dated),

***“Learning that occurs outside the formal learning system is not well understood, made visible or, probably as a consequence, appropriately valued.”***

This mismatch is experienced in the daily reality by the youth-workers of the 3 NGOs that form the project consortium – **INEX** – Sdružení dobrovolných aktivit (the **Czech Republic**), **IBG** – Internationale Begegnung in Gemeinschaftsdiensten e.V. (**Germany**), **YAP** – Youth Action for Peace (**Italy**) – who are actively working with non-formal learning in the context of international volunteering. It is reasonable to believe that this represents a common problematic reality for more than a hundred organizations worldwide inside the network of International Voluntary Service organizations (IVS) and the young volunteers that they work with.

The **INSPIRIT** project (an Erasmus+ Key action 2 project financially supported by the European Commission) was carried out by the 3 mentioned **NGOs**, accompanied, examined and evaluated by one or two **researchers** in each of the **3 countries**, from **2018 to 2021**.

The main intentions were to **methodologically describe the activities the organizations offer**, to **measure their impact on competence development of young people**, and subsequently also to **strive towards recognition of the learning outcomes by the formal education system**.

## **SOLUTION APPROACH**

The **INSPIRIT** project and its **study** aimed at **understanding the experience young people gain** when getting involved **in the organizations' activities in the role of international workcamp leaders** and to **describe the educational methodology** behind the whole workcamp leaders' cycle. The **educational cycle for international volunteer workcamp leaders** is a program that all 3 organizations have in common and that exists in comparable equivalents in many other organizations within the network of IVS organizations. While IVS organizations and NGOs can consider this study a source of inspiration, the aim towards the formal educational institutions is to **support the general recognition of non-formal learning on a global scale, namely in the university curricula.**

An international workcamp is a volunteering opportunity, where groups of volunteers from different countries work and live together as a team on a short-term basis and for a not-for-profit cause, usually for one to three weeks during the summer months. Each of these workcamps need leaders who, on top of being volunteers themselves, manage, organize, and lead all workcamp-related preparatory, implementation, and follow-up activities. In order to get prepared for the leadership role, an educational cycle is prepared for the young volunteers, guiding them through the different stages of the workcamp implementation process. And it is the whole educational cycle for international volunteer workcamp leaders that has been the focus of the INSPIRIT research, asking **what impacts such an experience has on young people studying at universities.**

Such young people, it may be presumed, are undergoing a specific and potentially enriching learning experience. **The role of a volunteering workcamp leader is extending the common international volunteering framework by adding an element of leadership and an element of deliberate and institutionalized learning opportunities.** Young people who decide to devote their time to the workcamp leader experience engage in a year-long programme which includes a training part as well as reflection sessions. All of those elements make the volunteering workcamp leader experience a unique learning environment with links to certain elements of university education.

Exploration of the learning outcomes in the workcamp leaders was the main focus of the research endeavour, which was reflected in the main research question: **What developments can be identified in connection to the 'INSPIRIT programme for young workcamp leaders' in its participants?** In order to also keep in mind specific learning contexts during such volunteering engagements, as well as practical implications of the developments identified in the research participants, specific research questions were defined:

- **What activities of the INSPIRIT programme can be linked to developments in its participants?**
- **What developments in INSPIRIT programme participants can be linked to their professional lives (study and/or work)?**

This INSPIRIT research was conducted in two yearly cycles in 2019 & 2021 separately in the Czech Republic, Germany and Italy, but followed the same methodological design. The pandemic of COVID-19 naturally had an impact on the project. It was put on halt for the duration of 2020 and restarted in the beginning of 2021. Adjusting the research to the new reality required also changes in the methodology, which were again implemented in all three countries.

# RESEARCH FINDINGS



As the INSPIRIT research shows, multitude of positive impacts can be found in workcamp leaders at the end of the educational cycle. We identified large sections of the findings in the three different national reports to be overlapping and closing in on a set of common developments in international volunteer workcamp leaders.

We see a strong possibility that the rather universal model of the workcamp leaders' cycle that is applied in all three countries leads to very similar learning outcomes across the different cultural contexts in which it is applied. This is an important outcome of this research as it suggests that **the blueprint of the international volunteer workcamp leaders' cycle can be applied in different cultural contexts and still inspire positive learning outcomes in the involved young people.**

Common findings found across the three national reports fall into the following categories:

- multicompetence development,
- multitude of learning contexts, and
- high satisfaction of participants.

Participants in all three countries indicated developments in a wide range of various competences, a phenomenon we call a “multicompetence development” in this report. In course of the workcamp leaders' cycle, the participants refined, as a whole or in part, almost all of the eight key competences for lifelong learning as defined by the Council of the European Union (2018), namely: **literacy competence, multilingual competence, mathematical competence and competence in science, technology and engineering, digital competence, personal, social and learning to learn competence, citizenship competence, entrepreneurship competence, and cultural awareness and expression competence.**

There are three areas, closely related to the nature of the international workcamp leadership experience, in which the participants seem to be aware of particularly refined competences: **leadership, intercultural domain, and active citizenship.**

Two aspects of the multicompetence development to be pointed out:

**1. Full competence development:** Participants often describe their competence development as a full one, i.e., as including all four key competence components: **knowledge, skills, attitudes, and values.** The international workcamp leadership experience allows them to develop competences fully, not limiting them to only the knowledge aspect which heavily dominates the aim of the formal education systems, but allowing them to also hone their skills, and to think deeper on the attitudes and values related to given competences.

**2. Development of competences underrepresented in the formal education system:** Many of the competences that the participants develop are either completely missing from the formal education curricula or are underrepresented in there. In this context, the workcamp leaders' cycle is a unique opportunity to develop these competences as they would otherwise be largely neglected during the formal education pathway. Examples of these competences are again the most prominent areas developed by the participants: leadership, intercultural domain, and active citizenship. None of these areas present key and explicit objectives in mainstream formal education, despite the apparent advantages.

**Both points suggest that the workcamp leadership experience has a high potential to successfully complement the formal education pathways of the young people.**

**All three research reports also emphasize the multitude of learning contexts which occur during the workcamp leadership experience.** The whole educational cycle contains several main phases in which non-formal methods are combined with informal learning. Within the non-formal learning and informal learning opportunities, the young people enjoy some specific formats that help them move even further in their development: peer learning, work-based learning, hands-on learning, experimentation, and (guided) reflection. **Apart from the peer learning aspect, none of the other learning contexts are regularly used in the mainstream formal education system which, again, creates potential for the workcamp leadership experience to become a valued complementary learning opportunity.**

**Very high satisfaction of young people** with undertaking the workcamp leadership experience also occurred in all three national reports. This suggests that in all three countries, quality workcamp cycles are implemented, and **based on the research it seems three particular sets of aspects contribute heavily to the success of the workcamp leaders' cycles in the eyes of the young people:**

- fun, enthusiasm, and emotions,
- groups, friends, and bonds,
- new experience, new cultures, and new relationships.

Young people talk about the fun they had during the different parts of the process, describe the enthusiasm of their own and their peers, and also a wide range of other emotions that are linked to their own personal experience of the process. They also appreciate not being alone in the process, working in groups, meeting new friends, and overall creating bonds to people. They also are seeking and appreciating experiencing something new and out of the ordinary, meeting and exploring new cultures, and creating new relationships to others, to themselves, and to the places they visit. All of these aspects are important part of the non-formal methods used in the training of leaders and in the final international reflection session, but they

also occur naturally during the workcamp itself. **Again it needs to be noted that these aspects are hardly dominating the formal education system, and as such create a welcome mix for the young people to attract them to the learning opportunities within the workcamp cycle.**

It is important to outline the reasons for which **recognition of the workcamp leadership experience in the formal education system benefits all actors involved: the students, the formal education institutions, and the society at large.** In case of students, the workcamp leaders' cycle offers them a chance for multicompetence development in a multitude of learning contexts, and all of that combined with a mix of aspects they themselves find favourable and attractive, such as fun, bonds, and new cultures. In case of the formal education institutions, the workcamp leadership cycle offers them a unique internship opportunity which not only supports their students in competence development, but also improves the profile of the institutions themselves as such unique internship opportunities are, as of today, rather rare. And lastly, the society benefits from the workcamps not only immediately (through the results of the concrete workcamps), but also in the long run as the young people who undergo the leadership experience become more active in the public sphere, are more likely to take up responsibility for the public matters, and better align their values with those of freedom, diversity, and democracy.

By sharing the results of the INSPIRIT project and research, we envision an increased cooperation between NGOs and formal education institutions, leading to a higher general recognition of non-formal learning, and supporting the quality of learning for young people.

It is the hope of the whole team behind the INSPIRIT project that this research publication helps highlight the workcamp leadership educational cycle as not only viable, but also unique and highly desirable learning and internship opportunity. We hope that the developments of the young people who have been researched in the process become inspiration to further young people to seek such opportunities in the future. We also hope that our research findings encourage the formal educational institutions to officially recognize such opportunities as part of the educational pathway of young people. In the same way we hope the formal educational institutions to become partners with the organizations implementing the workcamp leadership educational cycles in order to mutually support each other in their respective work.

*This text has been based on Bárta (2021), with the approval of the author*



The whole publication can be found here:  
Publication Title: Educational Cycle for International Volunteer Workcamp Leaders in the Czech Republic, Germany, and Italy: Learning Environments, Outcomes, and Implications

Published in 2021  
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<https://zenodo.org/record/5902613#.YfADrOqZOUk>

Feel free to widely share the publication and use it as a supportive document, when advocating for your own activities at universities or other formal institutions.

Together with reviewing the full report, we also invite you to watch and share the documentary movie that is another result of this project and that can support you in explaining the nature of your activities to broader audiences:  
<https://www.inexsda.cz/en/inspirit/>



# CASE SCENARIOS OF APPROVED INTERNSHIPS



In total, INEX-SDA, IBG and YAP achieved to get the Educational Cycle for workcamp leaders fully recognized at 11 universities in different study programmes, more concretely:

- **Czech Republic:** 3 different faculties of the Charles University in Prague (Faculty of Education, Hussite Theological Faculty and Faculty of Humanities); Palacký University Olomouc – Faculty of Science
- **Germany:** Hochschule Fulda – University of Applied Sciences - Intercultural Communication and European Studies (M.A.); Albert-Ludwigs-Universität Freiburg; University Trier – Environmental Biosciences; University Hildesheim – Environment, Nature Conservation and Sustainability; Eberhard Karls Universität Tübingen – Transdisciplinary Course Programme; University of Education Karlsruhe - Intercultural Education, Migration and Multilingualism (M.A.)
- **Italy:** University of Salerno; University of Bergamo

The cooperations with those universities do extend the duration of the INSPIRIT project and are continued. We aim to keep involving their students in our activities, while they can benefit from the formal recognition also in the years to come.

Furthermore, as an outcome of this project, all three organisations have initiated collaborations with several more universities that are at different stages of approving our activities inside their curricula.

## CASE STUDIES OF SUCCESSFUL RECOGNITION

### Ceyda – Fulda University

*Fulda University of Applied Sciences did recognize the participation of Ceyda in the INSPIRIT programme 2021 within the Intercultural Communication and European Studies (ICEUS) programme as practical work placement after the submission of a special application to allow it, although it is by nature a mix of training programme and practical work. ICEUS was funded by the German Academic Exchange Service (DAAD) and the Jean Monnet Project of the European Commission within the framework of the programme "Study Programmes Abroad (AOS)" and is accredited. After successful completion of the four-semester bilingual (German-English) programme, participants are awarded the title "Master of Arts". This entitles students to a doctorate and qualifies them for work in the higher civil service, e.g. in the field of international or intercultural cooperation.*

*In addition to academic training in the fields of intercultural communication, international organization and European studies, great importance is attached to practical relevance. Therefore, as part of the degree programme, students complete a (minimum) ten-week practical work placement (BPS placement) during the summer semester holidays. The BPS can take place in public institutions as well as in social or economic organizations with a strong international focus.*

The goals of the BPS are:

- Practical experience in an area relevant to the field of study, in particular intercultural communication, international organized action and substantive aspects of European integration or international cooperation.
- To acquire knowledge about the tasks, internal organization and working methods of the institution in question as well as about the design of the respective work processes.
- To open up perspectives for further studies and later professional activity and, if applicable, to obtain possible field access for the final thesis (Master's thesis).
- To meet the requirements of the practical work placement even better, the workcamp leadership experience of the student consisted of two projects: one camp taking place in Germany and a second camp taking place in Spain.
- 15 ECTS points (15 credits) are awarded for the practical phase, which includes the preparation and the experience analysis within the university in addition to the BPS placement.

**Hochschule Fulda**  
University of Applied Sciences



### Catharina – Albert-Ludwigs-Universität

*Albert-Ludwigs-Universität Freiburg – Center for Key Qualifications did recognize the participation of Catharina in the INSPIRIT programme 2019 as "further education" and have issued a positive recommendation for recognition amounting to 9 ECTS points.*

*The Center for Key Qualifications is in charge of the compulsory courses on offer across the faculties in the fields of profession-oriented skills for Bachelor's and Law students, along with the program accompanying the orientation internship for student teachers.*

*Key skills are developed during the cross-disciplinary courses, and students are given insights into broad-ranging occupational fields - a space is developed for them to explore their own skills, ideas and expectations, the job market requirements and other disciplines. All students at the University of Freiburg can take part in the ZfS program and gain the additional qualifications they need.*

*In order to meet the requirements of the Center for Key Qualifications the certificate for the INSPIRIT programme needed to contain information on the number of hours, the content and the learning objectives achieved. In addition IBG had to issue an official proof that the trainers have an academic degree and that the content is taught on the basis of current scientific approaches and methods.*



### Tomáš – Charles University, Faculty of Education

*The faculty of Education of Charles University did recognize the participation of Tomáš, the master's degree student, in the INSPIRIT programme in 2020.*

*In 2019, INEX-SDA joined the partnership with the faculty of Education as an institution of "Pedagogical practice in leisure time facilities" and officially became a "Faculty facility of Charles University for the Faculty of Education". Since then, the students of pedagogy can find the opportunity to fulfill their teaching practice together with INEX-SDA directly on the school website.*

*To get the internship approved, Tomáš created and delivered ten lessons for his students – the participants of his group of students. These lessons consisted of several sessions on manual work that were carried out during the workcamp, team building activities, organization of leisure time activities, diverse workshops reflections and evaluation sessions. INEX-SDA then evaluated Tomáš's performance and gave written feedback to each of these lessons.*

*Furthermore, INEX-SDA provided a certificate explaining what the Educational Cycle for Workcamp Leader is and what concrete steps it consists of.*

*Tomáš got an official recognition of 200 hours long practice and received 2 ECTS points.*



CHARLES  
UNIVERSITY

## Nela – Palacký University Olomouc, Faculty of Science – Department of International Development and Environmental Studies

*The faculty of science of the Palacký University Olomouc did recognize the participation of Nela, the bachelor's degree student, in 2021.*

*INEX-SDA has been in contact with Palacký University Olomouc since 2018, when in detail described the Educational Cycle for workcamp leaders to its teachers.*

*The cycle was well received by the Department of Development and Environmental Studies, and since 2019, the students (both of Bachelor's and Master's degree), can choose to fulfill their internship with INEX-SDA.*

*In order to get the internship recognized, Nela had to describe all parts of the Educational Cycle for Workcamp leaders and explain how the experience she went through is relevant for the Department of International Development and Environmental Studies. INEX-SDA then had to confirm and approve her written report.*

*This internship was awarded by 250hours for 2 ETCS points.*

*In total, since the start of the INSPIRIT project, Palacký University Olomouc already approved 12 internships for the students who took part in the Educational Cycle for Workcamp leaders for both the bachelor and master degree students.*



## Luca – University of Salerno – Department of Political and Social Studies

*The Department of Political and Social Studies University of Salerno did recognize the participation of Luca in the INSPIRIT programme in 2020. YAP has been in contact with University of Salerno since 2019, when in detail described the Educational Cycle for workcamp leaders to its teachers.*

*The cycle was well received by the Department of Political and Social Studies, and since February 2019, the students can choose to fulfill their internship with YAP.*

*YAP provided a certificate explaining what the Educational Cycle for Workcamp Leader is and what concrete step it consists of.*

*Luca got an official recognition of 150 hours long practice and received 6 ETCS.*



## Stefano – University of Bergamo – Department of Psychology

*Stefano used the experience from his participation in the Educational Cycle for Workcamp leaders to write his bachelor's thesis.*

*The thesis analyzed the experience of workcamps through the lenses of psychology of work and organizations. Its main focus was to show how such environments function and support participants in best adapting to their future working experiences.*

*This bachelor thesis was approved and received a high grade.*



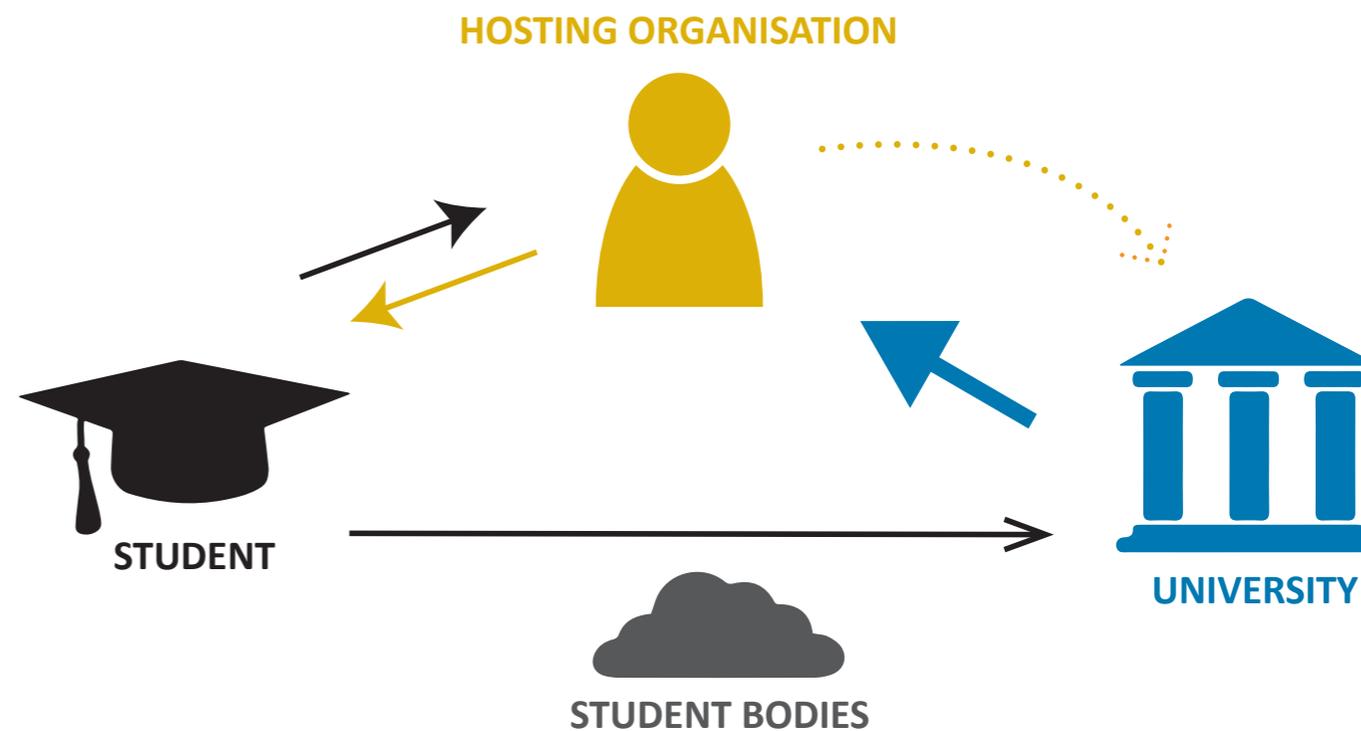
# OUR BEST PRACTICES

INTERNATIONAL  
VOLUNTEERING

## GETTING IN CONTACT WITH THE UNIVERSITY

According to our experiences, there are 3 different ways of how to start the collaborations with the university:

- 1 The university approach the organization
  - 2 The hosting organization approach the university
  - 3 The campleaders approach their university
- 
- 4 Students find out about the possibility for the practise at your organization directly at their university – from the teachers or their peers



❶ The easiest scenario is when the university finds out about our activities and initiates the contact. In this case, it means that the university is already interested in the activities the organization offers and believes in its possible positive impact on its students. Situations like this make the journey towards formal recognition easier. Unfortunately, according to our experiences, this is quite unlikely to happen “out of the blue”. Once you have an established partnership with one institution, it becomes more likely due to “peer communication” among universities. Yet, there are steps to take to support this is happening. We advise you to share on your website that you are searching for such cooperation and mention existing successful ones, if there are any. Also, explain what kind of activities and support you could provide to their students.

❷ The situation where it is the hosting organization that approaches the university first is more common. However, based on our experiences, the return rates were not very high. We recommend contacting a wide range of universities while offering them only selected programs that fit well with their already existing curricula. Take time to investigate up front, who are the different offices/persons in charge to support students with their internships and similar programmes and contact them directly.

❸ What worked well for us was to work directly with the students who already applied to become workcamp leaders. Even at the application stage, we can ask them if they think this experience could be used as a practice at their universities and if they are interested in having it recognized as a part of their studies. Followingly, we can communicate with the university through/or together with the student to explore the specific conditions set by the universities and how we can support this whole process. In our experience, the universities valued the initiative by students quite high and were very supportive especially during the pandemic situation. A helpful step in many cases was to get connected with different student body groups who are often playing an important role in communicating and lobbying for students towards the university leadership.

❹ Followingly, one of the best and most sustainable ways of approaching new students is through “multiplications”. Ask your participants to create a small event/ presentation/ workshop or anything else they would be interested to organize at their university. Like this, they can spread awareness about your organizations and the activities you offer not only among their peers but also among the university teachers. Similarly, if you already cooperated with any of the universities in the past, you can ask their teachers and staff to promote your activities (on social media, at the website, during their classes, etc.)

## TIPS

- » **When presenting the Educational Cycle for Workcamp Leaders to people who are in charge of the internships in specific study programmes, we recommend you to pick workcamp projects with a close link to the field. For us, it worked very well with study programmes in the field of nature conservation, environmental sciences and also intercultural studies. It narrows down the choice of projects that the leaders will have, however, this is often a strict requirement on the universities’ side.**
- » **It is important to keep all sides of the “triangle” present. Thus, as hosting organizations, we should keep the communication alive with both the student and the university to ensure the smooth run of the whole process. This kind of active involvement can also positively influence long-term cooperation even after the practice of the inceptive student was concluded.**
- » **Consider timing your meetings and promotion of the activities well with the semester. There is usually a precise time of the year during which the students need to apply for their practice. Make sure you are not too late. At the same time, if the opportunity is presented too early, students may not pay much attention to it.**
- » **We encourage you to keep in contact with the universities regularly, that also for the reason that the staff of the universities may be changed and therefore, the already started collaboration could be lost. You can for example regularly update them about some of your new projects and findings and see if they are not interested in offering some of your new projects and activities to their students.**

# THE EDUCATIONAL CYCLE FOR WORKCAMP LEADERS



*Our case study is closely focused on the institutional recognition of the Educational Cycle for Workcamp Leaders. In case you are not familiar with this process, in this part of the booklet we would like to introduce it to you.*

## **WHAT DOES IT MEAN TO LEAD A WORKCAMP?**

### **Workcamp**

Workcamp is a one to maximum of three-week long voluntary project where a group of volunteers from all over the world work and spend free time together. The group usually works for 6 hours, 5 days a week. The work does not require specific skills or previous experience. The most important factor for a successful workcamp is the motivation of the volunteers and especially campleaders, who are volunteers as well.

Workcamps can cover a very versatile range of purposes. To name a few fields, they can focus on social projects (e.g. leisure activities in socially excluded communities, projects with children or senior citizens), renovation tasks and historical heritage (e.g. preservation of castles), environmental tasks (support of nature reserves), cultural and community based events or other not-for profit concerns.

### **Campleader's role**

For every workcamp there are positions for one or two leaders. The leaders need to communicate with all actors involved from international volunteers to local hosting community. They also play a crucial role in organizing the free time after working hours and in motivating the divers team.

The role of the leadership is to manage the different expectations and requirements on both sides, volunteers and hosting organization, mediate where necessary and enable a positive experience and result of the project. Campleading presents the great opportunity to take over responsibility and gain experiences in a leading role in a diverse environment while meeting people from different countries and cultures. At the same time, campleaders are an invaluable support to the local organization and have the opportunity to learn first hand about their work. Last but not least, they get a great chance for personal development and growth through a multitude of new experiences.

The whole cycle takes approximately 8 months. There are steps campleaders need to take before the workcamp. The first and the most important one is the participation at the campleader training. This is followed by a range of preparation tasks for the camp, such as preparation of materials or up-front communication with the participating volunteers. Then during the workcamp itself, the campleaders set an example by working as volunteers themselves and additionally covering the tasks that come with the leadership role. They communicate with and mediate between all stakeholders involved, translate if necessary, support the organization of the leisure time activities and program.

They may deal with the range of possible conflicts and over-all, they ensure the workcamp is running smoothly. After the workcamp, campleaders still do a report/evaluation of the project and as a final step in the cycle, they should participate in a reflection and multiplication training. Together with other campleaders, they can share their experiences and best practices. The group reflection process plays a crucial role in the overall learning experience.

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## EDUCATION CYCLE FOR WORKCAMP LEADERS:



# SESSION OUTLINE FOR INDIVIDUAL REFLECTION



In the last part of the booklet, we would like to share with you one of our session plans that was created for the personal reflection of the participants. This session plan was used during the INSPIRIT training not only as a reflection for the participants, but also as a data collection for the impact study. What is important, this session was very positively evaluated by the participants. It help them to realize how much they did during the whole process and also how much they have learned. This is the reason why we share it with you.

Feel free to take it, make it your own and implement it inside your evaluation event in one way or another.

### Individual Reflection session plan

Authors: Selina-Zoë Weber (IBG) and Mario Mormile (YAP)

PREPARATION	
<b>Aims</b>	<ol style="list-style-type: none"> <li>1. PAX reflect upon their past experiences and determine personal learning moments</li> <li>2. PAX recognize their own learning curve and reflect upon their personal growth and development throughout and after the camp</li> <li>3. PAX are more empowered and reassured about their competencies</li> </ol>
<b>Time</b>	2 hours / 120 min
<b>Material / Preparation</b>	Material per PAX: 1 Flipchart paper, Pen, comfy spot to sit and write General: Flipcharts "Competences" + "Categories"
<b>Disclaimer on method source</b>	This method is a mix of theoretical and practical input and has been influenced by several other methods. The used competency groups are loosely based on "I've experienced" (Lunaria) and SALTO material





**\*Dream Sequence** (Example), approx. 10 – 15 min.

*Dream sequence (example, adjust as needed)*

*! speak slowly and use your best narrator voice, use breaks to let images sink in, don't rush!*

*Lie down...  
 breath in, breath out... .... relax .... just breathe and  
 let your mind wander...  
 It's summer  
 You are lying on a big field  
 Feel the sun on your face, the warmth on your skin  
 Feel the ground underneath you  
 Do you hear the soft buzz of the bees and the  
 chirping of the birds?*

*(it is possible to use appropriate music to help set  
 the mood (not too loud, with good timing))*

*Take a deep breath and taste the scent of the  
 flowers.  
 You can hear the wind blowing through the trees,  
 the flop...flop...flop... of a game of badminton and  
 distant laughter.  
 Your whole camp is there, just chilling at the lake  
 and enjoying the afternoon.  
 You had a long day of work. It was hot and sticky  
 and exhausting.  
 The cold shower never felt better.  
 But the group is happy. It was a good day of work!  
 ... and it was the last day of work, the camp is nearly  
 over.  
 While you lie there your mind wanders back to the  
 very first day of the camp. ...  
 What did you feel when the first volunteers arrived?*

*...  
 How did the group spend the first evening together?  
 ... what did you eat? What did you talk about?  
 Your thoughts are shifting to the first day of work...  
 How did you get there? Was the group motivated?  
 ... Did you enjoy the work?  
 ....  
 Think about your free time together and of all the  
 activities you did together... of all the fun you had ...  
 and of all the great and stupid ideas you had  
 ... what was your favorite activity?  
 .. remember the local community and your contact  
 with them.. was it nice? or was it difficult?  
 ... as you lie there your heart suddenly gets heavy  
 while you think about the conflicts and problems  
 you had in your camp....  
 What kind of problems did occur?  
 Have they been solved?  
 The camp is almost over, what are you doing in the  
 remaining time?  
 What are your plans for the last evenings?  
 Do you wish the camp could go on? Are you happy  
 that it doesn't?  
 Now, while you slowly come back to \_\_\_\_\_  
 (location of seminar), and leave the camp once  
 again, remember how hard.. or easy... it was to  
 leave the camp.  
 ....  
 Take a few more deep breaths and slowly open your  
 eyes whenever you are ready.*

<p><b>3. Written reflection</b>  <b>"I know what I did last summer"</b></p>	<p>The first step to the written reflection is quite simple:          Material: Every PAX needs a flipchart poster and a pen.          Instruction: Write everything down that you did during your camp.          → try to think of as many things that you did and be as specific as you          can e.g. do not put "work" but "use hammer"</p>
<p><b>4. Intro to competence          categories</b></p>	<p>explain the 7 categories / point out that one skill (event) can match          more than one category!</p> <ol style="list-style-type: none"> <li><b>1. Communication</b>  <i>mother tongue, other languages, active listening, conflict management...</i></li> <li><b>2. Learning to learn</b>  <i>self-education, openness, adaptability, resilience...</i></li> <li><b>3. Mathematical + technical</b>  <i>budget, handling of tools, cooking...</i></li> <li><b>4. Leadership</b>  <i>motivation, taking responsibility, decision making...</i></li> <li><b>5. Relationship</b>  <i>empathy, teamwork, helpfulness...</i></li> <li><b>6. Management</b>  <i>time, organisation, logistics...</i></li> <li><b>7. Cultural Awareness</b>  <i>openness, tolerance, respecting diversity, interest...</i></li> </ol> <p>Talk with PAX about the different categories, give examples and          communicate that the categories are not fixed but merely a basic          distinction of some "key points".</p>

<p><b>5. Connection “events to competence”</b></p>	<p>PAX return to their written recollection (flipcharts) and determine which event matches which category.</p> <p>Therefore, they write the according number(s) next to the event.</p> <p>As this is an individual reflection about their learning process it is definitely possible to have many categories for just one event.</p> <p>Keep in mind that an event like “use a hammer” can, in some cases not only be in Cat3 but in any other Cats as well. The individual experience is key! While PAX 1 only used the hammer once to bang in a nail (Cat3), for Pax 2 the hammer was a tool used daily. Therefore, PAX 2 might have more associations with “use hammer” than PAX 1 and thus connects the event to Cat3, 1, 5 and 6 (e.g.).</p> <p>Encourage PAX to dig deep into their memories.</p> <p>At the end, PAX shall make a list of how often they “used” the categories.</p>
<p><b>6. Round-up session</b></p>	<p>Give your PAX enough time to finish. Once everyone is satisfied with their results, come together in a circle.</p> <ul style="list-style-type: none"> <li>- Was it easy to remember your camp?</li> <li>- Was it easy to remember specifics of what you did?</li> <li>- According to their list, which competence did they develop the most?</li> <li>- Were you surprised by your results?</li> <li>- How do you feel now?</li> </ul> <p>Best outcome: PAX realised how many different things they actually did and feel empowered by their personal achievements. They realize that the role of Campleader offers tons of different opportunities to develop new skills and broaden their competencies on many different levels.</p>





We hope that you will find our work helpful.

All information and supportive documents shared inside this booklet are there for you and free of use.

If you need any clarification or support during your journey towards formal recognition, do not hesitate to contact us:

[www.inexsda.cz](http://www.inexsda.cz)  
[www.ibg-workcamps.org](http://www.ibg-workcamps.org)  
[www.yap.it](http://www.yap.it)



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