

Detailed explanations of the project of EVS and in Jules Verne association

E.3. 2 Proposed Activities

Tasks of international volunteers in the host organization

The main theme of this program is the organization and realization of linguistic, creative or artistic workshops for children, youngsters and young adults.

The volunteer will have the full support of the staff in the host organization in expressing his/her ideas and initiatives in designing workshops for children and will be able to present the French culture and language to them in an interesting and creative way.

Volunteer will participate in:

- **activities in the kindergarten** – playing with children, organizing some games, communicative situations, telling stories, music activities, sports activities outside in the school yard, helping the teachers to organize activities about storytelling and organizing them by themselves
- **organizing French lessons for children**, with the help and support of an experienced French teacher. Volunteers can take part in French lessons through games, communicative situations, explanation of vocabulary, reading different texts, listening to music, explanation of cultural point of view, collaboration with others schools, with direct contact with the children from different countries using internet possibilities, cooking with them, etc and will always be helped by an experienced teacher who will be with the volunteer at all time. The independence of the volunteer during the activities will be stimulated, especially with the idea to develop the capacities for the employability, but the responsibility for the quality and the realization of the classes is always a teacher's responsibility, and though the volunteer is not a substitute to the professional teacher, he/she will have his/her own responsibilities to be kind and patient with the children and interesting for teenagers. It's not a problem if the volunteer is not experienced in working with children, he/she will receive necessary help and support. **The teachers will be constantly present during all activities of the volunteer and the non presence of volunteers will not disturb in any way the normal functioning of the association. The kindergarten and its extra activities have been verified by the Secretary of education of the region of Vojvodina and the number of personnel is more than enough for the normal functioning of the association.**
- **helping the teachers** in the realization of stage presentations, helping the teachers in preparations of the activities – creating games, preparing drawings for activities, finding traditional songs...
- **organization and realization of different activities** in art, theatre, music, telling tales, etc ;
- **participation in organization of the artistic festival "The Jules Verne's illumination"** (held in Novi Sad at the end of September)

The volunteer who doesn't speak French could take part in (those activities are proposed also to volunteers who are not very interested in educational activities or to those who would like to do them)

1. theatre and musical activities
2. video and photo projects
3. **working on the website, Facebook and Twitter of the association and work at the library**
4. **helping the teachers in the realization of stage presentations, searching for music, creating decorations, costumes, preparing the light for the plays**
5. **helping the teachers in preparations of the activities – creating games, preparing drawings for activities, finding traditional songs...**
6. **arrangement of the expositions of the volunteers work (photos, creative work, posters) inside the Centre Jules Verne**
7. **activities concerning the presentation and promotion of the volunteering program and programs for youth Mobility at the Jules Verne Association and the University of Novi Sad and visiting the office of local community and promoting the projects of ERASMUS +**

8. **promotion of EVS** – organization of promotion of the projects of EVS
9. **discussion with students** – presentation of their country and regions
10. **organization of intercultural activities**
11. **looking for new partners** in other countries to make possible new exchange projects. The centre is planning to foster the international cooperation with other similar organizations in Europe. For centre Jules Verne it would be very interesting if a volunteer could find a school or an association in his own country where children are learning French and make contacts and take a part in completing an exchange with three or more associations or schools.
12. participation in some of the activities related to the sending **activities for EVS of youngsters from Serbia** in order to give their own opinions and experience on intercultural learning, intercultural differences etc. to future volunteers.
13. preparation and organization of the festival “Jules Vern’s illuminations”, management of the project, coordination with the local and EVS volunteers, realization of the creative activities, looking for the partners for the project with the local volunteers, looking for partners, artists, maintaining the website and Facebook of the festival

E.3. 2.1. Personal project of the volunteer

Apart from all this, the volunteers can create their own project in collaboration with teachers or by themselves. According to the interest developed by the young EVS volunteers during their EVS project, they will have the possibility to continue a personal project (testimony, report, activities with youth, review, article of press, video report or photography’s or whatever they are interested in) during the period of their EVS as well as different projects with children, teenage or youth in Jules Verne association or with other local organizations. The volunteer will be invited to create one other project aside from the Jules Verne association in collaboration with other local organizations

In order to motivate the volunteers to create their personal project the host association has prepared

- to do one afternoon of presentation of the personal projects realized by other or ex-volunteers
- to present our locals partners organizations and they (maybe some of the volunteers) will found idea for the personal project

More details for the personal project in document - Good to know for the personal project – the volunteer will receive it in the booklet of documents when he/she arrives in the association that we will present to the during the visit .

Our association would like to help other local associations to start doing similar projects in order to develop their capacity. At first we would like to propose to our hosted EVS volunteers to realize their personal projects in cooperation with our local partners for the festival of “Jules Verne’s illumination”. The presence of our volunteers could perhaps motivate them to start their process of accreditation. The volunteers can use the support of our host organisation, our material but they should also respect that the personal project should be under the frame of the activities project in the host association.

We would like to develop our collaboration with:

- "Center for social work" (we have started the collaboration with this organization in 2013 when we included the social center in our cultural activities of our festival of “Jules Vern’s illumination”
- Inclusive choir and their NGO organization "Ljubav, vera, nada", our partner for the festival since 2013. We would really like to help some of the members of this choir to go abroad for the first time, but we would like to start with the visits of our EVS volunteers in their organization first.
- the retirement home and nursing homes - we already have developed some contacts for our festival and we would like to continue with the collaboration
- some associations of Vojvodina minorities such as the Hungarian dancing centre, the Slovak centre. All those contacts could enable the volunteer to improve his/her knowledge about the position of youngsters in Serbia, as well as to better know the way of functioning of the NGO sector in Serbia but also to help those organizations to start with the realization of similar projects.

The presence of the volunteers in those local partners organisation (personal projects, different presentations, creative activities) could not represent more than 5 hours during a week. This presence could establish better contacts with other associations in our local community by completing new projects and supporting other inexperienced organizations to step into EVS.

E.3. 2. 2. Role of the volunteer

The role of the volunteer will depend on his/her interests and skills. He/she can participate in different regular activities of the organization as an equal member of the team **but he/she will never be alone in the association with children or youngsters or during other activities for children or youngsters held outside the association.**

In the project's setting there will be enough space for the volunteer to express his/her interests and work on the specific projects and activities in order to help him/her use his/her previous knowledge and experience. By having the constant support from the person responsible for the project in the local host organisation, the volunteer will have the chance to broaden his/her knowledge and experience in working with children and designing workshops for them, as well as in the specific issues he/she would express the interest to work on. The supervisor will lead the volunteer through all phases of his/her adaptation to the work situation, the team of people he/she will be working with and support him/her in implementing his/her own ideas for personal projects.

It is very important for us that the volunteer feels free to present his wishes, needs etc. The host association will try to adapt the activities according to his/her wishes but it is also very important that the volunteers read carefully the proposed tasks and choose the proposed activities before coming. It is evident that the association can't make up the completely new activities for the volunteer during his stay in the association.

We are also planning to involve the volunteer in different training courses and seminars organised on the local or international level.

There will be some administrative jobs like organizing projects, email correspondence, helping the office staff but also the organization of inter multimedia library, introduction of materials in computers documentation etc...

E.3.2.3. The phases of the realization of the EVS activity in the host organization

The realization of the project activities will have different phases.

The day of the arrival

The volunteer and his sending association, as we said before, will receive the letter with all the details for the good preparation for his/her arrival (details about the apartment, administrative documentation, phone number of the supervisor and mentor, how to act on the airport when he/she arrives) and on the day of the arrival the volunteer will receive the booklet of documents consisting of expectations of the staff in Jules Verne, Awareness of issues relating to the visa and administrative issues, Rules in kindergarten, Rules of hygiene in the association, Good to know for the personal project, Housing rules, Administrative documentation preparation, Information about Youth pass in EVS and Propositions of places to visit in Serbia

- The host association will organise a transport from Belgrade airport to Novi Sad or will provide all information needed for this transport and the supervisor, mentor or other members of the team will be meeting with the volunteer in his/her flat
- The association will check with the volunteer if everything in the flat is okay or is something missing.
- On the day of the arrival the supervisor and other people related to the work of the volunteer will go out with him/her to drink a coffee (it is some kind of a tradition in our association)
- The association will prepare the money for the volunteer (for the first month) and will buy him/her a mobile phone number.
- The supervisor or the mentor will take the volunteer to the police to declare him/her and to start the process of seeking the permission for a long-term stay of the volunteer

- The experienced volunteers will show him/her the nearest shops and how everything is working in the flat.
- The volunteer will receive his working hours plan for the first week and the next day he/she will start to work with the supervisor and the mentor.

At work in the association

The first phase (2 months) is the period of adaptation of the volunteer to the new surroundings (the association, idea of the association, functioning) and the team of people he/she is going to work with (presentation and roles of the supervisor, mentor in the association, outside mentor, teacher of Serbian language, local volunteers). In this phase the host organization will take time and effort to help the volunteer to get to know the staff in the centre, as well as to better define the tasks she/he is going to have during the next period. During this period the volunteer will have the time to start to understand the working hours, groups, activities but also the sanitation rules. This will also be the chance for the staff in the organization to get to know the volunteer, her/his background, interests, skills, etc.

This phase will consider 1 month for observation of the realization of the activities and 1 month for trying to realize the activities with the big help of the supervisor (every day discussion, explanations, education, regular presence of the supervisor etc...)

We have created the planning of the education and evaluation for the volunteer in order to check if all presumed activities are realized during the whole EVS project of each volunteer.

After this initial period we expect of the volunteer to start being more involved and independent in the realization of the regular activities of the host organization. The volunteer will be regularly monitored by a supervisor and a mentor (see more in part Task **related support**). In the next period of 10 months, the volunteer will follow some trainings as some task related support, some activities about the evaluation of the project, its influence on the local community, but we are also planning to encourage the volunteer to start developing the idea for their own personal project and to prepare them to be more independent in his/her work. All of this will happen under the supervision and with the constant support from the person in charge of the volunteer in the host organization.

In the last phase of the activity (1 month), the volunteers will have the chance to finish their personal project and to slowly start to prepare for the end of the activity. In the last month, we will leave space for reflecting upon the whole period the volunteer has spent in the host organization and evaluating the success of the activity from both the side of the volunteer and the host organization (final report of the volunteer and his/her Youth pass)

The general role of the volunteer will vary depending on the phases of activity and the specific tasks they will be doing. In the later phases, the volunteer can take full responsibility for certain tasks, depending on their will, but mostly he/she will work as an equal member of the team in the centre.

E.3.2. 4 The activities in which the volunteers could be involved and the activities the volunteers could create in our organization.

The volunteer will not work for more than 35 hours per week; language lessons, reunions, preparation for activities, activities and personal project are included. Her/his activities will include mostly creative workshops with children, teenagers or students and only a few administrative tasks. Volunteers will have free weekends and also free time during the national holidays in Serbia. The volunteer will also have two free days per month during the EVS; which is 24 days maximum during his/her EVS project if it's 12 months long. The volunteer will be able to use his/her holidays during the winter (from the 20th of December until the 15th of January) or summer school's holiday (June, July, August). The best period to take the holiday is the last month of their project. During other periods the volunteer can take the holiday according to his/her wishes or needs but in the agreement with the host organization.

During the first phase (two months) the volunteer will spend 33 hours in organization + 2h of the Serbian classes. In this period the volunteers need more time to adapt themselves for - working methods, groups, staff, books, local partners, apartment, local community, cultural differences. In this period the process of learning is very fast in different ways...and in order to provide good education and help to the volunteers he/she is supposed to stay little bit longer in the association. When the volunteer is "stabilized" in learning related to the working tasks, host organization and the local community and he/she has succeeded to adapt himself/herself, he/she can start to commit to their personal project. With the start of the third month (depending of the volunteers needs) the volunteer will start

spending 28h in the organization Jules Verne and will have 1,5h for the Serbian classes and 6h for his/her personal project (the volunteer is not obligated to spend those 6h in the organization; he/she can spend them where he/she wishes but he/she has to adapt his/her personal project to the capacities of the host organization and the realization of the activities in the host association in order to not disturb to much other volunteers or employees in the host organization).

During this 28h in the organization the volunteer will have maximum 13h of concrete activities with the public, 13h for the preparation for the activities, an hour for the reunion with the supervisor and one hour for the reunion with the internal mentor.

If the volunteer doesn't propose a concrete personal project, the host association will make suggestions in order to motivate him/her. And if he/she does not use the 6 hours for the personal project, he/she can come in the organization and organize some interesting activities for his/her colleagues such as dinners, evenings, movies etc. or whatever he/she likes.

E.3. 2.5. Examples of typical rhythm of the activities during a year for the volunteers

In our association, various activities will follow throughout the year.

- The month of September is dedicated to the re-entry but also creative workshops with lanterns. The end of September was chosen for the realization of the local festival "The Jules Vern's Illuminations" with the duration of three days, where we present our beautiful lanterns in a parade and in one big exposition of the big lanterns created by the artists.
- During the month of September, October and November we perform French classes with young people, children and adults (working with the French learning methods and different learning activities of French in kindergarten and through the creative and artistic activities)
- In December we realize many projects or artistic workshops (manual activities, traditional storytelling workshops, drawings and cooking workshops)
- In January young people begin preparations for theater performances (work on the texts, reading, vocabulary, body language, theater exercises, exercises of group creation and confidence, rehearsals, choosing music etc ...) The presentation of these events is happening towards the end of March, the month of Francophone during "The day of the French theater".
- Young people return to work with the manual until mid-June.
- Then during the summer months, July and August, we organize youth exchanges with young Francophone's from different countries, aiming at intercultural learning, and we also organize workshops for our youth. Volunteers make more trips in Serbia during the summer months and take their holidays too.

Volunteers are expected to work [one week in the morning and one week in the afternoon and evening](#). But it is quite possible that, because of the work and the needs of the groups, volunteers work only the week A or B for some period. This will happen especially during the theater preparation periods (February and March) and when in the summer the association is open in the morning (second part of June, July, August).

Schedule of French classes in the afternoon and evening are variable and we adapt them to other children's activities (like school, sport etc.). The schedule for the volunteer (the number of hours spent in the association) during one week will not change.

The volunteers usually work in pairs or in a group of three. They will have the right to change schedules agreeing with their supervisor and tutor. Till now we have never refused the demands of the volunteers to have free days or hours...it is important only to inform all members of the team and to be respectful with others, with their chedul, their needs etc...

They also have the right to work only in the morning or only in the afternoon and evening but also with agreement with their supervisor and tutor. Some volunteers prefer working in the morning, while others prefer working in the afternoon. But we think that the best way is to work one week in the morning and one week in the afternoon. In this way, the volunteers will meet all children and all groups and will be able to participate in all projects but also have a feeling that they are informed about everything that is happening in the association. It's important that they always take into account the interest of the children and other members of the team when they make their schedule.

Regarding working in the afternoon, the volunteers usually bring their dinner and eat with other volunteers so they could have more time to discuss with each other and with the supervisor.

The timetable could be changed if exceptional activities occurred; like the festival "The Jules Verne's illuminations", exchange projects, exhibitions, end of the year parties; mother's day, etc. That will not be often.

E.3.2.6. Example of the typical activities for the volunteers who are not speaking French or who are not too interested in workshops activities

As we have explained in **E.3. 2. Proposed Activities for the volunteers who are not very interested in realizing workshops activities can find a lot of other activities in our organization. It is very important for us to know the interest zone of the volunteer before his/her arrival.**

In the [timetable for the EVS](#) you will find the proposed activities for those volunteers but also for the FO and short-time volunteers.

The Centre is planning to foster the international cooperation with other similar organizations in Europe so the volunteer might help in that field by finding partners from new countries and help establishing cooperation and join activities and projects. Of course, other ideas of the volunteer for a personal project are welcome and they will be supported by the staff of the host organization.

The Centre will organize the presentation of the local's partner organizations in hope that the volunteers will find some ideas to organize their personal projects. Center Jules Verne will also organize one afternoon presentation of the personal projects of the ex volunteers in order to valorize the realized project but also to help the volunteer to find ideas for their personal projects.

E.3. 2. 7. Avoid that volunteering is not a substitute for a job :

The volunteer will always be supervised by an experienced teacher and two teachers from kindergarten to be ready to assist in all areas of work. Given that the association does not require a person with experience in the organization of exchange camps, in the field of intercultural education, or in the field of education, the quality and proper implementation of activities that will be offered by the volunteer will always be under the responsibility of a teacher, educator and pedagogue. The employer will be constantly present during the activities realized by the volunteers. The volunteers who are not educated to be teachers, youth leaders or educators have no competencies in experience to substitute a professional teacher, educator or pedagogue, but helped by the professionals they can realize very interesting activities for the children and be a valuable member of the good team and can also learn a lot if they are interested in it.

The teachers will be constantly present during all activities of the volunteer and the non presence of volunteers will not at all disturb in any way the normal functioning of the association. The kindergarten and its extra activities have been verified by the Ministry of education and the number of personnel is more than enough for the normal functioning of the association.

The host organization has planned several resource people to ensure the adaptation as well as learning of the volunteers on a daily basis (see more in task support). These employees prepare activities together with volunteers to give them advice on methodology, selection and implementation of activities. They will make sure that the volunteer is not left alone during the working day. They will be present during the activities of the volunteer to be able to supervise, encourage and help when necessary. Supervisor and mentor will also help if there is any problem during the activities but also some eventual misunderstandings during the classes or different cultural reactions.

The volunteer will in no way be a substitute for professional teachers but he or she will have his or her own responsibilities, such as to be there on time, to respect the schedule of the activities, to be open-minded, to respect

the integrity of the children, to be polite and certainly not judging the children or youngsters because they are representing one or other particular social group.

E.3. 2. 8. **Learning opportunities**

Most important learning opportunities provided in centre Jules Verne for the EVS volunteers will be:

- to gain or improve knowledge about the use of different methods for designing creative workshops for children,
- to learn more about non formal education
- to learn how to give language lessons and help children to learn a foreign language
- how to help children in learning
- how to organize interesting French classes,
- how to use theatre, art, music, tradition and non-formal activities in education,
- how to use the Internet and all kind of multimedia in education
- to learn more about intercultural activities
- to learn to conduct intercultural educational activities and activities against xenophobia
- to improve their team work competences while cooperating with the staff in the centre Jules Verne and functioning as part of the team,
- to gain new knowledge of the culture of the host country (once a week we organize the activities around the presentation of Serbian culture – presentation of Serbian history, writers, monuments, music, dances etc.)
- to gain new knowledge in dealing with intercultural differences (the supervisor is a person educated to help in situations of intercultural conflicts and have a personal experience in dealing with it) and he is able to explain the people's communication patterns, attitudes, beliefs, values etc.
- to be aware of the richness of individual differences and to respect them
- to gain knowledge and raise awareness of the youth reality in the host country by constant contact with young people in Novi Sad and Vojvodina, (once a month we organize an intercultural evening in order to enable our local volunteers and youngsters to meet EVS volunteers, eat traditional food, do some intercultural games etc.)
- to acquire self management skills through the experience of living and working in a foreign country.
- to acquire skills of project management including project writing, time management and team management, while working on different projects in the host organization, how to organize the project of Youth exchange, more about intercultural activities and how to use them in education activities
- to improve communication skills, which also includes learning the Serbian language - **volunteers will follow Serbian classes which will be organized by the Jules Verne association.**

As we will explain with more details (in the case Volunteer profiles and recruitment process especially *match-making between volunteer candidates, Sending Organisations and your organization*) one of the pre-departure training implemented by the sending organization in coordination with centre Jules Verne; It shall cover following: what to expect from EVS and the Erasmus + - concepts, philosophy and the wider concept; intercultural learning and intercultural shock; the crisis management in EVS; rights and responsibilities of volunteers/SO/HO/CO; information related to practical issues (visas, travel, health insurance, host country etc.);

More details in EI application form part E.3.2. Proposed Activities

E.3. 2. 9. **Youthpass**

As described in the parts related to the EVS training cycle and preparation measures, and the roles of the mentor and supervisor, volunteers shall be informed about the Youthpass. During the realisation of his/her EVS project at the Center Jules Verne, the volunteer will receive one short training about Youthpass and its concepts and will be guided through the process by regular meetings with mentors and supervisor. The supervisor has followed The SALTO training for Youthpass and has organized a lot of evaluation activities for the Youthpass with the volunteers but the mentor as a pedagogue is also educated to realize different evaluations. The volunteer will have the opportunity to start planning and setting up their learning goals and receive tools for following-up on learning (learning diary, blog, written or drawn evaluation activities but will be motivated to realize maybe something innovative they come up with themselves...), while at the meetings, they will have time and space to reflect upon their learning. At the end of the service period they will have a half a day to summarise their learning (together with mentors and supervisor) and to

finalise their Youthpass.

The learning dimension (acquisition / improvement of competences) sets up a process of recognition of skills acquired through participation in Youth in Action projects and called Youth pass EXPECTED SKILLS:

1 / communication in the mother tongue: learn to give language lessons and help children learn a foreign language but also learn how to adapt the mother tongue to the foreigner public of children, youngsters and adults. Learn also to understand the influence of social linguistics in their mother tongue but also the foreigner's way of expressing themselves in that language.

2 / communication in a foreign language: improve communication skills, which also include the Serbian language but also the improvement of English language. As we mentioned before, we usually provide the document that our volunteers have been following the Serbian classes and we used to write down the degree of their knowledge acquired during those classes.

3 / basic skills in math and science skills: learning to manage their pocket money, food and transportation, but also to understand the management of the project and importance of creating a good timetable of activities.

4 / digital skills: develop or deepen the knowledge of various computer software for websites, publication of material, sound editing...

5 / learning to learn: learn about different teaching techniques in kindergarten as well as with older children and young adults; learn the techniques of using traditional tales in education; learn more about the mental process during the process of learning but also providing the activities to learn how to follow their own process of learning.

6 / civic and social skills: learning to manage groups of young people of different ages, deepen their knowledge in the leading groups of young people, learn more about the methodology of non-formal learning in language teaching and intercultural learning, deepen their knowledge of the Youth in Action program and other grant programs for projects for young people, deepen their knowledge or learn how to write projects and complete records requests funds for youth projects but also how to communicate without judging other cultures and practice the non violent communication.

7 / initiative taking and entrepreneurship: improving teamwork skills while cooperating with the center's staff, acquire or improve their knowledge on the use of different working methods to develop creative workshops for children, skills in project management including writing a project, time management and team management.

8 / cultural awareness and expression: understand Serbian culture better, gain more confidence through the experience of living and volunteering in a foreign country, be aware of the reality of youth in Serbia by the constant contact with young people from Novi Sad and Vojvodina; we also think that the volunteers will learn to be aware of their own values, acts, or the way of thinking coming from their culture but at the same time understand other cultures without judging them.

MEASURES PROVIDED: a time to meet with the supervisor is scheduled weekly. This time will allow them to flatten the evolution of things, the prospects of the personal project, desires, expectations, and changes to the project. The work-team meetings with the supervisor and tutor will exchange what will capitalize all learning process and then finalize a final certificate Youth pass time

E. 3. 2. 10. EVS training

Centre Jules Verne as a host association will be responsible for sending the volunteers to an on-arrival training session and mid-term evaluation. As we don't have a National Agency, the on-arrival training and mid-term training will be organized by SALTO SEE Resource Centre from Ljubljana, and the training itself will be held somewhere in the Balkans.

The Sending Organization is responsible for ensuring pre-departure training and a final evaluation meeting

E. 3. 2. 10. Language lessons

The sessions of Serbian language lessons will be organized by the Jules Verne association twice a week during the first three months and once a week after (except for summer time - July and August) and the volunteer will attend them with the other volunteers of the association. They will match the needs of the volunteer in everyday life and be connected to the tasks of the volunteer. The training will be given by someone trained and experienced in Serbian language for people with another mother tongue. In order to help the volunteer to learn Serbian faster, the staff in the organization will try to speak with the volunteer in Serbian all the time after the first three months. The volunteer working with the children in the morning can learn a lot by just listening the children's conversation... We understand

that each volunteer has their own rhythm of learning a language and we will try to create one stimulating atmosphere for his/her learning.

There is a possibility for the volunteer to attend French lessons if the volunteer doesn't speak French. In Centre Jules Verne, French and Serbian are the languages of communication with the children (most of them are speaking English too), although all adults in the centre speak English, some of them speak French and one of them speaks Portuguese and Russian. Only one colleague is speaking only Serbian.

At the end of his/her project of EVS, Jules Verne association could provide the volunteer with a certificate that the volunteer has attended Serbian classes and those volunteers could use those certificates for a job application or their future studies.

E. 3.2.11. Intercultural Learning support -

The Host Organization is prepared, sensitive and aware of the intercultural challenges the volunteers might be facing when experiencing the host's culture (people's communication patterns, attitudes, beliefs, values etc.). There is enough space for the volunteers to reflect on their intercultural experiences, to deal with feelings related to possible culture shock and to use these as precious moments of learning and personal development. We have predicted to do some evaluation moments to reflect on his/her intercultural learning.

1. By **realizing the linguistic activities** and creative practices during his/her EVS, the volunteer will be aware:
 - that the language is just a window into learning about other cultures
 - that the language and cultural activities are one of the very good methods to promote awareness of cultural differences and respect
 - that those linguistic activities also promote awareness of the environment and cultural dimensions in which each belongs (physical, geographical, historical... self-reflect on our own language comparing to one other or to similar languages)
2. Our organization is **organizing intercultural evenings** for the volunteers so they can meet our local volunteers, watch Serbian movies, learn more about the important Serbian historical persons, scientists. These evenings are also important in sharing our kitchen recipes, spending some time together, listening to music etc... The community of Novi Sad and Vojvodina is multiethnic (especially the Vojvodina region of northern Serbia, representing a wealth of multiculturalism: Hungarian minorities living there, Romanian, Slovak, Croatian) which will give an additional value to intercultural learning of the volunteer. The intercultural learning process is reciprocal and youth in the local community will have the chance to learn about the culture of the volunteer, which will help reduce their prejudices, stereotypes and xenophobia. This is also the case for the volunteer who has many contacts with the youth of the region. **As our organization is having very good contacts with those associations, especially with Hungarian and Ruthenian, it will permit to the volunteers to have the first contacts and to develop them later if he/she is interested.**
3. The volunteer **will have an external mentor** who will be responsible for monitoring and helping them to integrate the local community. At the same time, having contact with a good number of young people in the local community, he/she will have the chance to learn more about the local culture. The host organization has strong contacts with other local associations dealing with activities around the young, as well as schools that allow volunteers to expand their contacts with other young people who are not a part the host organization.
4. Center Jules Verne has already realized several projects of movies and music CDs about the tradition and Serbian music, and we usually present them to the EVS volunteers in order to help them understand better the situation but also the values in Serbian culture.

We will present you just some of them:

- a) Music project CD - "I live in " - created in collaboration with associations in France, Burkina Faso, Belgium, Romania etc. The song created by the youth of our association is talking about the situation in Serbia in 2008
- b) Video - DVD
 - a. " Gibanica " - video project about preparing a traditional dish
 - b. " Pogaca " - video project about preparing a traditional dish
 - c. "Easter" - video project around the tradition of Easter in Serbia

- d. "Girls - boys equality" - video project around the views of young Serbian people on equality of girls and boys
- c) Comics "Proja" on a traditional recipe
- d) Booklets
 - a. "I remember" - project with one of our volunteers about the impressions of young people on the trip to France
 - b. "Balkanica" - book on practical information for traveling in the Balkans made by our French volunteers
 - c. The booklet of recipes - made by one of our volunteers on the promotion of healthy food for children
 - d. "All equal all different" - poetry book made by two volunteers on our similarities and our differences.

The presentation of those projects will also maybe motivate the volunteers to realize their own personal project... maybe to present us their culture, region, tradition etc...

The main theme of this project is to understand better the reality of youth and work in this area, with particular emphasis on cultural differences between the countries of Europe and neighboring countries through language, art, literature, video, music and theater.

All these projects will enable the volunteer and the youth, with whom he/she worked, to:

- Be aware of stereotypes and prejudices they have about other cultures and work to break these prejudices ,
- Be aware of the beauty of different cultures,
- Be aware of individuals in each of them and the importance to respect these individuals ,
- Be aware of the importance of tolerance and understanding of oneself and others, and the importance of promoting tolerance around.

E.3.4. Measures that will be put in place to support the volunteers during the volunteering experience (e.g. monitoring)

As we have explained in application form in E.3.4 Support our organization, we have

- Task related support during the whole project - responsible supervisor - Jelena Glamocanin
- Task related support for the work in the kindergarten -supervisor - Verica Vagner
- administrative help and evaluation of learning process -Mentor- Snezana Šćepanović
- personal support, intercultural learning and inclusion in the local community - external mentor - local volunteers, for each volunteer one external mentor

E.3.4. 1. Supervisor in the association

Supervisor in the association: French teacher and a youth worker, who has spent a year abroad in her youth, who understands a) the importance of intercultural diversity and b) importance of living abroad for development of the personality of young people. The supervisor has undergone several trainings and seminars for the role of supervisors and mentors as well as for training in preparation of Youth pass, non formal learning, Erasmus + and exchange projects. She can, in this regard, assist volunteers in their needs. From 2007 she is a supervisor for the volunteers and she has a large experience. In addition, the supervisor has large experience in mentoring students, future professor of French language and has developed her own methodology of working with volunteers and their training.

The supervisor will organize regular meetings of 1 hour once a week to evaluate the realization of the tasks during the week - evaluation can be done through a variety of games, informal discussions, evaluation forms. The supervisor has developed and created an education and evaluation plan for the EVS project in order to realize a good education of the volunteer, effective evaluations, but also to verify if all activities have been done.

The supervisor will be responsible to provide:

- All documents and all communication needed during the recruitment process /presentation of the project, communication with the partners, communication with the volunteer/
- Presentation of the association /historical development, idea of the association, realized projects etc/
- Training of volunteers through observation (volunteers will have the opportunity during the first month of his/her activities to observe the classes or activities that will be implemented by the supervisor and become familiar with the teaching and creative activities)
- Training of volunteers will continue with observation and learning during the 2 months of adaptation during the workshops and during the theatre activities. The volunteer will learn more about the possible ways to use theatre in process of learning a foreign language. (how to teach children good pronunciation in a foreign language, how to express themselves with non verbal communication, how to memorize and understand the text, find the music for the play, operating with the equipment)
- keep an eye on the symptoms of culture shock - The supervisor will try to recognize the eventual symptoms of culture shock and will try to explain the cultural differences - and mitigate cultural shocks
- evaluation activities every week (emotional game for collecting impressions + discussion)
- bigger evaluation form every three months
- help with his/her writing at the end of the project (help with writing the Youth pass, the final report etc.)
- After acquisition of certain independence of a volunteer in doing activities (see section for a period of adaptation) supervisor will devote a few hours every day to:
 - be daily present in the work of volunteers and have an advisory role in order to help the volunteer to get a better understanding of children and their needs
 - explain the process of good preparations for the activities with children
 - (daily) give the references to the literature in the library of Jules Verne
 - (daily) give the information about the video and audio materials that exist in the Centre Jules Verne
 - (daily) refer to websites related to teaching and use a variety of methods for working with children
 - Organize the activities in the kindergarten in order to permit to the volunteer to observe the activities
 - Daily reference to the wealth of material as well as assistance in finding the material needed to prepare activities for children or youngsters
 - Organize the education of the volunteers in order to develop their capacities to work with children (see part **Supervisor will also organize on the two monthly basis for the volunteers**)
 - Preparation of plans and programs of activities for volunteers in kindergarten respecting the capacities of children, topic of the year or month, but also comply with desires and ambitions of the volunteers
 - Referral to a variety of teaching methods of working with children in kindergarten - Montessori, Waldorf, Summerhill and referral to the style of Jules Verne education
 - Aligning the plans and programs of activities with the groups with the interests of volunteers and creating a possibility of good mach-making of the groups and the volunteers
 - Assistance in the implementation of a personal project
 - Daily explaining the needs of children and parents, explanations of the developmental stages of children and young people in their development process to the volunteers in order to help the volunteer the understanding of the different acts of the children...
 - Explaining the use of each of the games (in the Centre Jules Verne there is a big collection of social, linguistic, logical, strategic, detectives or others games)
 - Explaining the use of technical materials and equipment in Centre Jules Verne
 - Weakly follow the activities realized in kindergarten discussing and explaining to the volunteers
 - Communicate with the employees in the kindergarten (supervisor for the kindergarten and our young personnel working with the volunteers) in order to be constantly informed about the realization of the activities and the needs of the volunteers in the kindergarten.
 - Training to work with some programs such as Corel, Sound forge, Microsoft Office publisher, Ulid video or Movie Maker, Google drive, or other programs needed to prepare for the work of making games and classes.

Supervisor will also organize on the two monthly bases for the volunteers

- training for teaching methodology - using methods, worksheets and existing games composed for non-formal learning

- Training in the database related to the material in our school
- Training "Adolescent and how to use the story telling in the classroom"
- Training in project management for the exchanges projects with children / with other schools /
- Introduction to the methods - All Equal All Different - Domino - children's rights
- Training and familiarization with the work in the use of songs in the class
- games in the classroom
- training how to develop the vocabulary capacities of the children

In order to develop the employability capacities of the volunteers the supervisor will present the attestation for each education realized in the association.

Administrative assistance

- Translation of documents required for visa
- Going to the police for registration of volunteers
- Going to the police to seek visas
- Communication with the police
- Communication with the embassy of the country to the presence of the volunteers reported to their embassy
- Resolving current problems in the apartment / repairs, calls with outstanding supply of materials/
- Once in two months meetings with the supervisor, internal and external mentors in terms of evaluation and position of EVS volunteers

E.3.4. 2. Supervisor in the kindergarten

Supervisor in the kindergarten - Verica Vagner is the specialized Kindergarten teacher. She will present her support during the tasks in the kindergarten. She:

- will read with the volunteer the planning of the activities prepared by the supervisor - French teacher
- will give the advices to the volunteers how to realize the activities,
- will help the volunteer in the realization of this creative activities
- will help the volunteer to found the material for the activities
- will help the volunteer in communication with the children
- will also communicate with the supervisor of the whole project how to adapt the activities if it needed
- will organize a reunion once a week with the volunteers who was working in the kindergarten
- will explain of the different needs of children and parents,
- will discuss with our young personnel how to help the volunteers

Administrative help

- will go to the police for registration of volunteers
- will go to the police to seek visas
- will communicate with the police

Two supervisors will try to help the volunteers in their every-day activities.

E.3.4. 3. Mentor in the association

Mentor in the association - Snežana Šćepanović - a professional pedagogue in our association and a specialist in learning process activities - will be responsible to provide -

1. on daily basis

- the explanation of assigned persons to work with the volunteer (at the beginning of the project)
- help in solving tasks with realization of a language lessons
- the explanations of the different needs of children and parents,
- help to volunteers to understand better the developmental stages of children and their capacities to learn
- help in solving the artistic activities (finding the proposals of activities to be realized, finding material etc)
- help to maintain the website, Facebook and the Twitter of the association

2. on weekly basis

- will follow the process of learning and adaptation of the volunteer
- realize the written and creative evaluations for the Youth pass (learning diaries, learning plans, self-reflection tools etc.)

- Once in every two months, volunteers will write evaluations inspired by the activities of the kit - Educational Evaluation in Youth Work for the volunteer can be used for final record and Youth pass.
- Apart from that, there will be a monthly meeting of the volunteer, the mentor and the one(s) in charge to discuss the EVS experience and areas to be improved.
- will secure that the plan of education and evaluation of the volunteers (in attachment) is realized

3. **Preparation of the evaluation activities for the Youth pass –**

- presentation of Youthpass and competencies
- Organization of two hours of training related to the importance of form and competence in youthpass
- but also trying to find out how the volunteers could write down their learning process – learning to learn (learning diaries, learning plans, self-reflection tools etc.).

4. **administrative assistance**

- Call for proposal for the position of the external mentor - several months in advance the arrival of EVS volunteer
- Selection of Serbian local volunteers to be external mentors (not working in the association)
- explanation of the role and the position of EVS volunteers in the Center Jules Verne to his/her external mentor
- explanation of the role of external mentor to the EVS volunteer
- Website maintenance LVS portal (publishing of the role and position of the external mentor)
- Meetings with outside mentors - the training of external mentors for the proper implementation of their roles / assistance in the development of activities that will be offered to EVS volunteers, assistance in the preparation of learning plans of EVS volunteers, assistance in preparing the evaluation with outside mentors/
- Going with the volunteers to sanitary inspection – translation and administrative help
- Going to the doctor with the volunteer/ even during the night /
- Once in two months meetings with the supervisor, mentor from the association external mentors in terms of evaluation and position EVS volunteers
- Assistance in resolving issues related to transport of volunteers - personal needs to travel (helping him to i tickets for the bus, train, rent-a-car etc)
- Take care of regular payment for the volunteers (providing all documentation to be signed, verification of presentation of the factures brought by the volunteers, preparation of the money)
- Take care of all payments for the flat rate, invoices for the flat and Internet; try to resolve all problems in the flat.
- Take care of the reparation of the bicycle if needed

The role of all three people will also be to create a trustful relationship with the volunteer, so that he/she can talk with them about his/her feelings, like homesickness, or other things that could be bothering the volunteer but also help the volunteer overcome cultural shock, get to know the culture and customs in Serbia better... We are very proud to say that we are in contact with all our ex-volunteers. Lot of them have come two or three years letter to see us and to see our youngsters, and this is a great thing to see them, and to follow them in their successes.

Supervisor and Mentor also will provide

- Daily willingness to help a volunteer / in all types of problems - personal, romantic, emotional, but also the problems that he/she could have at work /
- Creating the conditions for creation of friendly and motivating environment for volunteers /willingness to listen to the needs of the volunteer /
- Creating a relationship which is not created on the basis of a volunteer - responsible, but on the respect of the needs of each volunteer and freedom of volunteers to openly discuss their needs and the things that bother him/her in the association with the attempts to reconcile the needs of volunteers and associations at the same time.
- Inviting the volunteers in mentors' or supervisor' homes /organize barbecues, dinners, a reference to traditional evenings etc /
- taking care of the intercultural learning of the volunteers

Centre Jules Verne is collaborating with one clinical psychologist (who is helping us when the association is in need) who is ready to support volunteers if he/her is in need.

E. 3. 4. 4. External mentor

Free time and socializing - Personal Support for inter-cultural learning and inclusion in local community - external mentor - local volunteers for each volunteer - one external mentor

The Host Organization is taking care to provide sufficient personal support to help overcome, and if possible prevent, any difficulties, either in the volunteers' personal lives or in their activities in the Host Organization.

The Host Organization is aware that the time a volunteer spends outside of work is as important for their well-being and satisfaction as well as their working time. Therefore, the Host Organization will take responsibilities to facilitate the integration of the volunteers into the local community, discovery of the host town, opportunities for meeting other young people, socializing and participating in leisure activities, etc. People from the organization of similar age and with similar interests as the volunteer could be of great help in this process. Contacts with other EVS volunteers should be encouraged wherever possible.

That way Centre Jules Verne will propose to the volunteers the mentors outside of the organization. His/her roll will be:

- inviting volunteers to the city, visiting some clubs,
- organizing meetings with local young people,
- The mentor will try to make the inclusion in the local community easier, to help them make new friends, to meet people who are not working in the association

There will be a meeting of the volunteer and the mentor outside of the organization at least every 2 weeks.

But his/her roll will be also helping the volunteer to deal with possible problems he or she could face on his/her workplace. This mentor who is not working in the association will try to explain eventual problem to the mentor and the supervisor from the association in order to create better understanding between all the parts responsible for the realization of the EVS project.

We usually try to find one or several students of French language to be the mentors outside of the organization because we sincerely think that they usually are the most interested to be mentors during whole project. But in our association there are also some young people who like to invite the volunteers to go out and to show our cultural heritage, and last year we have found a large number of volunteers wishing to be external mentors. That is a very good thing for the local community, but also for the promotion of the youth mobility.

We also decided to offer our EVS a schedule of activities with our young members as well as students from the University of Novi Sad which will facilitate the integration of EVS volunteer in the local community. It is in this focus that we have agreed with the professors of the Faculty of Arts in Novi Sad (including the section of French as a foreign language) that students have regular opportunities to meet our volunteers and create in this way deeper friendships. Besides, the Jules Verne association is a non-formal education structure where foreign language students regularly come to observe activities.

E.4. 1. Number of volunteers to host

During these six years of hosting EVS projects, we have realized that to develop our cultural and local activities in collaboration with the different municipalities, the number of 6 volunteers at the same time in Centre Jules Verne is the best for the volunteers and for our association. In that case there will be enough work for each volunteer, enough room for the volunteers to express themselves, and at the same time there will not be too much work. The volunteer has enough time to adapt etc.

The best way for hosting those 6 volunteers is: - 2 volunteers come in September (for example – from September to September), 2 other volunteers come at the beginning of the January (example - from January to January) and 2 volunteers in July. When the first 2 volunteers should finish their EVS, 2 new volunteers should come to replace them. The same thing is when two volunteers finish in January two new will come and the same stands for July.

We are trying to create some kind of a circle of hosting projects. The easiest adaptation is in July, and if there is a bigger interest of the volunteers to start in July we can also start the activities with the 4 volunteers in July and 2 in January. We started to host one volunteer this year in July and we understood that this is very good moment to do it because the rhythm of activities is little bit slower and we have lot of time to prepare the volunteer for September, he/she can also participate at the beginning in the exchange projects and create the very good contact with our youth members. That is the way we will continue doing.

At the beginning, first 2 volunteers will work: one in the morning, and the other at the afternoon. Every week they change the working hours and who has worked in the morning will work at the afternoon and who has worked in the afternoon will work in the morning. That way, during six months, the supervisor (working usually at the afternoon) and the supervisor in Kindergarten (working usually in the morning) can occupy themselves with the education of each of volunteers (present them all staff, all materials, all activities, teach them how to do the activities, help them choose the activities adapted to different ages, help them try to do the activities by themselves, motivate them to realise their project with the children or by themselves). During this period, the second mentor could also be in charge of the adaptation of the volunteers in the local community, and also show them the clubs, all transports possibilities, introduce them to the young people in local community etc. In the classes of Serbian language, the volunteers will work in pairs.

january	february	march	april	may	jun	july	august	septemba	octoba	noveba	decemba	january	february	march	april	may	jun	july	august	septembe	octobre	novembr	decembr	janvier
two volunteers comming in January												two volunteers comming in January												
two volunteers comming in July						two volunteers comming in July						two volunteers comming in July												
comming in September						two volunteers comming in septembar												two volunteers						

At the beginning of January, two other volunteers should come and the first two volunteers will then be more independent in doing activities. The learning process for the new volunteers will start the same way we have explained before. For the third group stands the same rhythm of adaptation.

When new volunteers come, it is very interesting for the volunteers who have been in Serbia for some time, because they can do an auto evaluation while observing new volunteers trying to learn. They can see how much they have learned and how much progress they have made. The other good thing in this moment is that the “already experienced” volunteers could help in adaptation of the new volunteers coming in July and the same in September.

With the accommodation we have also made a plan to find the best way to adapt the volunteers. The 6 volunteers are staying three by three in two flats near the association. One “experienced” volunteer and one new after 6 months and one new after 9 months are sharing the same flat. We try to organise the working hours in that way that, those volunteers who live together do not work together. It means that the “experienced” volunteer from one flat is working with the new volunteers from the other flat. That gives an opportunity to the supervisor and the mentors to occupy themselves with new volunteers and two others (or four) can now be more independent. That gives also enough personal space for the volunteer, not to spend the whole time with his/her colleagues, but at the same time to feel like a member of a good team.

If there are some problems in communication between volunteers, there will be always a possibility for one or two of them to change their places in the flat or to change working hours.

For the short-time volunteers the best moment to come is the summer time. We would like to host at first 2 short-time volunteers next summer (during August and September) and later if everything goes well we could accept a maximum of 4 short-time volunteers.