HOW TO ACCOMPANY A VOLUNTEER?

2015 Karl Kübel Stiftung
www.kkstiftung.de
Karl Kübel Institute for Development Education
www.kkfindia.org

weltwärts Mentors Note Book
“People can only be helped to help themselves if we go to a foreign country as a learner.”

Karl Kübel (1909 – 2006)
This "Mentor's Note Book" is a result of thorough documentation of the programme and evaluation research of KKS since 2008. This documentation of the Indian partners' reflection on accompaniment of volunteers has two major aims:

- Create awareness among German Sending Organisations (SO) about the challenges of accompaniment of young German adults.
- Create a better understanding of weltwärts structure and needs among Indian Hosting Organisations and weltwärts mentors.

While talking about a "mentor/facilitator" in this Note Book, we include all Indian staff members who are involved in accompaniment of a volunteer, however the German Federal Ministry for Economic Cooperation and Development (BMZ) defines it as Sending Organisation or Hosting Organisation.

Several workshops have been facilitated by Karl Kübel Institute for Development Education (KKID) in Coimbatore, India, a unit of Karl Kübel Foundation for Child and Family (KKF), supported by the Karl Kübel Stiftung (KKS) weltwärts Team in Bensheim, Germany. We wish to record our sincere appreciation to all the KKS partners who have been travelling with us in this programme and also various hosting NGOs for their participation in all our special workshops held in India and Germany. They shared their experiences and challenges, joy and benefits in the weltwärts programme and enabled us to learn and develop.

We wish to express a special appreciation to our champions "volunteers and mentors" for their untiring exploration and exposure.

This Note Book would have been a distant dream without the support of BMZ, in specific the weltwärts secretariat. We record our sincere gratitude to the German government for their financial support and upgrading us with technical inputs. The cordial and inclusive approach of Indian government towards this volunteer exchange programme is gratefully acknowledged.

Malathi Santhanam
Renate Tietz
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Introduction

Many volunteer programmes are facilitated in India. Some are from Indian origin; some are in cooperation with foreign countries. All programmes differ by age group, needs, resources and regulations.

The German weltwärts volunteer programme is a unique one. This chapter will give a broad idea and the nuances of the weltwärts programme. One will have a self-guided learning on the aims of the programme, get awareness on how to involve oneself in volunteers’ selection, know about the time planners of a Sending Organisation and Host Organisation and get a quick glimpse of different models and approaches to weltwärts.

1.1 Introduction to weltwärts programme
1.2 Know about weltwärts calendar
1.3 Participation in volunteers’ selection
1.4 Different models and approaches to weltwärts

Mentors and volunteers enjoying leisure time together
1.1 Introduction to weltwärts programme

The weltwärts development volunteers service

Young people from Germany have become increasingly interested in getting involved abroad. They usually do this between finishing school and starting university, or after completing training. There are many volunteers programmes in Germany since 1949, realised in Europe or abroad. Organisational and financial conditions are very different, because they are initiated by different parts of non-governmental and governmental sections.

A brief history of weltwärts

In 2007, the German Federal Ministry for Economic Cooperation and Development (BMZ) launched the weltwärts programme, a service that gives young people in the age group of 18 - 28 years the opportunity to live in a developing country for an extended period of time and gain an insight into the culture and the way of life in the country. It is an educational programme which aims to teach young people about development work, the complex processes of globalisation and to change their view on their own life and attitude.

Vision

Create a better global future in peace and solidarity for and with young people.

Mission

Enable young people to understand global interdependencies and development work.

Aim of the programme: to learn and serve

- To obtain qualifications for personal development (e.g. foreign languages, intercultural skills).
- To learn about global cultural diversity.
- To gain an insight into the vocational field of international co-operation.
- To gain an understanding of global contexts and the dependency of one's own life within the global context.
- To raise awareness on the diversity of life and development.
- To become motivated to get involved with social and developmental issues upon returning home.

Most important difference with other volunteer programmes for Hosting Organisations (HO)

There is a need for the HO to work with marginalised target groups like poor, needy, malnourished, disabled, handicapped, outcaste, scheduled castes, abandoned, tribal, victims, street children and drug addicts.

Mentors’ Frequently Asked Questions (FAQ) on weltwärts

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Who can apply to be a volunteer?</td>
<td>Young people in the age group of 18 – 28 years who have finished any kind of education which could be a technical training like cook, carpenter nurse, etc.</td>
</tr>
<tr>
<td>2</td>
<td>Who is really applying in Germany to come to India?</td>
<td>90 % are in the age of 18 to 20 years and take a gap year after 10+2, only a small group are students or trained people.</td>
</tr>
<tr>
<td>3</td>
<td>Who can be a Sending Organisation (SO)?</td>
<td>Any German NGO who is certified by the BMZ and issued with a license to act as a Sending Organisation for weltwärts is named as SO. It can be a church management, an organisation experienced in volunteership or an NGO working in the field of development cooperation.</td>
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</tr>
<tr>
<td>4</td>
<td>Who is bearing the cost of the programme?</td>
<td>There is a fixed budget per month per volunteer to be spent only for the programme. 75 % comes from the BMZ, the other 25 % have to come from the Sending Organisation. All SO request the volunteers also to mobilise funds (210 € per month) to realise the programme. Volunteers mostly try to find donors for their 210 €.</td>
</tr>
<tr>
<td>5</td>
<td>Who can be a Host Organisation (HO) and what is their role?</td>
<td>Project implementing unit, which needs to be a registered NGO in India who has a weltwärts BMZ certified partner in Germany as a Sending Organisation. The role is to give space for volunteers’ learning and active assistance (linked to volunteers’ skills) and accompaniment, in addition to take responsibility for personal development and insight in development work.</td>
</tr>
<tr>
<td>6</td>
<td>How long can you host a volunteer in India?</td>
<td>From a minimum of six months to a maximum of two years.</td>
</tr>
<tr>
<td>7</td>
<td>What can volunteers do and do not do in the host project?</td>
<td>Volunteers can do all kinds of work (from cleaning to documentation and teaching), including those not in the task description, but no monitoring and evaluation. Work should not be risky and not replace a paid staff.</td>
</tr>
<tr>
<td>8</td>
<td>Should the mentor be inside the organisation or outside the organisation?</td>
<td>BMZ requests a mentor who is outside the work field of the volunteer. Host Organisations experience that there should be an additional mentor/facilitator within the organisation, close to the work field.</td>
</tr>
</tbody>
</table>

**Financial conditions of weltwärts**

The weltwärts volunteers programme was established by BMZ to enable young Germans with a low family budget to realise a learning experience abroad. The BMZ budget of the programme is 580 € per volunteer per month (75 %), the balance 25 % is covered by the Sending Organisation. The Sending Organisation can be supported by sponsors of the volunteers (maximum 210 € per month).

- This limited budget has to cover
  - 25 workshop days including resource persons, food and accommodation in Germany and abroad.
  - all transportation costs for workshops, meetings in Germany and abroad.
  - international flights (min. 700 € to India per volunteer).
  - pocket money, food and accommodation abroad (200 € per volunteer per month).
  - mentoring costs in India.
  - staff costs for monitoring and evaluation in Germany.
  - staff costs for documentation, accounting and reporting for BMZ.
  - general health care services.

There are small Sending Organisations sending 4 - 10 volunteers abroad. There are also German voluntary associations sending 300 volunteers and more per year. There are hosting countries with high daily costs, in some countries living costs are low. The budget per volunteer has to stay the same amount fixed by BMZ. Hoch much money from this limited budget of BMZ is given to the Hosting NGOs has to be part of the mandatory contract between the Hosting and the Sending NGO.
1.2 Know about *weltwärts* calendar

This section will empower one to keep a tab over time to watch and apply for hosting volunteers. Normally the period covers three years! The *weltwärts* calendar below gives an overview on how the Sending Organisation (Germany) and Hosting Organisation (India) can sync their functions.

Example time frame of *weltwärts* volunteers programme - BMZ

<table>
<thead>
<tr>
<th>Time period 2013-14</th>
<th>Sending Organisation - Germany</th>
<th>Hosting Organisation – India</th>
</tr>
</thead>
<tbody>
<tr>
<td>August - October</td>
<td>Advertisement of the volunteers’ project places with a clear description of gender, age, work tasks and expected skills</td>
<td>Submitting profile and the requirements: clear work tasks, gender, age and expectations, awareness regarding regional legal conditions</td>
</tr>
<tr>
<td>November - December (January)</td>
<td>Receive volunteers’ applications, study the applications, interviews with the volunteers, pre-selection, discussions and workshops</td>
<td></td>
</tr>
<tr>
<td>January, February</td>
<td>Volunteers’ final selection and introduction to Hosting Organisation, matching volunteers and Hosting Organisation</td>
<td>Involvement in selection if required or wanted (see below)</td>
</tr>
<tr>
<td>March, April, May</td>
<td>Papers for BMZ, partner-contracts, volunteers’ contracts, formalities, health insurance</td>
<td>Send papers</td>
</tr>
<tr>
<td>June, July, August</td>
<td>Preparation of the volunteers, 12 seminar days, visa formalities, sponsor identification, budget for partners, tickets, sponsor identification, farewell and departure of volunteers</td>
<td>Contact with volunteers!</td>
</tr>
<tr>
<td>September, October, November</td>
<td>Demanding volunteers’ and mentors’ first report, identify the main challenges Design of mid-term evaluation workshop and participation in mid-term workshop</td>
<td>Police registration, integration of volunteers in area and activities, reflection and report to Partner Organisation and importantly finalisation of tasks</td>
</tr>
<tr>
<td>December, January - April (May, June)</td>
<td>Reflection on volunteers’ and mentors’ reports and development of work tasks</td>
<td>Observing, intensive period of work and volunteers’ holidays, end line reflection on challenges and benefits, farewell party and de-registration, departure of the volunteers</td>
</tr>
<tr>
<td>July – August or later</td>
<td>Reflection workshop for returnees; preparation for awareness raising development issues in schools and society; involvement in future volunteers’ preparation</td>
<td>Send end line report of mentor, decision making and preparation of profile for the next volunteers wanted</td>
</tr>
</tbody>
</table>
1.3 Participation in volunteers’ selection

weltwärts is a participatory programme. It was developed in Germany with the help and participation of NGOs, former volunteers and experienced stakeholders of volunteerism. Participation should also be part of the programme in India. This is why Host Organisations are requested to participate in the selection of volunteers. First step is to draw an image of the ideal volunteer and his/her skills and to share this with the Sending Organisation.

Sometimes staff members are invited to Germany to join the selection workshop. This depends on the funds of the Sending Organisation.

What is the usual selection practice in Indian NGOs?

Sending Organisations propose several volunteers’ profiles to choose for the NGO. This document is controlled with restricted access.

Selection is mostly done by the director of the organisation and/or the higher authorities.

There are also practices of mentors or senior persons of the organisation being called by the director for discussions to prune the proposal.

What is ideal?

The Indian NGO shall list of duties and tasks required for the current project phase and share the same with the Sending Organisation to select volunteers. The same tasks shall be kept in mind while the volunteer’s profile is sent and the organisation should get into dialogue with theSending Organisation if there is a gap in expectation and profile.

The organisation can form a team to discuss on challenges, issues, roles and requirements for the programme and come to a participatory decision. This team shall also involve those who are likely to share the role of mentoring. In case of gaps in profile and expectation of the organisation, the NGO should respond openly. At this beginning stage itself the organisation should decide whether they want to host these volunteers or not.

What is the general trend and interest to be part in the selection process?

1. Some Indian NGOs accept the volunteers sent from Sending Organisations. It is left with their organisation knowledge to discuss and select.
2. If several proposals are there to choose, volunteers are selected by the director, and the mentor is not involved and prepared about their roles.
3. A team is involved in the selection process and selection is made every year.
4. NGO partners participate in the selection process in Germany.

Ideas to participate in the selection of volunteers

- Discuss about the NGO needs and criteria and develop parameters to select the volunteer. Give weightage to various parameters like exposure, cultural exchange, list of tasks matching to organisations’ expectations while applying for volunteering.
- Place the applications in the committee formed in the organisation for scrutinising and approving.
- Conduct a personal interview with the volunteers through Skype, email, Google talk and decide.
- Practice of mentor selection/nomination based on one's skills and experiences.
- Choice based on language fluency especially in the English language.

Mentors participating in selection workshop in Germany
1.4 Different models and approaches to weltwärts

This section helps one to understand different models and approaches linked with conflict prone zones like communication, preparation, role sharing, decision making and trust.

weltwärts is not carried out by the BMZ itself, it only provides the funding. The administrative process is delegated to Germany’s civil society. The BMZ works with certified German Sending Organisations which then choose the Volunteer participants, prepare them in advance and after their volunteers’ time in 25 seminar days, coordinate the programme with foreign Hosting Organisations and supervise the process. How the weltwärts model is facilitated depends on the Sending Organisation in Germany.

Different structure types (or models) of the weltwärts programme were identified among the participants of workshops and meetings. To make it more clear, illustrated models presented below can make people understand them. More models may be there.

List of abbreviations:

- **SO** – Sending Organisation
- **UO** – Umbrella Organisation
- **HO** – Hosting Organisation
- **HF** – Host Family
- **PC** – Partner Communities
- **M** – Mentor
- **F** – Facilitator accompanying in the organisation
- **A** – Activities
- **V** – Volunteer

Listed below are the three main models among the participants in which the weltwärts programme is run.

Characteristic for model one is a practical cooperation between German SO and foreign HO. They know each other face to face, sometimes cooperating in development projects as well. The SO selects their V and prepares them for the projects. Mostly the volunteers live in the HO office building. The HO provides a Facilitator in the organisation, who integrates the volunteers into several activities of the HO. The Mentor, as required by BMZ rules, is an outsider. He/she is identified and paid by the SO, and he/she monitors several Volunteers in different HO, in case problems that cannot be solved by HO and F arise.
Characteristic for model two is the Umbrella Organisation in the host country. Mostly the business of the German SO is voluntarism in different forms and programmes. Some of them send 100-800 volunteers per year all over the world. These SO have UO in different countries and pay them. The SO selects the volunteers and mostly sends them to private institutions to get them prepared.

The UO chooses the projects for the V. They mostly look for Host Families for the volunteers to integrate them into the society. The Mentor, as required by BMZ rules, is a staff member from the UO. There can be facilitators too as part of the HO, where V find their activities for daily work.

Characteristic for model three is a community approach. The Sending Organisation can be a certified German NGO or Community. HO is a big community in the host country where people live and work together in a compound, area or complex of buildings. Within the compound are many sectors with different or same Activities. The V live together with target groups and staff members, who facilitate these A. The M mostly is head of the community, staff members act as F.
How to integrate a volunteer?

Introduction

Integration phase is the foundation of this programme. Interaction of two different cultural players demands preparation, intercultural awareness and certain code of conduct. This chapter displays a check-list for the Host Organisation to plan before the arrival of the volunteers and key points to keep in mind while executing the programme. In addition, there is a sample of explanation sheet of a Sending Organisation to facilitators, like directors, mentors and accompanying staff.

2.1 Check-list before and during hosting of a volunteer

2.2 Integration of volunteers into the project

2.3 Sample letter of Sending Organisation regarding integration phase
### 2.1 Check-list before and during hosting of a volunteer

<table>
<thead>
<tr>
<th>Subject</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0 General preparation</strong></td>
<td></td>
</tr>
<tr>
<td>Fill in papers from German Sending Organisation and send them back (if necessary).</td>
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</tr>
<tr>
<td>Identify responsible person in the project (facilitator/mentor).</td>
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<tr>
<td>Inform yourself regarding legal framework (police registration needs, restrictions).</td>
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<tr>
<td>Identify possible jobs and tasks for the volunteers.</td>
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<tr>
<td>Inform and prepare project staff.</td>
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<tr>
<td>Prepare students, children or beneficiaries.</td>
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<tr>
<td>Inform local schools or offices, if necessary.</td>
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</tr>
<tr>
<td>Organise family-stay, where to go during festival holidays for cultural learning.</td>
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</tr>
<tr>
<td><strong>1 Accommodation</strong></td>
<td></td>
</tr>
<tr>
<td>Provide and equip a clean room for volunteers with space for books, clothes, etc.</td>
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<tr>
<td>Install a mosquito-net if required.</td>
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<tr>
<td>Provide safe sanitary facilities.</td>
<td></td>
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<tr>
<td>Provide hot water (should be available once a day).</td>
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<tr>
<td>Clarify regulations on waste disposal, washing clothes, etc.</td>
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</tr>
<tr>
<td>Provide a safe place to store documents like passport, tickets.</td>
<td></td>
</tr>
<tr>
<td><strong>2 Food</strong></td>
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</tr>
<tr>
<td>Provide food and regular meals, introduce a clean hotel or shop for outside food or think about access to a kitchen or cook wares like gas stove, electric water kettle, tea maker, etc.</td>
<td></td>
</tr>
<tr>
<td>Check if volunteers have the chance to use a kitchen, fridge available? Where can they buy cooking items like fruits, vegetables, groceries, etc.?</td>
<td></td>
</tr>
<tr>
<td>Provide mineral water or filtered water for the volunteers.</td>
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</tr>
<tr>
<td><strong>3 Networking</strong></td>
<td></td>
</tr>
<tr>
<td>Provide computer and internet facilities (status, time of use) or let volunteers buy an internet connection.</td>
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</tr>
<tr>
<td>Clarify ways of transport for reaching workplace and leisure time.</td>
<td></td>
</tr>
<tr>
<td>Check if mobile sim-card is bought by the volunteers.</td>
<td></td>
</tr>
<tr>
<td>Clear police registration and check progress.</td>
<td></td>
</tr>
<tr>
<td>A few important contacts should be established with local persons as part of safety.</td>
<td></td>
</tr>
</tbody>
</table>
### 4 Monitoring

Rules and regulations for volunteers are discussed, safety net is installed.

Organise regular meetings between the volunteers and the person who is responsible for them.

Discuss chain of decision making – time of decision making.

Draw a map of the area with the volunteers, inform about facilities (shops, hospital, ATM, bus) and risks.

Discuss the blog and a monthly report with the volunteers and give your own perspective.

Visitors of the volunteers have to ask for permission in the SO first and sign a child protection format. Nobody from outside is allowed to visit during the volunteership.

Volunteers’ holidays (as per your agreement) have to be discussed with the director in advance and the duration/date has to be discussed with the mentor.

Find a language teacher or give language lessons.

### 5 Duties of volunteers

Volunteers are informed about the daily routine and timetable of the project.

Other staff members are in accompaniment.

Task, time and work schedule for the volunteers are prepared (Get up with the kids? When breakfast, English class?).

Activity plan for the next month is discussed with the volunteers (an integration period to accustom to the new environment should be given).

Find out: Is the presence of volunteers needed/useful in staff meetings?

Respect regular recreation time of volunteers - minimum one free day per week.

Changes in activities should be discussed in advance.

### 6 Accounting

In agreement with the mentor and director the volunteers can organise special activities with their budget from the Sending Organisation. The volunteers should collect the bills of the material.

Follow the Sending Organisation budget lines. Changes have to be discussed in advance, one unaudited statement is required in December, one at the end of stay. After dialog with the SO the audit can be done.

### 7 Good bye (in April – August, depending on the duration of stay in India)

Exit formalities should be done in time including de-registration.

Good bye! Farewell!
2.2 Integration of volunteers into the project

Integration of volunteers and mentor into the weltwärts programme is the key area. There are challenges and good experiences out of this programme, depending on various factors like personality of the people involved, organisational structure, culture, nature of project, etc.

An interesting debate on who is responsible for an effective volunteership programme arose in all workshops. It was insightful to see that there are conflict situations arising in the process of planning for the integration of volunteers. These are due to different approaches like staying in the organisation or host family or independently as well as on the period of stay. Also interestingly, it was observed that the problem arises more out of organisational structure and role of mentor or facilitator in the decision-making process at three different levels: decision maker, mediator and implementer.

Conflict situations of a decision maker (director or mentor with organisational power)

Volunteer focussed

- Lack of clarity on selection and decision on what we expect from a volunteer.
- Attitude differences due to culture between the volunteers.
- Drafting a proper work schedule for the volunteer and at the same time allowing flexibility is a conflict. They stick to the plan and demand completion accordingly.
- The volunteers crave for human interaction and always providing scope for such interaction is difficult – at least from community village based living structures.
- Identifying and deciding on a suitable mentor is the biggest challenge. Some who have experience wanted a break; new mentors wanted to try with handholding; some feel it is too risky and tiresome.
- Unable to sensitise the volunteers on local norms while touring and follow rules of safety, etc.

Resources

- The mentor is not a full timer but needs to be available on call. So the mentor is pushed into multiple roles affecting the work and family roles.
- There is a need for capacity building of the mentor or project office in handling volunteers. Meaning and definition of a mentor itself is unclear.
- Finance is a matter as the cost and time involved is relatively high vis-à-vis the capacity of the mentor.

Legal

- There are challenges in registration in FRRO office due to changes in visa category as employment. In some cases, they ask for employment contract. In other cases, they ask for verification often. The problem is acute when there are two offices in two different places and registering in one.
- Orienting the process of time and patience in registration is a challenge. In some cases, there is a need for a medical test while in others, they need to show their work schedule, etc. This varies with jurisdiction and level of understanding by the officers.
- Legal issues affecting the organisation due to touring, registration, finance, etc. is uncertain.

Conflict situations of a mediator (inside mentor, outside mentor, board member)

Volunteer focussed

- Conflicts arising among the volunteers and mentors during the process as well as ways and means to settle them.
- Many conflicts due to bilateral communication instead of considering every actor in this relationship (mentor, volunteer, director).
- Safety and risks arising out of volunteers’ weekend travel and holiday touring.
- Different types of personal crisis.
- Managing quarrel between volunteer tandems.
- Lack of information about the whereabouts of the volunteers to NGO.
**Tasks**
- Designing a common orientation plan for two volunteers although both have different plans, interests and skills.
- No clarity on whether volunteers should be allowed to use public transport, bicycle or moped, etc.
- When should the holidays begin? Is it in the second month or middle or end?
- Volunteers change sectors from rural to urban or agriculture to school, etc.
- Lack of clarity on what the mentor should and should not do – duties to be specified.
- It is also difficult to change the mentor within the programme.

**Conflict situations of a powerless implementer**
- Decision making power: What can be decided independently or what should be consulted is always case by case. Hence at this level a mentor is always powerless calling and seeking permission.
- There is no golden triangular communication between mentor, volunteer and director.
- Language of the staff and that of volunteers itself causes miscommunication and misunderstanding.
- Lack of mutual understanding between the volunteers and mentors and degree of relationship.
- Less cooperation and flexibility between the mentor and volunteers.
- Volunteers’ role in designing the weekly plan or monthly plan is not clear.
- Directors using the mentors to deliver negative news and volunteers then blame the mentors.
- Lack of understanding of both the cultures.
- Inability to deal with emotional crisis of all kinds.

The most challenging and interesting issues in many organisations are delegation and task divisions. Preparing a second line in the organisational structure to improve the efficiency is one message to carry home. From the point of limited, overburdened staff there is always a need to share the workload, provide opportunities to others to learn and bring changes in the process.

Another interesting discussion that prevailed upon was to involve the community-based organisations like youth clubs, self-help groups, farmers club, etc. so that direct contact with the beneficiary will help both to integrate and learn mutually. This happens sporadically but not with the real principle.

**Integration process**

There are time limits for a mentor due to his daily routine. Here is a list of ideas presented to choose and share.

**A. Cultural Integration (family, dress, festivals, food)**

<table>
<thead>
<tr>
<th>Food</th>
<th>Present different cuisine and allow the volunteers to adopt to their choice. Plan a joint cooking as and when there is a family visit. Organise a food fest where in community and staff can participate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Films/Drama/Theatre</td>
<td>Take them to award winning films. Link them to local theatre groups, if any. Look for engagements in the city and refer them good cultural shows, lectures and music.</td>
</tr>
<tr>
<td>Dress</td>
<td>Introduce Indian dresses through pictures, books, community visits, festival days and special occasional days. Explain the culture behind the particular style of dressing.</td>
</tr>
<tr>
<td>Religion, caste, tribe</td>
<td>Direct them to visit temples, mosques and churches nearby and initiate discussions with religious people. Take them to tribal functions and explain the principle behind such practices. Watch out and expose them to ethnic group meetings.</td>
</tr>
</tbody>
</table>
## Family visits

Invite them to your own home and show the life cycle ceremonies if it occurs coincidentally.
Take them to some stakeholders’ families and exhibit food, family living, Indian routine life style, etc.
Exhibit your culture of family sentiments, respecting elders and love and care for children.
Organise a family stay out of project area and allow them to capture a different perspective on Indian daily routine and norms of the society like why different dressing patterns are allowed, why slippers are left outside or used inside, etc.

## Festivals, Traditional crafts and arts

Make a calendar of festivals in your area and inform volunteers to browse for the same. Arrange for some festival participation in nearby areas. Post-festival discuss the reasons and causes of performance and link them to Indian tradition and culture.
Look out for trade fairs, antique exhibitions and help them to know about the ornaments, dress and culture centric aspects.
Expose them to Indian crafts and arts like rangoli, mehandi, embroidery, bridal makeup, yoga and music and allow them to try it out if interested.
Suggest historically important places and music centres or a cultural academy for them to walk in and learn.

## Sexuality

Inform them about moral rules in the area regarding contact to the opposite gender.
Inform them about practice during menstruation timings.
Arrange for periodical discussions on gender, sexuality, moral standards, ethnic rights, etc., provoke their thinking and welcome debate.

## Community

While travelling on field work, explain the community sentiments, traditions.
Allow them to witness both the good aspects of “We Feeling” and fights due to alcoholism or neighbours’ fight, etc.
Expose them to local political meetings including march past, strikes, Grama Sabha meetings, Panchayat offices, etc.
An exposure to a weekly market and discussion on economics and trade will help all to understant more on inflation, trade and commerce.

### B. Organisational Integration (policies, code of conduct, roles, functions, structure)

## Structure, policies

Explain the organisational structure, power division, roles performed, objectives of the organisation, vision, mission and development perspective of the organisation.
Role-socialise the volunteers in the organisation as they always require training and exposure of doing things by seeing and imitating.
Engage various staff and stakeholders to orient about the organisation and its operations in the geographical area.

## Monitoring, evaluation, reporting

Provide simple reports of the project and earlier reports of volunteers for them to gain a development perspective along with a sense of commitment.
Educate them about the importance of reporting and periodical reviews for the progress of the programmes.
Expose them to different meetings held in the organisations like staff meetings, sector based discussions, trainings, workshops, community discussions and visits by external stakes. Here in the purpose should be explained to them why they can be or cannot be part of some sessions on professional grounds.

## People

Provide an opportunity for staff and volunteers to interact and engage. This will enable them to clarify doubts and develop relationships with fellow staff.
Wherever possible, introduce them to stakeholders located in the area and specially the beneficiaries and enable the volunteers to understand their responsive role. In addition, this can act as a safety net for them and for the organisation.

## Systems Procedures

Provide orientation on organisational do’s and don’ts and general practices of staff and visitors.
Provide a written code of conduct for quick reference and allow them to
discuss and clarify their reservations. Present documents like child protection policy and get their signature. Provide a movement register and monitor the process.

### Projects
Provide exposure to a variety of projects of the organisation and initiate dialogues with them to know their interest areas. Find out their interests and match them with the organisation’s capacity and devise a plan. Share relevant power points, reports, publications on the project. Involve them in planning and project implementation.

### C. Environmental Integration (shops, travel, support services, post offices, ATMs, hotels, theatres)

<table>
<thead>
<tr>
<th>Surroundings</th>
<th>Prepare a map of the area with the participants and mark the important visiting spots for day-to-day life in the area and the risk areas to avoid. Together plan their daily routine and orient them about the electricity, water, safety tips and arrive at a plan for a daily schedule. Walk around with them and watch them in due course. Allow them to write their daily experience in a diary and consolidate in the end.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidelines</td>
<td>Provide an information book with directory of shops, telephone addresses, communication channels, emergency support, a price list of edible items, etc. Provide simple language classes to know buses, charges, etc.</td>
</tr>
<tr>
<td>Travel</td>
<td>Travel with them to nearby places, show the bus stop, fare, risks, where to get in, whom to complain to during a crisis – if any, how to be safe, etc. Show the staff residences and guide them to approach them for emergencies.</td>
</tr>
<tr>
<td>Purchases</td>
<td>Expose them to local markets and shops for purchase of items. Teach them what is fixed price and what commodities can be bargained and where they have to negotiate.</td>
</tr>
</tbody>
</table>

### D. Task Integration (strategy, involvement, contribution)

<table>
<thead>
<tr>
<th>Beautification</th>
<th>They can be engaged in wall painting of houses, rooms or playground. Stitching curtains or flags is possible. They can assist to develop a kitchen garden.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT</td>
<td>Engage them in website refurbishing or designing. Let them teach basic computer skills to the target group, staff, youth, etc. Let them develop short films or documentaries on projects.</td>
</tr>
<tr>
<td>Office work</td>
<td>They can read English reports as well as edit and correct the English language. They can design flyers and posters. They can make power point presentations of western taste.</td>
</tr>
<tr>
<td>Courses</td>
<td>Let them teach English language to staff, beneficiaries or children. Let them teach the German language to local youth. Let them teach arts, dance, crafts, music, games to children and youth. They can design programmes for children and this can be followed by future volunteers.</td>
</tr>
<tr>
<td>Children activities</td>
<td>They can assist in the daily routine of a bridge school. They can produce material for joyful learning and playing. They can organise sports games. They can give tuition classes.</td>
</tr>
<tr>
<td>Public functions</td>
<td>Take them with the staff for awareness programmes, health camps or education meetings conducted in and around.</td>
</tr>
</tbody>
</table>
2.3 Sample letter of Sending Organisation regarding integration phase

Dear mentors of weltwärts partners

We thank the partners for all efforts towards the volunteer programme. Hosting a volunteer is a challenge. In all the involved projects they have identified staff members who speak English and have intercultural competence and knowledge about the NGO. This duty can be shared between staff members.

Regarding the budget there is minimal chance of organising the mentor’s activities as a full time job. Regarding the aims of the weltwärts programme there is also no need for a full time job.

Regarding the volunteers a full time support might be sometimes helpful, but this should only be an extraordinary case because of illness or in some special days in the integration period.

1. The main aim of a mentor should be to develop the skills of the volunteers to become as independent as possible (help to self-help).

Background of the volunteers

German students are educated to become independent and to organise their life in their own way. They are used taking their own decisions, travelling alone, do their shopping and organise their daily life. This is their normal routine in Germany.

Going into another culture like India, first they will be confused and overwhelmed by all different impressions, the different smell, food, climate, language and living conditions. Indian English is very different from European English, so it is hard to follow a discussion in the first weeks. Food and water is different, so health and hygiene problems may occur. Climate is hot and due to this they will feel lost in the first weeks; often they will feel very tired.

2. The integration period (2 - 4 weeks) is very important in these aspects:

- The volunteers need support to understand the conditions and unwritten rules of the area.
- They should learn where to buy personal stuff, material for teaching and playing activities, additional food and how to come along with bargaining, the Indian money, etc.
- They should learn how to use public transport (auto, bus, train) to reach the next city, to go for shopping and how to reach the nearest city. After some months they will go to mid-term workshop on their own.
- They should be able to understand all forms of communication including communication in the project hierarchy. They should get (and pay personally) a phone card and organise how to communicate with parents, SO, HO and how to fill in the internet blog.
- They should learn about all the staff members duties, how the NGO is organised, what the main activities are and what sector could be a field of work for the volunteers. That includes studies of papers as well as visits to different NGO sectors and villages.
- They should learn about the learning conditions of children and the local school situations, speak to teachers, sit in classes and lessons to get an idea of what education means in India.
- Finally they should develop a plan where the volunteers will be involved, what will be their duties.

We are thankful for helping to realise this and for your cooperation and support.

With regards, Sending Organisation
Introduction
Mentoring is the axis of this programme. This chapter guides one to have an understanding on the basic meaning of a mentor and his expectations on the "ideal volunteer". It covers the challenges faced during fulfilment of mentor roles at different contexts. A few experienced organisations share their ideas and views. As a value addition, one will find helpful tips to manage the volunteers’ programme.

3.1 Who is a facilitator/mentor?
3.2 What mentors expect from an “ideal volunteer”
3.3 The general challenges faced by facilitators/mentors
3.4 Helpful tips to manage the volunteers programme

Review meeting of mentor and volunteers
What volunteers request a mentor to be

Mentoring is helping to help yourself!

Mentoring is making the volunteer to study, exchange: possible, loveable, responsible, reliable and global.

Mutual confidence, exchange, NO all round service, team builder, orienter, responsible.

Mentoring is taking care of you and helping you to stepwise overtake responsibility at the same time.

Temper, shelter or surrender - no matter: Call the mentor.

3.1 Who is a facilitator/mentor?

Mentors discussed their real time challenges and the role one should play to mitigate challenges. The discussions brought out the following summary of roles, challenges and tips for mentoring.

The key mentor roles are:

1. **Be a good communicator** – to remove gaps in understanding.
2. **Be an orienter** – about organisation, environment, culture, people, code of conduct.
3. **Be a socialising agent** - to provide company with them to get introduced to others.
4. **Be a manger and leader** - to provide appropriate decisions and information.
5. **Be a trainer** – give hands on support to perform the task.
6. **Be a facilitator** - to make volunteers clear myths and misconceptions.
7. **Be a mediator** – to settle conflicts of interest, people, process.
8. **Be a trouble shooter** – to provide emergency support like health set back.
9. **Be a critical advisor** – monitor and evaluate.
10. **Be a documenter** – write reports.

Mentoring is helping to help yourself!

Mentoring is making the volunteer to study, exchange: possible, loveable, responsible, reliable and global.

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Mentoring is helping to help yourself!
3.2 What mentors expect from an “ideal volunteer”

Personality and behaviour

Energetic - value based living - service minded - cheerful and friendly with everyone - fairly intelligent - smooth handling- flexibility - hard working - good listener - positively communicative - ready to face challenges – accommodative - behave well - good mannered - keep organisational policy - responsible - be a role model to children – always a smiling face - friendly with staff and community like greeting them before conversation begins - obeying to the norms of organisation or cultural practices - no comparison - don’t be a butterfly – cleanliness - follow the dress code suiting to the village and the office - straight forward - be honest with all - good hearted/mind set - role of a mother, sister, elder friend, guide - no grouping - compromise - openness - healthy relationship - willing to face unexpected situations - readiness to take the hardship like walking as it is high range place - do not develop friendship with unknown persons - learn a local language - good temper - avoid substances

Structure of work

Collaborate with mentor for a functional time table - wake up early, clean the flat and come to office and wish a good morning to everybody - follow the movement register - obey the organisation rules and regulations - give information before going out - punctuality - ready to do any ground level work - study projects in detail - track timetable - seek assistance when there are blockages - motivate others to speak in English - submit learning or pending report periodically - acquaint with others and make the work easy - cooperative and be ready to participate in any activity - mingle with any people - understand local map, organisation rules and follow them - complete tasks as agreed in mutual consensus - preparation of plan for next week - respect to the authority and staff - self learning and sharing of the skills to others

Skills and tasks welcome

Teaching good education practices from Germany like arts, skills, dance, songs - able to do photo documentation and research work - preparing flyer - refurbishing website - English teaching to staff and child - participate in office work - report editing - able to do photo documentation - writing skills - research work - conduct case study - introduce any creativity for organisation or for staff members - experiment creative ideas - design child rights posters/IEC materials – visit bridge schools preparation of plan for next week - able to teach the students tuition - fund raising through donor or friends

Picture of the "ideal volunteer"
3.3 The general challenges faced by facilitators/mentors

**Organisation-centric**
- Legal complications like registration, deregistration, loss of passport, police complaints.
- Identifying interesting assignments for the volunteers.
- Caught between decision makers, staff and volunteers while making crucial decisions.
- Managing time – balancing work and family.

**Volunteer centric**
- Balancing the personal interest (over expectation) of the volunteer and the organisation policies.
- Lack of prior information or communication.
- Managing all demands within and outside the organisation with reference to volunteers.
- Lack of interest, shift of focus and postponement in committed tasks.
- Keep them focused on what they are committed to and the objective of the programme.
- Managing misconceptions or opinionated statements in comparison to other similar partners.
- Managing the publications made by volunteers through blogs, emails or newspapers during disaster and controlling the miscommunication in advance.
- Managing cultural differences like language, food, health, etc.
- German punctuality versus Indian situation.
- Coordinating during health setback.
- Dealing with their emotions and personalities.

3.4 Helpful tips to manage the volunteers programme

1. Walk and talk with the volunteers.
2. Plan and balance realistic time with volunteers, family and office.
3. Commit only what you can.
4. Orient and involve other staff to share the demands and fulfil expectations.
5. Capacitate the volunteers for self-help and orient them about their surroundings.
6. Prepare them to handle issues in a sustainable way rather than generating dependency.
7. Sort out planned and unplanned demands and always review them.
8. Convene periodical reflection meetings and take stock of the achievements and risks.
9. Discuss with line manager about the status of the programme.
10. Know how to give feedback.

In all discussions it was pointed out clearly that project mentors or facilitators, who accompany a volunteer, have an unclear picture of their role. Often the task is given by directors without proper pre-information or guidance.

The mentors themselves try to do as much as they can, often without extra payment beside their normal work. These mentors are the real stakeholders of the weltwärts programme in the project reality and without their enthusiasm and caring, the volunteers would suffer a lot. Our gratitude to all Indians who accompany a volunteer!
Introduction

However well prepared the volunteers are by Sending Organisations, accompaniment of volunteers is a challenge for a mentor. Both, volunteers and mentors do face challenges on special occasions due to illness, cultural practices, untoward incidences like theft and more during project interface. This chapter provides a glimpse of what and how to handle situations that might arise out of uncontrollable factors.

4.1 Health

4.2 Culture

4.3 Security

4.4 Challenges in accompanying volunteers in various sectors

Local people introducing cultural practices to a volunteer
4.1 **Health**

Travelling from a western country implicates that relatively unequal regions will challenge the resistance and recovery speed of volunteers.

It is unimaginable for any adolescent to visualise the health protocols of a different state in terms of prevalence and incidence of diseases and safety systems in a given society at micro, meso and macro level.

The common challenges on health arena are:

- Treatment in hospital, types of medicines
- Hospital structure, functions, approach and communication
- Disease nature and reaction by medicines, lab tests, etc.
- Medicines, treatment and first aid
- Care and support provisions
- Alternative medical services
- Homesickness
- Unknown fear about family

**Case from project reality**

Since two months you have two female volunteers – Lilly and Laura – in your organisation. You observe that there are fights among the volunteers sometimes. They request different tasks and do not laugh together or enjoy sitting together in the evening in front of the office. One of the volunteers is not looking healthy; she seems to have lost much weight.

Early in the morning she is sometimes not getting up and coming to work. When you ask her, she says: “I am not feeling well.” You request her to go to the doctor, but she says: “I take my western medicine!” In the end of month there will be the midterm workshop of the volunteers! You are afraid that this volunteer will fall ill and will not be able to participate.

**What is the problem?**  
1. The volunteers do not get along with each other.  
2. One volunteer is not eating properly.

**What to do?**  
Talk with your director and request some private time with the sick volunteer. Have a private walk and talk discussion. Ask about the problems in the team. Do not be afraid of volunteer’s emotions. Advise the volunteer to discuss the problems openly with the team partner. Advise the volunteer to go to doctor with your accompaniment.

If the volunteer is not cooperative, talk to the outside mentor. If no solution can be found, inform the Sending Organisation to observe the problem in the midterm workshop.
**4.2 Culture**

We may say globe is round and one is well informed about a country before reaching the place. However, reality bites. The material culture in terms of technology may be nothing novel while non-material aspects remain mystifying and unanswered. Clarity over these will certainly enable a progressive learning. To orient a westerner about Indian practices a mentor should first understand the differences between the two countries and provide scope to discuss and debate practices and always be prepared to “agree to disagree”. Cultures are different but also have much in common. In Germany there is a diversity of personalities and traditions. But India as a sub-continent is much more diverse for sure. Here are some observations from individual experiences. One will find an opposite experience in all the subjects in both the countries. What is your experience? Do you agree or disagree?

**My culture, your culture?**

<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th><strong>German perspective on India</strong></th>
<th><strong>Indian perspective on Germany</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food</strong></td>
<td>“Indian food has a lot of varieties; vegetarian food is rich with vegetables, lots of different grains and lentil. Not all Indians are vegetarians. Mostly food is more spicy than in Germany and different from what we get in an Indian restaurant in Germany. What makes an Indian dish is the skilful combination of different spices. People eat lots of rice, mostly with fingers and only little sauce and vegetables. Women spend a lot of time for cooking. There are always many dishes in a meal. Getting food from outside is a daily occasion.”</td>
<td>“German food is nearly tasteless for the Indian palate. What makes a dish tasty for a German palate is to emphasise the original taste of a product. They have rice and noodles, there are some vegetables, but they will be shortly cooked, so you need your teeth to eat them. Germans use less variety of spices, mostly only salt and pepper.”</td>
</tr>
<tr>
<td></td>
<td>“In poor conditions like in poor families and orphanages people can’t afford to use a lot of vegetables, eggs, milk and fruits. For a German this sometimes causes stomach problems, skin problems, loss of menstruation, hair and weight. Blowing one’s nose while eating is not welcome while burping and farting is ok.”</td>
<td>“Germans do not spend a lot of time for cooking. You get warm food mostly one time a day, for breakfast and dinner you have bread and butter, cheese and sausage or salad.”</td>
</tr>
<tr>
<td></td>
<td>“For a vegetarian it is hard to get food in a restaurant, most things are mixed with meat. But as more and more Germans become vegetarians or vegans, things improve.”</td>
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<td>“Restaurants are expensive and for special occasions like birthdays, not for every day. Sweet things like cake are not as sweet as in India, but tasty.”</td>
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</tr>
<tr>
<td><strong>Hygiene</strong></td>
<td>“For Indians personal cleanliness is very important. Having a shower before leaving the house seems to be like a religious ritual for some people. Wet hair seems to be a signal “I took bath”. Hair has to be oiled for women and open hair is not welcome in the country side. Hands have to be washed before food and afterwards.”</td>
<td>“For Germans personal cleanliness is very important. Having a shower before getting dressed is normal. People get dressed before breakfast and before presenting their face to somebody. &quot;Womens’ Hair can have any style, long, short, open. Ironing seems not to be the most important thing if you are not working at a bank. Some young people look like wearing messy clothes and don’t wash their hair daily.&quot; &quot;Some people seem to use deo-spray instead of having a shower.”</td>
</tr>
<tr>
<td></td>
<td>“Houses are cleaned inside daily, but throwing garbage to the other side of the wall is usual - “pigs will eat it”.”</td>
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</tr>
</tbody>
</table>
### Dressing

“There is a difference in being inside the home and being outside. Nobody would go to the office with leisure clothes like T-shirt or short trousers. A clean and ironed shirt is a must for men, a fresh salwar or a fresh saree every day is a must for women. There are many rules on dresses regarding the family tradition, age, marital or social status. Mostly rules are for women, men are used to western clothes and nobody cares.”

“Women are taught to cover most of their body thoroughly because otherwise it is seen as being kind of “loose”. But in cities you can find all kinds of western clothes and girls may dress up like western girls.”

### Drinking Smoking

“Drinking and smoking is a bad habit. People try to do it in hidden places because others will talk about your bad habit if they see you doing it openly.”

“Many men drink and smoke but not in front of their elders, bosses or other relatives.”

### Motorbike driving

“Driving a motorbike is a status symbol for young men and also women. It is the cheapest individual mode to go to work or go out with family. Women mostly don’t touch the body of the driver while sitting on a bike. They sit like the princess on a horse in the old fairy tales.”

“Sometimes you find four people and even small children on a motorbike. Driving with a helmet is not common; only the driver will take one if there are rules to wear a helmet.”

### Gender

“There seem to be different rules for men and women. Regarding the tradition of the family, rules for girls are stricter. Boys are preferred to be first born in the family, many parents show the same love and affection to girls and boys.”

“From their early school days, boys and girls are used to be seated separately. Adolescent girls are controlled more by their family. They are prevented from hanging around with boys and should behave in a conservative way, not harming the honour of the family. Women normally avoid going out in the dark without another family member.”

“Driving a motorbike is a status symbol for young men and also women. It is the cheapest individual mode to go to work or go out with family. Women mostly don’t touch the body of the driver while sitting on a bike. They sit like the princess on a horse in the old fairy tales.”

“Sometimes you find four people and even small children on a motorbike. Driving with a helmet is not common; only the driver will take one if there are rules to wear a helmet.”

“Drinking and smoking is a bad habit. People try to do it in hidden places because others will talk about your bad habit if they see you doing it openly.”

“Many men drink and smoke but not in front of their elders, bosses or other relatives.”

### Drinking alcohol

“Only few Germans are used to go by motor bike. You do not find many bikes on the streets.”

“Driving a motorbike is also like a hobby for some people. They only use it in summertime because it is too cold and slippery in winter.”

“On a motorbike a maximum of two people are allowed. Everybody has to wear a helmet; otherwise the health insurance will not pay for the treatment in case of accident.”

“Drinking alcohol is a part of German culture. You can easily buy it in a supermarket. People like to have a beer or a glass of wine without special occasions. Also young people drink alcohol. But by law, they have to be 16 years to have a beer and 18 for strong drinks. Some youth drink too much alcohol.”

“In Germany all people seem to be the same, men and women can do the same things. They can do the same jobs and activities.”

“You do not see any difference in daily routines of men and women in office work, but a lot of women work part time because of children.”

“Men and women can be friends, meet and share private time without any sexual intentions.”

“Girls and boys sit together in schools and in private. They visit each other, also in their private rooms. They can be just friends, but some people also have a sexual relationship if they feel old enough.”
<table>
<thead>
<tr>
<th>Topic</th>
<th>India</th>
<th>Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relations to time</td>
<td>“Family is of extreme importance for Indians. The family chains are strong, sometimes like a safety net, sometimes like bondage.”</td>
<td>“Family chains are bondages of love and responsibility. Children leave home early to learn how to handle their freedom (own flat, studies, domestic work). People try to become as independent as possible from financial support of the family or neighbours.”</td>
</tr>
<tr>
<td></td>
<td>“There are a lot of unwritten rules in a family; every member tries to keep the balance and harmony of the family. People are not used to decide on their own but discuss things with their family.”</td>
<td>“People are safe because they have a lot of insurances for loss of health and work and nearly all people get pension. But it creates a kind of loneliness. Old people mostly live alone in a flat or later in an old people’s home.”</td>
</tr>
<tr>
<td></td>
<td>“Family members support each other financially, also when they are abroad. Personal belongings mostly are family owned.”</td>
<td></td>
</tr>
</tbody>
</table>
### Relations to work

“Work is life, sometimes passion and sometimes burden. There are no strict boarders between work and life. Some people work for very less money and some have no contract. Some companies or NGOs don’t take care of working hours, they call staff whenever they like.”

“In working hours sometimes people read the newspapers, chat with their friends, talk about private family affairs or politics or have a sleep. Sometimes people work for 24 hours if a job has to be finished or if a meeting preparation has to be completed.”

“Most people in Germany do not want to mix work subjects and private life. People with a contract have a fixed number of hours; part time work is possible. Office work is very concentrated and computer centred. People avoid private talks and they have a short lunch break and start work again.”

“People in higher positions mostly work more than people with contracts. A boss will only call a staff member in case of serious emergencies.”

“A colleague is a colleague, not automatically a friend to share your private ideas with.”

### Hierarchy

“Hierarchy is a reality everywhere in India, in family, in school, in offices, in every part of the society. People are afraid of the people above them and some are too shy to talk. Sometimes people shout at subordinates in front of others.”

“Nobody in the NGO wants to make decisions. Also for very small issues the director has to be asked!”

“Hierarchy is flat in Germany; decisions are often made after discussions as a result of an agreement. People mostly accept a senior person because of his knowledge, behaviour or professional experience, not because of his cast, money, social status or family name.”

“People have responsibilities and can make decisions. Only for financial issues they ask permission.”
4.3 Security

More than the provision of security, one should feel and practise a secure way of living in a foreign soil. As a civil society there are laws governing the citizens, but due to lack of proper guidance and self-learning, one may tend to lose sight and feel insecure. However prepared one is, the tendency to explore and experiment is the nature of the youth. The mentor should also be prepared for the same. Just tap them to use their observation power, common sense and presence of mind.

The circle of security for volunteers can be portrayed as below.

![Diagram of security circle]

Case from project reality

You have two female volunteers, one is a 25 year old nurse and one just finished school. They want to act very independently in your rural area. They walk around the whole village, talk to everybody and also do not dress very Indian. One evening you get a call from the police: “What are these white ladies doing on a boy’s motorbike in the darkness at 8 o’clock in the night?” You talk to them that they should not go out in the darkness, but they answer: “We feel like in a prison. We are old enough to take care!”

What is the problem?
The volunteers do not dress properly and do not know enough about the risk for girls in rural areas. They do not respect the mentor’s friendly advice. The mentor is afraid to lose their friendship.

What to do?
Talk to the director what rules regarding clothes and mobility should be made for the volunteers. Write them down and confirm with the Sending Organisation.

Inform the volunteers about the rules on dressing and about the risks. Be open and do not keep risks secret. Also highlight the risk for the image of the organisation. Find alternate evening programmes together with the volunteers. If the volunteers do not cooperate, inform the Sending Organisation.
4.4 Challenges in accompanying volunteers in various sectors

There were discussions on field trips and opinions were elicited on the planning, execution and learning. The organisations identified challenges in planning the learning process for the volunteers across common sectors of project intervention.

Volunteers’ learning about agriculture

- Long travel and odd timings suitable for the volunteers.
- Expensive vehicle needed while normally staff will travel on bike.
- Uncertainties in weather, so sometimes planning may be a failure and convincing volunteers to postpone is difficult.
- Unable to understand if hot sun is okay for volunteers or not and travelling and long distant walking in the farm during the cultivation may put volunteers to inconvenience. But to see agricultural activities one has to visit the venues in the hot day time only.
- The local festival days and unforeseen situations may make the planner always flexible. The volunteers may not understand why it is postponed.
- Deploying the senior staff who have subject knowledge, English language, etc. and adjusting to volunteers’ timings.
- Learning often depends on external stakes (farmers, etc.) which are not predictable.

Volunteers’ learning about women

- Preparing the volunteers for the village visit (dressing, greetings, messages, proper body language, right way of saying no), orienting women not to force on food.
- Arranging rest rooms during village visit; explain the differences between rural and urban lifestyle with proper details.
- Language barrier and translation capacity of the companion to relay all information to both the beneficiary and volunteers.
- Explaining the reasons for the local cultural practices, traditions and customs with a logic - which most of the times the practitioners may themselves do not know.
- Convincing women of the villages to talk to the foreigners, a sort of compulsion comes here.
- Volunteers are not prepared to witness and digest the poor conditions of living or status of women and get emotionally upset.

Volunteers’ learning about the education sector

- The school expects volunteers to supplement the hours of work with school syllabus while the volunteers can only complement with different skills required for children.
- Not all volunteers are capable of teaching all subjects to the children, though they are interested to be with children.
- The level of students within a class room or in the bridge schools varies widely. The volunteers could manage with only a smaller section while the larger group is left out.
- The children are unable to understand the volunteers’ pronunciation or accent.
- The timings of the school and energy level of the volunteers mismatches.
- Volunteers are practically different in assessing the capability levels of Indian children and always an argument arises between teachers and volunteers.
- Volunteers cannot balance practical and theoretical sessions.
- Debate on the method of teaching and conflicting discussions.
- Discussion on school attendance and enrolment.

Volunteers’ learning about disability

- The capacity to work together with the challenged groups.
- Difficulties in delegating specific tasks for the volunteers.
- Bringing them into the regular monitoring scheme of weekly or monthly meetings.
- Discussions on limitations of resources, availability of services and the requirements. A little embarrassing to talk as it is not the mandate.
- Learn different problems of the disabled, get emotionally affected and take time to get back to normality.
- Obtaining true feedback from both the mentor and the beneficiaries is a challenge.
Case of project reality in education

You are a staff member of a NGO for documentation and a mentor. Your duty as a mentor is to integrate volunteers in office work and connect them with the local school.

Apart from documentation work about the water harvesting project, the volunteers are integrated in the village school. You know that discipline is very important in the school. The teachers are always carrying a wooden stick with which they knock in a threatening way on the floor.

Two times a week the volunteers give lesson in the school for "Spoken English". In the beginning, they have problems with the discipline of the students. After some time the volunteers separated the students in two groups and created lessons in an interesting way. They also conducted some interactive games that all students pay attention to.

One day the volunteers observe in the classroom next door that a teacher is beating a child with the stick. They are totally shocked and ask you for help. "For us, this is an unbelievable reality. We have never seen a teacher beating children. We have to do something to stop this!"

What is the problem?

The volunteers are overwhelmed by their emotions. They are educated in awareness of human rights and feel responsible to help the child. At the same time, they feel helpless.

What to do?

The mentor who is also raised in similar culture should at first be open to take up the concern of the volunteers in an objective manner and give them time to talk about the case, their feelings and concerns. The mentor should not brush aside the concern of the volunteer merely saying "it is common". To change the situation and comfort the volunteers the mentors can adopt strategies like a "casual discussion in a tea shop" or "walk and talk" in a park or temple nearby so that emotions are controlled. The mentor can remind the volunteer about the teachers situation of high number of students, less time for recreations.

The mentor can explore the German way of handling and disciplining children and fix a meeting to share with teachers. The mentor through volunteers can organise special camps to draw posters on "positive discipline" and pick the best one to paste it on the walls of the school.
Introduction

Volunteering in other countries, weltwärts volunteering in special, should balance both learning and serving. This chapter gives the scope for a volunteer to learn about oneself by knowing about functioning of NGOs, spectrum of development activities and scope of global learning. Learning does not happen only by accident, there is a need of planning and preparation. The chapter is a good mix of Sending Organisations’ desire and Host Organisations’ reality with a pinch of available skill-sets of volunteers.

5.1 General learning opportunities for weltwärts volunteers
5.2 Concept of “learning” as an individual
5.3 Concept to learn and serve in development
5.4 Learning about NGO activities
5.5 Learning about NGO operations initiated by the Sending Organisation
5.6 Concept of using volunteers’ skills and learning about marginalised target groups
5.7 Global learning of a volunteer

Volunteers learning about an agriculture promoting project
## 5.1 General learning opportunities for weltwärts volunteers

<table>
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<th>Learning as an individual</th>
<th>Learn and serve in education and rural field</th>
<th>Development work and NGO</th>
<th>Marginalised target groups</th>
<th>Global</th>
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<td>Language skills, self-awareness, role clarification, teambuilding, emotional bonding</td>
<td>Learning how to make short films, photography, websites, brochures, posters and support to NGOs</td>
<td>How an NGO functions, fundraising, co-financing, proposal writing, flyer editing, research</td>
<td>Know how to interact with the challenged groups</td>
<td>Learn about international goods like tea, cashew, coffee, spices, cotton, silk ...</td>
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<tr>
<td>Value education, leadership quality</td>
<td>Child abuse and poverty, family disputes and child rights, deprived life opportunities</td>
<td>Unemployment in the given project area</td>
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<td>Learn about the status of women in textile mills in terms of wage discrimination, bonded labour, unions</td>
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<tr>
<td>Indian family system, bureaucracy, social issues like domestic violence, health status and services and deprivation</td>
<td>Difference in education in private and government schools, illiteracy, quality of education, poverty in rural households</td>
<td>Understand the local community and its structure, specific lifestyle of farmers, tribal women, fisherman, etc., caste wise cultural differences</td>
<td>Know their special needs and differences in public facilities, especially on mobility</td>
<td>Workers’ working conditions, health and safety measures</td>
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<tr>
<td>Socio-cultural milieu of the Indian society, traditions and customs, local arts and crafts</td>
<td>Conditions of children, education system including quality issues</td>
<td>Learn about women empowerment through SHGs, child marriage, dressing style of tribal women, cultural restrictions in the lifestyle of women</td>
<td>Real life situation, employment, health care</td>
<td>Marketing of fair trade production, power of international companies</td>
</tr>
</tbody>
</table>

Mentors were in consensus to mention that the learning of a volunteer widely depends upon the interest to learn from the volunteer, his or her sex, qualification, skills or expertise they possess, dressing pattern, habits, etc.

Learning of volunteers includes personal development such as behaviour modification, intercultural awareness, strengthening of values and social responsibility.
5.2 Concept of “learning” as an individual

Example from project reality

You are a male mentor to two volunteers Ken and Jacob. Both have different skills and attitudes. Ken is a good photographer and open to support you in redesigning the website and to make a short film about your activities in watershed management. Jacob is more interested in a tuition center for village children and doing sports and Spoken English lessons there.

You take the two volunteers to different areas to let them experience village reality. Ken is doing a lot of film shots with farmers working on the fields, village people building dams and planting trees. You support Ken in this activity and translate the peoples’ speeches to let him understand and to enable him to build a film text in English.

You ask him to put a copy of the film shots on a computer in the office, to keep them there in case of technical problems. He says: “This will take a very long time to upload all the film shots. Do not worry, my laptop is a very good one, nothing will happen!”

After a week the rainy season starts. After three days of heavy monsoon rains all stuff in the volunteers’ apartment gets spoiled and the computer is not working any more. All documents and the film shots are gone!

What did the mentors want the volunteers to learn?
In this case it does not look like learning is the priority. However, the mentor wishes to use the skill set of the volunteer on documentation and photo shooting along with giving them an opportunity to learn about real life situations of farmers.

What is the problem in that case situation?
The organisation did not follow a mechanism in a systematic form to store the data. There is no backup plan, even if it was so they did not assertively enforce it. The volunteers did not follow the rules of the organisation or thought of sharing the records in a better manner for the organisation. There is no proper plan on time schedule. There should be proper systems and procedures in such learning exercise where the resources of various stakes are invested.

Who actually has a problem in the given situation?
The organisation has a serious problem as they might have planned the document for using it along with the annual report. Reason being they have deployed a staff to accompany. The volunteer who is in-charge might have been upset as there is nothing to show case as his contribution of volunteer programme.

When did the problem start actually?
The problem started very much in the beginning of the volunteership itself. The volunteers were rather treated as guests and friendly without giving proper rules and regulations of the organisation. Though the mentors/organisation requested to store in a common computer, the volunteers were a bit over confidant about their gadgets! Neither of them discussed on any systems, procedures and requirements in a concrete form.

How differently the problem could have been tackled or avoided?
A joint planning of the process should have been drawn and agreed by all of them. Storing data in multiple forms by different persons would have helped to avoid this situation. There should have been a framework providing scope for everyone to monitor, review and correct in parallel.
5.3 Concept to learn and serve in development

Example from project reality

Caroline and Sarah have come to your NGO for volunteership. They mainly work for seven days in an orphanage for the blind since four months, but also want to learn why people are poor and how development work is done. Since three months they are occupied with the daily routine and with creative work with the children. Sunday is their recreation time.

Your Project area is a very dry area. The people mainly work in agriculture, they are cultivating on a small area of own land, but income is very low. The soil is rocky; water is available only after rainy season, so your NGO is starting some new activities. You have identified an area where you want to start the activities. Some steps have been taken already and you want to show it to the volunteers. So you ask them on Saturday: “Tomorrow we go to the project area. Do you want to see the place?” They agree and next day you start early.

It takes a few hours to reach the place. You get out of the car. The volunteers look tired in the heat. After they have left the car, you explain: “These are 100 acres of land where we have already built small canals for the next rain. We have to walk some 20 minutes; there is the place where we want to build a tank. Do you want to see it?” The volunteers look at the dry soil with small stones and some sandy lanes. “There is no greenery!” The volunteers are tired and seem to be disappointed.

What did the mentors want the volunteer to learn?
More than learning the trip was to expose a dry land, go to travel to the field probably because the volunteers were asking repeatedly to witness the project on agriculture. This is purely an exposure visit to showcase the ordeal of a poor farmer in the hot dry land cultivation.

What is the problem in that case situation?
The mentor tempted them overnight without any prior preparation for field visit. The time, place and weather were not conducive for a visit by someone who is not familiar with the conditions.

Who actually has a problem in the given situation?
The volunteers are in the confused stage to say yes or no to the trip. Because the opportunity has come after repeated requests and probably out of mentor’s pursuance they did not want to miss the opportunity. They could say no on the ground of weekend and tiredness or say yes because of uncertainty whether this chance will come back. The mentor has a problem too, because he has spent time and energy and there is no result of learning.

When did the problem start actually?
The problem begun in the initial stage of planning a field trip itself. There was no clarity if it is a learning or exposure trip. There were no options provided if there will be one more chance to come back again in future. There was no communication if that particular day was special to visit or it is one of the visits of the project team. No time was given to discuss and declare the decision in consultation with the mentor by the volunteers. Also the volunteers were not prepared for a field exposure with heat, time, walking length.

How differently the problem could have been tackled or avoided?
Such unplanned exposures will always happen in any organisation. The volunteers could have expressed clearly what they wanted to see in the field as well as if both are willing to visit because of company or boredom or out of compulsion. The volunteers and mentors could have discussed if it is a rare occasion or the only chance to visit or if there will be some more coming in future. The mentor could have given some free time to the volunteers and some reports and facts about watershed in advance to let the volunteers prepare themselves. The mentor could have informed the volunteers to come with protective gears like sun glasses, hat, umbrella, liquids to consume, etc.
5.4 Learning about NGO activities

Example from project reality

The volunteers Paul and Leon are with your NGO since two days. They are nice boys mostly with a smile on their face. They are interested to learn about your NGO and your activities to decide which sector they would like to have a closer look into. You want to involve them in documentation and impact oriented success-stories.

Your director is a charismatic person and a good speaker. He decided to give the volunteers paper work for one week to get them prepared for the fields. He takes all newsletter articles, brochures and folders of your NGO and gives it to the volunteers. “Look at the papers! Come to the office every evening at five o’clock.”

The volunteers sit in the office for hours every day and study the papers. Sometimes they ask you for translation of special words like Panchayat or short forms like SHG. In the evening they enter the director’s office. He is putting forth many questions to the volunteers like in a test and he is talking to them a lot about all NGO activities.

As the week is over, most of the time the volunteers have lost their smiling face and motivation. They look tired.

What did the mentors want the volunteers to learn?
There are absolute gaps in learning expectation. The director wanted the volunteers to learn by paper studies, which is too much for an inexperienced person in development field. The volunteers wanted to see in activities in project reality, get motivated for one sector and decide their role. The mentor has no power or role to interfere or the skill to identify the body language of the volunteers or had has effort to build rapport and meet them to know how they felt in the initial days.

What is the problem in that case situation?
Miss match of interest of the volunteer and organisation; the approach of the director though good intention reminds schooling without exposures. The volunteers were speechless and unable to express that they wanted to get exposed first and then parallelly read and discuss. Nobody extended an ear to listen or probe what volunteers feel.

Who actually has a problem in the given situation?
Everybody has a problem in this case as there is mere “engagement” of the time and task rather than probing into the matching of needs. More so the motivation of the volunteers to catch up due to the initial approach will be disturbed.

When did the problem start actually?
The real problem started on day 2 where the concept of volunteering and schooling was mixed up. There was no rapport building or assessment of the volunteers by the organisation to see the energy, interest and motivation nor did the volunteers be assertive to say what and how did they want to go about in the initial stages.

How differently the problem could have been tackled or avoided?
There should have been enough discussion, planning and orientation on the programme by all stakes. Mentors should take the first step to understand the moods and interests of the volunteers and could have acted as a bridge between the volunteers and director. Mentors could have developed rapport by taking them for a walk or having dinner together one night so that the volunteers have confidence to share their thoughts. The volunteers could also have approached the external mentor through email expressing the state of affair.
5.5 Learning about NGO operations initiated by the Sending Organisation

Example from project reality

Your two volunteers Renate and Leah are from a Sending Organisation which is the main donor of your NGO. Both women are involved in many activities like teaching English to project staff and supporting in the office in report correction. They are organising childrens' club activities on Sundays.

One morning, Renate enters your office with a question: “Madam. The boss of my SO, Mister Maier, requested us to write a little case study on village kitchen garden. They want to bring it into the newspaper.”

You know the boss of the SO! He is a supportive nice man and you want to support him whenever you can. Now all staff members are very busy because of new project activities, but you need someone to go with the volunteers to see the village, conduct interviews and take photos. You also have to do many things, but you go with the volunteers.

You also give them your last year’s excellent 10 page case study, made for your final project report as an example. The volunteers quit all other duties and take one week to get all information and finish the case study. You also spend a lot of time to monitor their work.

7 days after the SO requested the case study, it is ready and sent to Germany. Next morning the volunteers come to the office and say: “Thank you very much for your support, Madam. Mr. Maier told us, we did too much. One page and 3 pictures would have been enough! But we have learned a lot.”

You are a little bit upset because of all the time spent!

What did the mentors want the volunteer to learn?

From the facts of the case it looks like fulfilling the purpose of the donor. Maybe the Sending Organisation wanted the volunteers to learn by doing the article. Maybe in the process the organisation wanted to show how the Indian NGOs are capable of managing workloads in emergencies; rearrange time plans when there is a need arising from donors, etc. No learning as such is planned for volunteers here from the mentor.

What is the problem in that case situation?

The tasks are not prioritised in the organisation as the donor request without clarity is given privilege. The organisation did not assess the capacity of the volunteers in writing cases. Lack of clarity on the assignment has put lots of resources into waste and dissatisfaction.

Who actually has a problem in the given situation?

The project holder had to witness the most difficult situation. There is a dilemma if to ask the donor for clarity, assess the capacity of volunteers, go by the volunteers’ words, or ask the donor, etc. There is a perception gap on the hierarchy as donor and recipient as well as the Indian and western culture is the main cause.

When did the problem start actually?

The moment the donor failed in communicating to the NGO, the problem arose. Always the Sending Organisation should communicate with the respective hierarchy level first. The situations and requirement can only be understood by the experience development team and not by the volunteer. At least the volunteers could have shared the email or the NGO could have asked for what is written in the expectation. Also a protocol should have been followed to avoid embarrassments.

How differently the problem could have been tackled or avoided?

Follow the protocol of writing to the right person with correct details and prescriptions. Triangle dialogue enough before making decisions on tasks would have been the right way. The donor should have prescribed a check-list or format as what and how they want the case to be. The director could also have written a parallel email to the donor after the volunteers request support. He could have negotiated for time, decided on a plan.
5.6 Concept of using volunteers’ skills and learning about marginalised target groups

Example from project reality

You work in an NGO in Vellore. Since three weeks your organisation is hosting German volunteers. The two girls Chris and Lucia told that they have the skills to make a film in order to document your project. At present they stay in a village 80 km distant from your office. You want to prepare things well in advance. You talk to the village people and inform them. You organise transport for a field visit to the target area where the volunteers are supposed to take videos of interviews with beneficiaries.

One day before the field visit is about to take place you call the volunteers: “Tomorrow you will go on a field visit for the video taking, a car will pick you up at 7.00 in the morning”, you tell them via phone.

You are too busy to go with the volunteers, so the volunteers go to the village with a local field worker with low English knowledge. The field worker calls you next day. "Madam, the girls don’t seem to be confident. They seem not to understand what the project is about or what the beneficiary is talking.”

**What did the mentors want the volunteers to learn?**
The mentor wanted the volunteers to gain some knowledge about village real life situations and teach how the field visit can be well organised by the NGO.

**What is the problem in that case situation?**
The tasks were given even before getting proper orientation and integration into the culture and the project structure and activities. There was no preparation time given to the volunteers to discuss, clarify, rehearse and plan for the field visit.
The accompanier should have been someone who can at least speak basic English and understands volunteer work.
Above all the organiser failed to understand that the volunteers are just "school complete” and not experienced social workers.

**Who actually has a problem in the given situation?**
Both the mentors and volunteers have the problems here. For the mentor it was only a task and logistics to field work. The mentor could not visualize how the volunteers can contribute or what will be the problem in communication.
The volunteers were not sure what to say in the light of excitement and also did not know if it was their task to be assessed in Indian way, or their exposure to begin.

**When did the problem start actually?**
The problem begins right from announcing that we are going tomorrow. Here both the mentors and volunteers should have been affirmative in knowing the result expected and clarify the doubts.

**How differently the problem could have been tackled or avoided?**
A brief outline of the project as a reading material could have been shared with the volunteers in advance. So the volunteers could have developed a script and questions to discuss before going to share with the accompanier.
The organisation should have deployed a middle level staff who can speak basic English for the field translation.
The purpose of the visit - whether it is an exposure or pilot study for documentation work or plan for future tasks - should have been discussed before or during the travel. More talking could have solved the issue.
5.7 Global learning of a volunteer

weltwärts is a programme for learning and serving. Depending on region and place, lots of learning can be done by independent activities of a volunteer. In the Indian rural reality he/she can notice, how many products are made in India and which are sold in German shops (tea, coffee, sugar, spices, nuts).

By documenting the different stages of cultivation, observing the working and living conditions of the workers’ families, a volunteer will understand the interdependencies between the two countries. Documentation work like this can also include global issues like shortage of water, climate change and land grabbing.

The documentation can be used for NGO work, which tries to empower these workers or which supports to sell the products to fair trade units like GEPA. This documentation work will enable the volunteer to learn by doing and later speak about this experience in Germany. He/she will motivate people to value the products much more, buy in fair trade shops or be active towards acceptable working conditions in India.

This is the result of volunteers’ learning about reality on climate change and water shortage. The volunteers learned this by exposure visits, study of documents, explanation from staff and reading concept papers.

<table>
<thead>
<tr>
<th>Structure for learning on coffee cultivation and child labour</th>
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</thead>
<tbody>
<tr>
<td>Activity supported by Hosting NGO</td>
</tr>
<tr>
<td>Getting in touch with former working children from coffee estate.</td>
</tr>
<tr>
<td>Exposure to village of children, learn about the family situation and living conditions.</td>
</tr>
<tr>
<td>Exposure to coffee plantations, take photos of the whole process of coffee cultivation in two visits, maybe an interview with the factory owner, observe the living and working conditions of people.</td>
</tr>
<tr>
<td>Observe activities of the NGO and child to get access to school. Get an exposure in public school, talk to teachers.</td>
</tr>
<tr>
<td>The volunteer should keep all the information also to take home. There he can make a presentation for the public on coffee cultivation, child labour and fair trade.</td>
</tr>
</tbody>
</table>
Introduction

Mutual trust and benefit is the success of this programme. This chapter presents the possible learning opportunities for both the volunteers and the development organisation, in a win-win formula. This chapter presents the voices of mentors and volunteers thus enabling the organisation to identify and match skillsets and tasks perfectly.

One can realise, that weltwärts has an impact on the individuals like volunteers, accompanier, and beneficiaries. There is also a long term benefit to the global society, the image of India and Germany is being balanced and international friendship comes true.

6.1 Projects view on volunteers’ gain in weltwärts programme
6.2 Volunteer’s view gains in weltwärts programme Nirmalya Trust
6.3 Mentors’ gain in weltwärts from VIKASANA mentor
6.4 Volunteers’ opinion on benefits to India and benefits to Germany
6.5 Mentors’ opinion on benefits to India and to Germany
6.6 Impact of benefits in Germany from Sending Organisations’ perspective

Volunteers sharing their experiences
6.1 Projects view on volunteers’ gain in weltwärts programme

Think globally - act mutually – learn individually

The name of the programme itself refers to the goal of the programme initiated by KKS, Germany. BBP enabled the last VII batches of German volunteers to think globally and see things in a holistic approach.

Good Shepherd Health Education Centre & Dispensary (GSHEC) is working for the development of the poor village people since 1977. GSHEC hosted IV batches of volunteers. It could assist the volunteers to understand the various perspectives of Indian lives, specially the hardships of the down trodden.

When the volunteers are in their country they are not able to understand what the exact situation of a developing country like India is. The preparation of the volunteers can make them experience an overview about India, but after reaching here they start to feel different culture, tradition, custom and living style. Their stay in the hosting country can influence them throughout their life time. The volunteers who are deputed to be in an organisation which works with the poor village communities can learn the development activities carried out for uplifting the poor. The volunteers are able to have direct impressions of the daily lives of Indian communities, the economic status, status of women in the society, educational system and its efficiency, food habits, social values, family system, festivals, tradition, culture, religions, caste system, political conditions, alcoholism and drug addiction, violence against women and children.

The programme can mould the personalities of each of the volunteers. They acquire personal values like acceptance, improve their skills in leadership, problem solving and conflict management.

On the whole the programme acts as a catalyst for transference and counter transference between two countries to shape the youth in becoming better individuals towards contributive working for their society.

There are benefits to our NGO, too. The volunteers can help the Hosting Organisation to deliver their activities to the beneficiaries. They can go for field visits and prepare case studies/video documentation. The volunteers can teach the basics of Spoken English and some sort of creative activities. They can conduct group games/use relaxation techniques for the mentally challenged inmates. When it is needed to document the profile of the organisation or its ongoing activities the volunteers can document it by using the advanced technologies.

The eight months stay in India can change their prejudiced opinions on India and its people. The programme can positively convey good impressions to another country.

Good Shepherd Health Education Centre & Dispensary, Karamadai
Coimbatore Dt. India
6.2 Volunteer’s view gains in weltwärts programme Nirmalya Trust

A year of learning

My weltwärts year with Nirmalya Trust in Pune (India) is over now and I’m back in Germany since one month. Now I had the time to rethink my social year. It was exactly the right time for me, after finishing school, to think outside the box and go headfirst into a totally different culture. India. Now I feel like I have made not only one step, but in fact a lot of steps in life.

My project Nirmalya Trust is working with the physically challenged over 18 years of age. They are working as a non-profit organisation and their main target is to find jobs for the differently abled and integrate them so they become a productive member of the society. My main workplace was called the “garden”, a place in Bhandakarroad, very green and beautiful. There we produced the paper bags! Every day, people from all over the city, who know about Nirmalya Trust and the work there, are bringing newspapers. Sometimes barrels of them. I learned how to fold, stick and staple six different kinds of paper bags and learned about the prices, how and where to sell them. The first thing I realised is how many mistakes you can make with only one paper bag and how difficult it is to make a perfect one.

Really fascinating: I learned from a deaf-and-dumb person and over the year I learned how to communicate with my hands, talking with one person and at the same time to answer some questions from another person. That’s so special about Nirmalya Trust, there are working so many different kinds of people: whether blind, deaf and dumb, spastic, young, old, man or woman, tall or small, from the city, village or from abroad like me, it just doesn’t matter and they are all communicating, it seems like it’s not possible, but it is. From old newspapers we also made piggybanks, fruit baskets, key chains, baskets, pen-stands, coasters. All these products are being sold in Taruvar, a lovely shop some lanes away from the garden and managed by two handicapped people.

The festivals, which mostly last more than one week, are really important in India. So I could take part in Diwali, Ganapati, Holi and smaller ones and enjoy the food, of course. With these festivals work came up as well. Participating in exhibitions. We went to companies and sold our products in one or maybe two days. I saw a lot of Pune I guess and I could talk to a lot of people. At the exhibitions in wintertime I also got to enjoy the delicious chocolates they made. The Indian food is very delicious. I always loved trying something new and I wanted to learn how to make it. After some time, I also learned that Mrs. Bedarkar is a very great cook. With her help and the help of some other volunteers, we produced an Indian cookbook for Germans.

But Nirmalya is not only helping in the city, they also started a project in a small village, called Panoli 80 km away from Pune. There they are already doing Computer and English classes and they have a paper bag unit there too. To get the people to learn about the computers and English seems basic to me so they get a good job. I started to understand the importance of this work, when I stayed there for some weeks and experienced the village life. I also could play table tennis there and I loved doing some sport with the village children. This work is under development and I hope I can visit Panoli in some years and see the progress.

Finally I want to point out that the Bedarkar family is doing a lot of good things. I assume a lot of people, especially in India are thinking the same. They have my respect for all the work, all the driving around, moving and speaking to so many people. I can just say thank you for what I saw, learned and where I could help. In the end India was my new home, especially because I felt welcome in my project and I could spread my ideas there. Going back to Germany with these new experiences and impressions was absolutely tough. I hope the next volunteers will love this year as much as I did and appreciate that they can work with Nirmalya Trust.

Volunteer, International Voluntary Social Year
6.3 Mentors’ Gain in weltwärts from VIKASANA mentor

The BMZ weltwärts programme initiated a lot of changes in my life.

I am from a village background and up to my post-graduation I studied in local language Kannada medium. I am working in a NGO and my first job was with the volunteers. The volunteers were only 2 - 3 years younger than me, we were like sisters. They helped me to come out from my nervousness. In India everything was new for them and I needed to introduce them about Indian food, culture, dress, Pooja and everything. It was quite difficult to me because my English was not so good in that time, but they encouraged me a lot. I also had to analyse about me and my culture and to reflect more about my life than I ever did before.

Still I remember one incident in a midterm reflection, when my volunteer was crying. I thought I did something wrong and she is crying because of me. Then she shared about her homesickness and our relationship went high. Next volunteers kept me a pet name in German language and our private discussions and their encouraging words helped to grow in my life.

Training in KKID was very helpful!

I also joined several mentors’ trainings in the Karl Kübel Institute in Coimbatore and discussed with other senior Indian mentors. Travelling to Coimbatore was my first visit out of state. First I was shy but slowly I became more self-confident and experienced to speak in front of people. Mentor training and volunteers helped me a lot to build my confidence level.

I was always surprised about the volunteers’ involvement in work: English and computer work as well as work with the children. They trained me in email, PPT and Facebook and said: “You’re so clever, why you don’t study more?” So the volunteers were like a role model for me and that time only I decided I want to continue my studies. So I rejected a Germany visit and joined a fellowship programme which helped to build my communication and IT skills.

I applied for a fellowship programme and learned more and in this way the volunteers programme helped me a lot to develop my own goals.

Today I am working as an HR Executive. I am recruiting suitable candidates for the organisation, identifying and meeting the training needs of existing staff, coordinating with foreign interns for 150 + employees and I feel proud about my job. This volunteers programme made me more confident, critical, improved my analysing skills and I am crazy about uploading photos on Facebook to share it with my former volunteers because now I am able to write a blog and use Facebook.

I have one suggestion for this programme: By seeing volunteers’ work and involvement I got lots of ideas about my life. Like me there are so many Indian students, mentors and schools who will develop by this programme by volunteers’ encouraging words and experience sharing. It helps both of us. There could be hosted volunteers as well. Still I am continuing my friendship with volunteers here. We already started to build a bridge from Germany to India. My heart feels thanks to Vikasana, external mentors, co mentors and volunteers. I wish to all the best for the programme and I am ready to help for hosting this programme from my side.

Shruthi K. N. Program-Associate – HR Deshpande Foundation
6.4 Volunteers’ opinion on benefits to India and to Germany

Community members
**India:** Exchange of cultures between nations: Especially SHG members get a completely different picture and a new self-confidence because they mainly did not receive much education and never met westerners before. Most of the advertisements show western people or really fair Indians and show them in a perfect way. With us they see how we really are.

**Germany:** Even our generation back in Germany gets an image of India. Our friends are curious, change their mind and are interested in our experiences. They start to see more than the stereotypes and get an imagination of the friendly people of this country through us. Many people are curious, read our blog and ask about our life in India. People get open minded to the new culture, inform themselves about other countries and especially India.

School teachers
**India:** While our talk in St. Mary’s College, many teachers from different schools got an insight of the growing up in our society and our values what was an awesome experience for both sides!

**Germany:** We are still in contact with some of our former teachers and when we come back, I will probably go to my country and perhaps some more schools and talk about our experiences.

Beneficiaries in India - children, women, inmates, youth
The women and children learn some skills with us and gain self-confidence towards us. They get in contact with “white people” for the very first time, recognize that there’s no difference between us and know that they can talk to us openly. Moreover, they see us getting pimples which turn red and recognize that fair skin let them look much worse than skin with dark complexion.

Staff in India
We have quite a big exchange with some of our staff members, discuss with them about a number of different topics, our view and their view which often differ a lot. We also learn much about their work and the work of a NGO what we’ll try to use back in Germany, too.

Our mentors keep on telling us how fascinating it is to see two girls from a different country growing in eight months. They learn about our individualism and got two more daughters (Thilaka has already four and Shalini one, so now they have six and three daughters).

Organisation in India
The organisation gives the children everything they can. They give them as much love as possible, feed them and give them a shelter. But there are many limits, especially in regard of friendship, love and companionship during their leisure time. We go to the fit institution every Sunday and on holidays. We teach them some simple skills and stay sometimes with the children, do some Mehendi, watch a movie together and we even let them cut our hair. We feel like having 50 sisters. Our director often mentions how great it is that we don’t see any difference between them and us and treat them equally.

Macro perspectives from the state, region or nation
We already recognize our growing interest of the happenings in the world. If more people do that, they would be much better informed about international issues. In my village there was a discussion about refugees if we should give them a shelter or not. My dad was involved in those discussions and I asked him to give his voice to help them and I would like to support them when I am back from India. Now we know how it is to be a foreigner and we can understand them a tiny bit better. This is one point which I would like to give the people at home an understanding of.

Romy Dahlke
6.5 Mentors’ opinion on benefits to India and to Germany

Benefits to India

**NGO**
- Documentation
- Less shyness concerning communication in the English language

**Children (Day Care Centre, Tuition Class, School)**
- Improvement in Spoken English (less shyness)
- Playful teaching (new methods)
- Punctuality

**Community**
- Giving an idea of a different way of living
  - Independence and education for girls
  - Different way of sanitation systems (interview on stage)
- Showing how foreigners can adapt to a culture (dress, behaviour)
  - Shows that the “Western Style” is not the thing you should seek (impact on people)
- Indian culture (food, historical places, habits and traditions) is shared with another society (Indian knowledge is spread)
- Relationship with different culture and country (learning process and exchange)
- Motivation for drop outs to go back to school again

Benefits to Germany

**German volunteers**
- Insight into development work (get to know different systems and ideas on how to support and improve the social development of communities)
- Being conscious about global problems and the responsibility of every human being to deal with this problems
- Personal experiences (development of the personality and individual independence)
- Cultural exposure (experience a new culture - habits, traditions and different way of living)
- Consciences about own culture (through getting aware about differences and similarities you learn to see you own culture in a new perspective)
- First working experiences (possibility of improving technical skills and the English language and to get an insight into this working field)
- Build up new relations to people in another country who sometimes see the world with different eyes

**German community and government**
- Cultural exchange (blogs, presentations, etc.)
- Sensitisation of a new generation that has to face global problems

**German Sending Organisation**
Having people who experience their project work in an authentic way

*Mentors of REAL NGO*
6.6 Impact of benefits in Germany from Sending Organisations’ perspective

Many volunteers are starting to think about their life and values during their time in India and also after they had come back. They change their consumer behaviour, become vegetarians, buy child free products and clothes in fair trade shop and act as a role model for others.

They become multiplayers for intercultural learning, fight against racism and prepare others for going abroad. Often they start their study in the social or development field. In their future job reality they will look for a fair and sensitive intercultural cooperation in economy and politics.
Volunteers share their knowledge about Indian culture and living conditions.

They produce films about India and development work and present their learnings in schools and the community.

They play theatre against stereotypes about India. So they will create a better image of India in Germany.
Introduction

Readymade handy tools are most required while managing a programme. An overview of different tools in use at the Karl Kübel Foundation in Germany and India inclusive of all stages is here inside this section. It is presented for one to understand the required systems and procedures, to share and to shape for NGO usage, to train new mentors and also to let the volunteers walk in the shoes of a mentor.

7.1 Ideas for a preparation seminar in India
7.2 Code of conduct for volunteers
7.3 Movement chart
7.4 Monthly calendar of tasks and events
7.5 Model of mentors’ monitoring and reporting
7.6 Review meeting minutes sheet
7.7 Monitoring sheet for outside mentor
7.8 Risk map and support circles
7.9 Crisis management during the voluntary service
7.10 Peer to peer counselling for mentors
7.11 A travel guide
7.12 End line report

Mentors discussing about reporting formats
## 7.1 Ideas for a preparation seminar in India

The orientation seminar is basically to enable the volunteers to feel at home, shed fear and shy. The preparation seminar should have a combination of exposure, experience and beginning of cultural interface.

Though the orientation can vary from region and organisation, certain basic requirements which have to be dealt with are presented below.

<table>
<thead>
<tr>
<th>Food and stay</th>
<th>Exposure to Indian way of cooking, spices, types, season wise preparation, stay, bedding, mosquito nets, locks and keys, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self help</td>
<td>Washing, know-how of Indian cooking system, cleaning of rooms, shops, purchase of items, settling bills and Indian currency, language guide book, public transport system, traffic rules and other region specific aspects, drawing social support circles, risk zones, do’s and don'ts, use of ATM.</td>
</tr>
<tr>
<td>Cultural exposure and discussions</td>
<td>Visit to different kinds of spiritual centres, religious centres of all religions existing in the place of stay, time for observation and discussions with the facilitator, organise a cultural evening with friends and staff to showcase their talents.</td>
</tr>
<tr>
<td>Task and time planner</td>
<td>Introduction of development work, organisation location and interventions, daily routine, tasks interested and available, style of organisation functioning, starting to draw the monthly calendar with important days.</td>
</tr>
<tr>
<td>Safety and security</td>
<td>Custody of important items of the volunteer, self-defence techniques, appreciable time of walking out, advisable contact persons, basic local language words, quick help lines, etc., availability of external mentor, simple yoga and meditation classes.</td>
</tr>
<tr>
<td>Crisis and communication</td>
<td>Who should be approached? What should be done first while falling sick, robbed, missed last bus/train, strike, etc.? How to overcome.</td>
</tr>
</tbody>
</table>
7.2 Code of conduct for volunteers

Due to cultural disparities young volunteers from Germany are used to a different behaviour and ways of communication than young people in India have been taught. These differences, of course, can lead to misunderstandings and problems if they are not discussed. We experience that some partners hesitate to discuss inappropriate behaviour and often do not address the volunteers directly to tell them what is expected from them.

We therefore request volunteers and partners to discuss all needed topics openly to avoid misunderstandings and risks.

The following code of conduct covers rules discussed with partners, former volunteers and volunteers in the preparation in Germany. The code of conduct should be supplemented with special regional or organisational rules for the volunteers and should be discussed again during the first two weeks in the project (integration period).

<table>
<thead>
<tr>
<th></th>
<th>“Dress code”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The volunteers (male and female) are requested to dress properly in the Indian context. This means: loose long shirts, blouses, knee-length salwars with long shirts or long trousers. Leggings are not suitable in rural areas.</td>
</tr>
<tr>
<td></td>
<td>These outfits should be clean and if necessary ironed. Wearing a shawl is mandatory for girls in some places.</td>
</tr>
<tr>
<td></td>
<td>For formal ceremonies a formal dress is needed for boys (ironed long trouser and shirt).</td>
</tr>
<tr>
<td></td>
<td>Maintain proper haircut and simple hairstyle.</td>
</tr>
</tbody>
</table>

<p>| 2. | Hierarchy / authorities |
|    | Interaction and relations to project head, mentors and staff members |
|    | Hierarchy in India is strongly rooted in society and volunteers are requested to respect it. In a project some decisions can only be made in agreement with the director. Volunteers should find out about the line of decision making in the project. |
|    | Authorities like police and politicians are in a high and sensitive position and they cannot be contacted directly by volunteers, only in presence of a director or mentor. |
|    | The volunteer should treat a project mentor and all staff members with respect and value his/her work. He/she should build an open relationship and should maintain a polite dialogue without any inappropriately aggressive or disrespectful remarks. |
|    | Physical distance should be kept with a staff member/mentor, especially if volunteer and mentor are not of the same sex. Private activities with the mentor, such as going to a movie theatre or visits at home should be communicated and discussed with the project head in advance. |
|    | Volunteers come as learners and should not act as experts. They should restrict from giving advises and they should not give recommendations to any private or project issues or finance. All internal information they get, they should keep as a secret and not share it with outsiders. They should not react on rumours or share rumours with others. |
|    | The volunteers should avoid talking German in the presence of staff members/mentors to avoid misunderstandings. They should never talk badly about their mentors in front of the project head or others. If volunteers have questions or complaints they should address this to the mentor directly in a friendly and respectful way. |
|    | The mentor is not a “24 hour service station”. There are only very few situations in which a mentor should be called (including phone calls) during his/her free time: danger, serious illness, accident and sexual harassment, theft and other serious cases. |
|    | All other questions or requests from volunteers should be written down and discussed with the mentor at fixed times in the week. (Sometimes it is better to take time and rethink certain issues before speaking them out!) |</p>
<table>
<thead>
<tr>
<th></th>
<th>Dimension of money</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Volunteers are not rich, but in a better situation than most of the staff members and target groups. They should keep this in mind while spending money.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>They should not give big presents to project staff and target groups. They should not invite project staff to costly activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volunteers come as learners, not as donors! They can support the NGO in their fundraising activities by documentation and public relation work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volunteers should not bring western donations to the NGO during their stay.</td>
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</tr>
<tr>
<td></td>
<td>Fundraising activities after the end of volunteers’ stay are welcome. All mobilised money has to be transferred via SO accounts, although it is from the volunteers or their relatives.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Working and free time</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Volunteering stays are no holidays. Volunteers working hours are divers and should be fixed by the project facilitators. General work time is 5 days project work, 1 day for documentation, reports, blog writing, etc. and 1 free day per week. The documentations day can also be split to two half days. Free days can only be cumulated up to two days after permission of the project head and cannot be saved for later holidays.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The working time should not be spent in the room.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The volunteers should always act as responsible members of the project team. Hence, if there are no special duties according to the volunteers’ work-plan, they should take initiative and assist the children and project team/team members in their respective tasks like cooking, cleaning, packing, preparation, gardening.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excursions to the city or going out should only be done during free time and days-off.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Driving a car or motorbike</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indian traffic is left handed, chaotic and dangerous. Volunteers are requested not to drive a car or motorbike. If volunteers accompany staff members on a motorbike, by insurance law they have to wear helmets. If driving a motorbike is required by the hosting NGO, this has to be discussed with SO in advance.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Leaving a project</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Volunteers are not allowed to leave INDIA during their stay.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project partners are responsible by law for the volunteers. Volunteers cannot leave the project without informing the director and/or asking for permission. If partners agree, a procedure like &quot;movement register&quot; can be developed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Free time and holidays have to fit in the project reality and should be discussed among volunteers and partners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When volunteers travel on their own, they should take care of safe hotels and trains/busses. They have to give a plan to the director regarding time, route, transport and places to visit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Touring hours in cities and villages are only safe from early morning to late evening, volunteers (especially women) should avoid staying outside on the streets in the dark, unless a known Indian guardian either from the NGO or local village accompanies them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The volunteers should discuss with the director how often they are supposed to call the director or mentor during travel time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The volunteers have to leave the country within the shortest time after police deregistration. Private travelling after the contract period is not allowed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Health and emergency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Volunteers should accept the local doctors and hospitals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In case of any serious problems with health, police or other authorities the project head of the respective project and the coordinator in OUTSIDE MENTOR always has to be informed immediately.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Special local and cultural rules</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rules and regulations depend on the religion and traditions of an area. The volunteers are not able to know these rules by themselves. They are requested to ask the mentor whenever they plan to go to a new place.</td>
<td></td>
</tr>
</tbody>
</table>
|   | Volunteers treat men and women and people of all castes in the
9. **Contacts from outside**
- Volunteers should consider carefully to whom they get into contact from outside the NGO, whom to give contact numbers of the NGO and NGO address, keeping in mind that some people could influence the image of the NGO negatively or could be a child protection risk.
- Volunteers should not bring outsiders to the NGO. Volunteers should not bring outsiders in contact with the target groups. Volunteers can meet outsiders outside the NGO!
- Family visits have to be discussed with the project heads and prior permission is required. Visitors from the volunteers’ family have to sign a child protection format and send it to SO.
- Visitors should not be hosted in the NGO. Expenses concerning additional visitors (family members) have to be met by the visitors themselves, including food, local travel costs, fuel of project car, etc.

10. **The all over image of the NGO**
- A volunteer will be known by everyone within a short period of time. According to their special status, the volunteers will always be under close and special observation. Their behaviour and contacts with others will be discussed by the society. Therefore the volunteers should try to show good manor, use all resources (water, fuel, electricity, food) in a responsible manner, keep the place of stay clean including garbage disposal and washing.
- A volunteer has to act as a responsible person, not causing any damage to the image of the hosting NGO. This includes the blog as well as the dialogue with volunteers from other NGOs.

11. **Alcohol / smoking / cleanliness**
- Volunteers should not drink alcohol or smoke in public, in the project compound and office.
- Volunteers should clean their room and bathroom weekly.

12. **Separation and integration**
- Volunteers are requested to integrate themselves into the community and the group of staff members and children.
- Staying in the private apartment most of the time is often understood as a sign of separation, illness or homesickness.
- Privacy is a need to recreate and get new energy, but volunteers should use the limited time they have and spend time with the children and the people whenever they can.
7.3 Movement chart

Name of the volunteer:  
Month:  
Remarks by: (name of the staff in charge of movement register)

<table>
<thead>
<tr>
<th>Date*</th>
<th>Time out**</th>
<th>Time in**</th>
<th>Purpose / Place ***</th>
<th>Remarks ****</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.2014</td>
<td>5.30 PM</td>
<td>7.00 PM</td>
<td>Just a cool walk</td>
<td></td>
</tr>
<tr>
<td>2.5.2014</td>
<td>4.00 PM</td>
<td>9.00PM</td>
<td>Birthday party</td>
<td>Accompanied by staff</td>
</tr>
<tr>
<td>3.5.2014</td>
<td></td>
<td></td>
<td>Stayed in</td>
<td></td>
</tr>
<tr>
<td>4.5.2014</td>
<td></td>
<td></td>
<td>Stayed in</td>
<td></td>
</tr>
<tr>
<td>5.5.2014</td>
<td></td>
<td></td>
<td>Stayed in</td>
<td></td>
</tr>
<tr>
<td>6.5.2014</td>
<td>4.00 PM</td>
<td>8.00 PM</td>
<td>Meeting a local friend</td>
<td>Need discussion in review meeting</td>
</tr>
<tr>
<td>30.5.2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature of volunteers</td>
<td>Signature of staff in charge</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes

* It has to be continuous and no dates should be skipped.

** If the volunteer is staying in hostel the time of going out and coming in, it should be recorded context wise. – hostel, host family or apartment.

If the volunteers are staying in apartment the same but volunteers maintain the log book and bring it for review. If the volunteers are staying in host family, the volunteers and family members are jointly responsible in keeping the log and the same to be produced in review meeting or while reporting.

*** It is mandatory to know the exact place, if possible address or phone numbers are written down. The purpose can be generic as personal, social, cultural, organisational and left to the organisations to decide how much information is required.

**** There should be one person in the organisation to verify the log book and clarify to pre-empt risks. Any important but risky deviations shall be taken up for constructive discussions and accompaniment during the review meeting, monthly review or relayed to external mentor to take it up further.
### Monthly Calendar of tasks and events

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
</table>
|        | Office work | Afternoon: Tution center | Office work | Afternoon: Tution center | Documenta
tion day: Blog, report, documenta
y work | Workfree Sunday |
|        |          |           |           |        |          |        |
| 7      | Meeting with mentor for tailor visit | Indian public holiday | Afternoon: Tution center | Office work | Afternoon: Tution center | Documenta
tion day: Blog, report, documenta
y work | Workfree Sunday |
|        |          |           |           |        |          |        |
| 14     | Meeting with mentor | Office work | Afternoon: Tution center | Office work | Afternoon: Tution center | Documenta
tion day: Blog, report, documenta
y work | Workfree Sunday |
|        |          |           |           |        |          |        |
| 21     | Meeting with mentor | Field visit | Afternoon: Tution center | Attending a wedding | Afternoon: Tution center | Documenta
tion day: Blog, report, documenta
y work | Workfree Sunday |
|        |          |           |           |        |          |        |
| 28     | Monthly staff, director meeting | Office work | Afternoon: Tution center | 1 | 2 | 3 | 4 |

#### Important points to Remember

**Participatory approach**
Finalising a calendar requires a professional approach and itself a joint exercise by mentors and volunteers.

**Changes are inevitable**
Planning is to ensure things happen and uncontrollable scenarios and external factors should be understood, tolerated and kept informed. This should reduce stress and disappointments and kill boredom. The calendar should fill in fixed plans and tentative plans and in review meeting the same can be taken for discussion and clarification.
### 7.5 Models of mentors’ monitoring and reporting

<table>
<thead>
<tr>
<th>Organisation name:</th>
<th>Mentor’s name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective of volunteer 1 (Name)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Objective of volunteer 2 (Name)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tasks Performed/contributions by the volunteers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(if you wish you can mention volunteer wise)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural exposure given/had for the volunteers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development exposure given/had for the volunteers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exciting and new experience if any in mentoring including cultural exposure for mentors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring Mechanisms in place (like review meeting, movement register, communication channel, crisis management, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General support required from OUTSIDE MENTOR, if any</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other points which the mentor wishes to share (e. g. language courses, safety measures, volunteers’ behaviour, changes required or happening in mentoring; future plans, suggestions)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Please ensure that the report does not exceed more than one page. Try to fit your reply within the page. ***
<table>
<thead>
<tr>
<th>Period of reporting</th>
<th>Content **</th>
<th>Time of submission ***</th>
</tr>
</thead>
</table>
| **August**          | Our current template on integration – check-list general condition  
- cooperation with volunteers  
- personal mobility  
- mentor relationship  
- director & staff relationship  
- communication  
- language course  
- project insights gained  
- knows project area  
- Aware about the risks and safety measures  
- personal issues if any | |
| **September**       | - awareness on rules  
- familiarity with local area  
- new insights gained on project  
- cultural exposure –insights into society  
- regular jobs and changes required.  
- development exposure gained  
- status of general living  
- unplanned tasks and contributions  
- personal issues if any | |
| **October***        | - new cultural exposure  
- new development exposure  
- new insights for volunteership  
- cultural exposure –insights into society  
- new contributions made to organisation  
- things to be changed in the volunteership  
- changes noticed due to mid term seminar  
- unplanned tasks and contributions  
- personal issues if any | |
| **November**        | - new cultural exposure  
- contribution to the project  
- benefit gained out of mid term (can be other month!)  
- changes brought in to the project due to the discussions  
- changes noticed due to mid term visit outside mentor  
- experiences gained out of inter project visit  
- holiday plans  
- unplanned tasks and contributions  
- special events  
- personal issues if any | |
| December | - new cultural exposure  
| - new development exposure  
| - new contribution to the project  
| - Christmas setting clear  
| - status of committed tasks for completion  
| - unplanned tasks and contributions  
| - personal issues if any |

| February – till begin of the last month of stay | - new cultural exposure  
| - touring and safety experiences  
| - significant learning in development  
| - status of committed tasks for completion  
| - exposure gained out of inter project visit  
| - unplanned tasks and contributions  
| - personal issues if any |

| Last month | - status of completed tasks  
| - farewell and parting  
| - handing over of work and items  
| - de-registration formalities  
| - personal impressions  
| - departure by end of March |

Note * The above parameters given for each month can shift or change or get added upon subject to the region and season. These are only broad outlines and it is left with the team to present their impressions, but within the common framework.

Note ** Mentors and volunteers can discuss and inform if the template can be the same for both of them.

Note *** The process if the mentor and volunteers are planning to send the report should be discussed: If you wish to send independently or both discussing and presenting one view. Our purpose is not to monitor anyone but to ensure if the process goes on right direction and if any support is required.

**Key systems recommended**

1. Conduct periodical review meetings and minute the discussions.
2. Maintain a movement register to ensure safety and security of the entire stake.
3. Keep a tab on the list of working days and holidays for the volunteers.
4. Always inform about changes and sustain communication loop.

Discuss on the modalities of settling, travel allowance to field visits, food.
7.6 Review meeting minutes sheet

Review meeting minutes format for mentors

**Agenda:** Stock of cultural exposure, development learning, tasks performed, concerns of mentor, concerns of volunteer, feedback and further course of action (organisation wise agenda can vary, but a review meeting should have a concrete agenda).

**Date:** Dates should be already inbuilt in the calendar and changes if any be informed as far as possible much early to all stakes.

**Time/place:** This is flexible to the extent that the stakes shall discuss and choose a convenient place to conduct a professional meeting in a confidential manner.

**Frequency:** Ideally two such reviewing and feedback sessions will be healthy in accompaniment. One exclusively with the mentor and volunteers and one with special invitees like director or external mentor.

**Reporter:** The responsibility of writing discussion points can be taken in turn by mentor and volunteers.

**Skills Required:** Facilitation, questioning, problem solving, decision making and reporting.

**Ethics:** Empathy, confidentiality and trust based.

**Format of Reporting**

<table>
<thead>
<tr>
<th>Date, time, venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members present</td>
</tr>
<tr>
<td>Special invitee if any</td>
</tr>
<tr>
<td>Agenda</td>
</tr>
<tr>
<td>Key points of concern of mentor</td>
</tr>
<tr>
<td>Key points of concern of volunteers</td>
</tr>
<tr>
<td>Follow up action</td>
</tr>
<tr>
<td>Support required if any, from whom and who is to follow up?</td>
</tr>
<tr>
<td>Signatures of members present</td>
</tr>
</tbody>
</table>
### 7.7 Monitoring sheet for outside mentor

Every programme has to be monitored by an external person to enhance learning and look at matters in an objective manner. Someone who is not directly connected into day-to-day affairs of the volunteer programme including the organisation members should perform mostly monitoring role. Monitoring role can be performed by a board member, external mentor, support members or those instituted by the Sending Organisation as mentor of mentor or country mentor.

An effective monitoring should have clarity over inputs, outputs and goals with concrete indicators to measure the development. A focused discussion separate with mentors, volunteers, director and summing up sessions is ideal. Witnessing the task area will be motivating and insightful.

The monitoring visit should have an agenda including the broad areas as given below: The same template can be used for all stakes.

<table>
<thead>
<tr>
<th>Positive points</th>
<th>Areas requiring improvement</th>
<th>Recommendation or suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The monitoring person can use the following template to conclude and plan.

<table>
<thead>
<tr>
<th>Indicators of potential risk/challenges</th>
<th>Suggestions provided</th>
<th>Follow up details including fixing of who and what?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggestions**

- Always make a monitoring visit in the early stages of volunteership.
- Always review monthly reports and review meeting minutes before starting discussions.
- Explain the agenda to all stakes get consensus and add as any required.
- Share the key points with all stakes in one common email and insist that the same is taken up in upcoming review meetings and reflected in mentor’s monthly report.
- Always keep bilateral discussion points out of common debriefing sessions ensuring confidentiality. Discuss the issue and do not personalise.
- Jot down points for discussion with Sending Organisation and further planning.
7.8 Risk map and support circles

Support tree or risk map

- Objective: To empower and ensure a safe social setting and quick support systems.
- Method: This can be drawn in form of a tree or concentric circles diagrams and left with one’s own creativity. Ideally this circle if drawn with volunteers and mentors along with introducing them to respective stakes will enhance secure feeling of the volunteer and relief for partner organisation.
- In advance a risk map shall also be made together with volunteers, mentor and director. Risky Areas can be marked; places for support can be highlighted. So volunteers are prepared.

Support circles

Participatory risk mapping exercise
7.9 Crisis Management during the voluntary service

Crisis means: Accident, serious injury, mental disease, threat through pandemic

Political riot, warlike conflicts
Natural catastrophe
Crime
Sexual violence/abuse
Death

Steps in a critical situation

1. Clear the situation (What happened to the volunteers in detail, where, when and why did it happen?).
   - Verify the situation of the volunteers.
   - Make sure you are reachable for them and they are reachable for you.
   - Keep records of the steps you take and collect all possibly needed papers (police registration, volunteers contract, etc.).
   - Save evidence.

2. Ensure communication with and among all involved parties (Who has to be informed?).
   - Inform OUTSIDE MENTOR and SO as soon as possible. If there is nobody in the SO office, contact the emergency number of SO → SO will contact with crisis management of German Federal Ministry for Economic Cooperation and Development.
   - Is the German Embassy needed? If yes, are the volunteers in contact with the closest German Embassy?
   - SO will contact the family of the volunteers.

3. Find out if your volunteers need further help and make sure they get the assistance needed.
   - Are they injured? Do they need any medical treatment/care?
   - Are they in a conflict with the police? Do they need legal advice and/or an ambassador?
   - Do they need privacy or accompaniment?
   - Do they need to leave the city, country?

Crisis Management Chain
All stakeholders (volunteers, directors, mentors and OUTSIDE MENTOR/SO) should have the emergency numbers in India! Kindly update a change of numbers to all stakeholders.

<table>
<thead>
<tr>
<th>Institution/house/neighbour</th>
<th>Phone numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Mentors</td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td></td>
</tr>
<tr>
<td>Second person in the organisation</td>
<td></td>
</tr>
<tr>
<td>Any key support person introduced to volunteer</td>
<td></td>
</tr>
<tr>
<td>One more stake in the town/village where volunteers stay</td>
<td></td>
</tr>
<tr>
<td>External</td>
<td></td>
</tr>
<tr>
<td>Local police station number of help lines</td>
<td></td>
</tr>
</tbody>
</table>

**Sending Organisation**

Emergency number

**External mentor or person authorised for monitoring**

<table>
<thead>
<tr>
<th>Germany Embassy in Delhi</th>
<th>Mo-Thu 8.00 - 17.00: 0091 11441991998</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24h-emergency number: 0091 9810004950</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consulate General Bangalore</th>
<th>Mo-Thu 14.00 - 16.00: 0091 8033470000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24h-emergency number: 0091 9632542972</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consulate General Chennai</th>
<th>Mo-Fr 8.00 - 11.30: 0091 4424301600</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>24h-emergency number: 0091 9884305333</td>
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</table>

<table>
<thead>
<tr>
<th>Consulate General Kalkutta</th>
<th>Mo-Fr 9.00 - 11.30: 0091 3324791141</th>
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<tbody>
<tr>
<td></td>
<td>24h-emergency number: 0091 9831016091</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consulate General Mumbai</th>
<th>Mo-Fr 9.00 - 12.00: 0091 2222832422</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24h-emergency number: 0091 9821016877</td>
</tr>
</tbody>
</table>
7.10 Peer to peer counselling for mentors

This is an exercise for mentors’ orientation. Such case situations can be identified and discussed for betterment of the programme. They can also be used for the Sending Organisation to discuss with volunteers’ expectations on mentors and mentor role. This will enable the volunteers to walk in the shoes of a mentor.

**Setting:** Four small groups. Every group gets a case.

**Discuss these questions in small groups:**

1. Discuss your case situation and understand the challenges from mentor’s perspective.
2. What are the issues/problems?
3. How will you address the issue?
4. What are the immediate and long term risks?
5. What was/will be your immediate typical Indian reaction (role play) or what would be a helpful reaction?
6. What awareness/preparation would avoid this case coming up in the future?

**Plenum**

Share your role play with the group.
Ask for feedback and suggestions to counsel the situation.

**4 Cases from mentor’s reality:**

**Case 1**

Since five months you have two female volunteers – **Rita and Kathe** - in your organisation. Their attitude is sometimes strange to you. They hang out their underwear in the sun, where everybody can see it. On their free day they walk around the city, have a coffee in Coffee Day and go for shopping. They do not tell you in advance about their movement. They are supposed to be back in their apartment at 6.00 PM in the evening, but sometimes they are late.

One morning they talk to you: "Sheetha, yesterday we have met a guy in Coffee Day! His English is very good. He is such a nice person. He has promised to give us an insight in the university education. He has invited us for food to Park Restaurant next Sunday evening at 8’o clock to discuss the details. Can we go to meet him?" You do not know the person.

**Case 2**

You are **Rajini**, a male mentor. In the first year you have two female volunteers in your organisation. Your relationship is good, but they call you every time of the day by mobile whenever there is a question. The conversation is mainly with one of the volunteers, a smart blond girl called Stella. She always tells you: "You are like my brother at home! I miss him so much! " When both of you are sitting on a bike to go to the nearby project area, she hugs you, puts her head on your shoulder, makes fun.

You have a lover - a young teacher - whom you want to marry. But nobody knows about it. In the evening office colleagues gossip about your relationship with the volunteer.
**Case 3**
You organisation has volunteers for the first time. You have got boys, **Tin and Rin**, as requested. They do not require your support very much. In the morning they are in the office to correct some reports in English and create some flyers for public relation work. They reach their daily village tuitions by local transportation and teach some English to the students. They are free on Sundays, so every weekend they explore another nearby area. They do not let you know in advance where they will go.

On Sunday evening they call you: "We are at Mammalapuram! It is so nice here. It was so costly to come here, so we would like to stay another day. We will miss the office work and the tuitions, but we will stay longer in the office on Tuesday and Wednesday, so it is almost the same working time!" The information is over.

**Case 4**
You are very experienced in 5 years **weltwärts**. This year you have requested male volunteers – **Boris and Mathew** - with good documentation skills in making good photos and work with Photoshop. You do want them to make a 10 page documentation on your NGO micro finance and self-help groups.

You have taken them to field visits, so they have made a lot of shots. You have given them all the documents and spent a lot of time to explain the idea of SHG and micro finance to them. After four weeks, you ask them to show the actual status of the documentation. You feel that what they have done is too much pictures and less information. You give them your opinion. After one week, there is a CD on your table with the final documentation. You are not at all happy with the result; it is still not covering your needs.

You tell the volunteers: "As a new task you start some lessons for two staff members to teach them how to use Photoshop." After one week you ask the volunteers how the lessons are going on. The reply is "We are sorry, Sir. We have put information regarding the training on the pin board, but nobody had come for the training!"
7.12 A travel guide

Tickets, travel details: Check your travel plan twice, take copies of tickets in email, print out and mobile phone and ask for clarity of train timings, route and destination - to at least two different people and get it confirmed. This is to avoid language and understanding problems! If travelling by train there are always a station master, enquiry officer or ticket checker who are a reliable source of information. The referral number is the PNR number given in your ticket for any clarification. If by Bus there is a bus station officer who can give you right information. Keep a copy in your phone or email account.

You can book your tickets through a local travel agent or on your own by visiting the Indian Railway reservation website/state bus transport website/private buses website.

CASH: Have currency and coins split in different places in your bag/with you to ensure more safety and reduce the loss if at all any. Do not take cash in front of public.

Bookings: Always take a print out of evidence for your room bookings if any. If required call the place before you land up to confirm. Do not take it for granted.

Food and water: Buy and use only mineral water throughout your journey. Avoid eateries where there is lack of hygiene. Sickness and temptation of one will affect the joy of others too.

Communiqué: Keep the mentors in touch with your movement. It is no way intruding privacy but only for safety measures. Occasionally send a SMS to inform you are fine. Keep all important emergency phone numbers (NGO, mentor, embassy, ambulance, police, etc.) in phone as well as a small print out for quick reference. Activate your WhatsApp or such apps that you are in constant link to get quick support during emergency. Keep your mobile charged!

Medicines: Have a small medicine or first aid kit with for emergency. You need not run around to places to ask for support.

Support Network: If the place to which you are going is sure, ask your organisation or someone you know so far to give you one reliable emergency support number from the nearby city/place that you are going to visit.

Belongings: Avoid carrying too many things like camera, laptops, cell phone, music player, etc. If you could share among yourself, please do so or else if you wish to go in a “German way” ensure that it is safe and secure. Always keep a bag or back pad bag with a zip - no open bags.

Backup: If any of your ongoing work related details like essays, documents you are editing, cases you are writing, photographs, data or info is already in your laptop or camera, better take a backup and leave in the office so that you will have perfect backup.

Clothing: If you travel to cold areas, you need lots of winter clothing like jerkins, sweaters, monkey caps, blouse, etc. Some you can buy over touring. Some - if you have already - take them with you. If you have jeans, you can carry one with you. The preferred touring clothes are long skirts, chudidhars, jeans/trousers and tops, etc. Always have a scroll or shawl with you.

OBSERVE: Observe what people in general do and what kind of people are moving around where. One of you in the team always be alert in watching who is watching you and what is happening around you. Ensure that you always take reputed hotels, hang out spots, eateries, refreshment stores and always in a public place and not in private and secluded areas.
**Overall safety:** Do not economise in good quality food, good secure stay, comfortable and reliable travel mode. Always go by public transport and if using private cabs ensure that it is organised by the hotel or hostel who is arranging. Shell a few money for this rather skipping one or two places to visit. Even before reaching, browse the sites and witness the culture in advance.

**Alert:** Warm up with your self-defence techniques and always be with your presence of mind or common sensical approach. Be alert.

**Beware:** Do not take food, gifts, offerings, invitations, company from strangers. Avoid in gentle. Sometimes, see around and do what people do.

**Beware:** Do not travel alone, experiment something dangerous, do something in wrong hours. Ensure that you have fun but in a crowded place and not in isolated places. Avoid late night travels. Try to close your day subject to the place where you are. Some cities are awake until 12 mid night and some will shut down even at 8. During winter the mobility of people in certain places will be less and so always ask the people what time is sunrise and sun set? What is the secure time of the place to reach back your hotel or hostel?

**Documents:** Keep a copy of your residential permit, passport with visa details. Always show the duplicate and if required take the original. Additionally you can also have one photograph, pen, paper, note pad, etc. for emergency. Ensure that the office has all these papers as a ready reckoner and in a soft version too.

**CRISIS:** We want your journey peaceful. However, being prepared is good. Above all if there is any emergency, please contact your mentor for any clarification, solution, or support. Do not hesitate and do not think otherwise.

**NEWS:** Always read newspaper of that region where you are and get to know about the programmes, events, celebrations, crowd, and incidences if any.

**Enjoy your trip and keep yourself in joy and fun. Do not miss this opportunity.**

*Volunteers exploring the Indian way of travelling*
## 7.11 End line report

**Volunteers’ names:**

**Project:**

Please read the whole document first, fill in your detailed perspective and send it one month after volunteers’ departure the latest.

### Volunteers’ skills and duties

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>Did you get the right volunteers according to your requirements? Which requirements could be covered? Which requirements could not be covered?</td>
</tr>
<tr>
<td>b</td>
<td>Which challenges did the NGO face regarding volunteers’ attitude to work?</td>
</tr>
<tr>
<td>c</td>
<td>Which other tasks/duties would you have liked to be done by the volunteers, but they were not able to do so?</td>
</tr>
<tr>
<td>d</td>
<td>What changes are you planning for the next batch regarding duties of the volunteers?</td>
</tr>
</tbody>
</table>

### Volunteers’ emotional swings and challenges

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>What have been the weaknesses and emotional swings of the volunteers and which impact did this have on their tasks and duties?</td>
</tr>
<tr>
<td>b</td>
<td>How did the volunteers work as a team?</td>
</tr>
<tr>
<td>c</td>
<td>Did you notice any change in the volunteers during their stay? What did the volunteers learn? Please differentiate between the two volunteers.</td>
</tr>
<tr>
<td>d</td>
<td>There are always misunderstandings and failures which cause problems. Did they follow the local rules? Which attitude of the volunteers should be changed?</td>
</tr>
</tbody>
</table>

### Accompaniment of the volunteers, support of outside mentor and SO

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<table>
<thead>
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<th></th>
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<tbody>
<tr>
<td>a</td>
<td>How much time was needed from the mentors/director’s side to guide the volunteers (hours, days per month)?</td>
</tr>
<tr>
<td>b</td>
<td>What have been the challenges for the mentors to guide the volunteers? What kind of support would the mentors need in the future?</td>
</tr>
<tr>
<td>c</td>
<td>How was the contact between the OUTSIDE MENTOR and the organisation’s mentors? Was there any support offered or requested? Which was the benefit from the monitoring visit of the OUTSIDE MENTOR?</td>
</tr>
<tr>
<td>d</td>
<td>How was the contact to the SO? Are there any suggestions for the future?</td>
</tr>
<tr>
<td>Benefits of volunteers’ stay</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>Regarding the volunteers’ stay: Was there a benefit for the NGO? If no, why? If yes, what kind of benefits?</td>
</tr>
<tr>
<td>b</td>
<td>Did the volunteers develop new skills during their stay?</td>
</tr>
<tr>
<td>c</td>
<td>What did the volunteers learn about poverty and development cooperation during their stay?</td>
</tr>
<tr>
<td>d</td>
<td>What did the volunteers learn about Indian culture and customs?</td>
</tr>
<tr>
<td>e</td>
<td>Which products, documentations did the volunteers develop for the benefit of the NGO?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation of the volunteers</th>
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<tbody>
<tr>
<td>a</td>
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<tr>
<td>b</td>
</tr>
<tr>
<td>c</td>
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</table>

<table>
<thead>
<tr>
<th>Overall Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
</tr>
<tr>
<td>b</td>
</tr>
</tbody>
</table>

Please be open and constructive. We can all learn from challenges. A critical voice is welcome.
Thank you for spending time on the evaluation!
Partners in development of this Mentors Note Book

Udavi Society, Chennai
Sadhana Village, Pune
Maithri Trust, Mangalore
Human Wave, Mankundu
SAMATA, Dabbanda
PARTNER, Bangladesh
SRAN, Parganas
Peace Trust, Velankanni
Prachodana, Hassan
Prayatn SANSTHA, Jaipur
Nirmalya Trust, Pune
Ecumenical Sangam, Nagpur
FIDES India Society NEST, Bangalore
Prajna Counselling Center, Mangalore
Jana Kalyana Samakhya (JKS), Parvathipuram
Peermade Development Society (PDS), Peermade
Centre for Social Education and Development (CSED), Avinashi
Field Services & Intercultural Learning, India (FSL), Bangalore
Inter Cultural Dialogue & Exchange-India, Bangalore
Voluntary Organisation for Social Action and Rural Development (VOSARD), Kumily
Native Medicare Charitable Trust (NMCT), Coimbatore
The Integrated Rural Development of Weaker Sections in India, Semiliguda
VIKASANA Organisation for Education & Social Development, Tarikere
Rural Education and Action for Liberation (REAL), Pondicherry
Good Shepherd Health and Education Centre (GSHEC) Karamadai
Karwar Rural Women and Children Development Society (KRWCDS), Karwar
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