Esc-2-Learn

RESEARCH SURVEYS TO DETECT SPECIFIC NEEDS IN TERMS OF TRAINING AND SUPPORT FOR BENEFICIARIES (ESC VOLUNTEERS) AND HOST ORGANIZATIONS

Global Report

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INTRODUCTION

Since October 2018, the volunteering activities managed by the Eurasmus+ program were transferred to the European Solidarity Corps, encouraging the youth to become active citizens and agents of solidarity and positive change for their communities. This program permits the youth to carry out missions of general interest in another country by discovering another culture and acquiring useful skills for their socio-professional integration. NGOs sometimes lack a strategy for training and preparing young people for their mission, which leads to volunteers having problems adapting which impacts their motivation and personal development. In addition, young people with specified needs require personalized training to develop useful skills for their professional and social integration within the community. For a long time, the partners of this project have welcomed young volunteers and have been confronted with various difficult situations such as the lack of initiative from some volunteers to set up activities, the lack of specific skills to carry certain tasks, or the ability to resolve conflict during their service and stressful situations in the face of uncertainty after their time as a volunteer.

Presently, e-learning has evolved into an ideal tool for disseminating knowledge effectively and promoting universally and socially constructed understanding. E-learning helps ensure equal opportunities for young volunteers and develops their skills throughout their ESC project. It also serves as a way to involve them in an accessible process of continuous learning to optimize their role in a host community and find a career path. Furthermore, e-learning can be an effective and sustainable educational tool that supports volunteer tutors and supervisors. Thus, E-learning arises as an efficient and economical way to provide training and adapted support to volunteers

For these reasons, in 2018, we created an online platform in the context of the KA1 Erasmus + action (3 movements for youth educators). This platform has attracted the interest of more than 400 volunteers who have benefitted from this tool. However, to continue to meet the needs of young volunteers of different capacities in terms of training, E-tutoring & networking, as well as the priorities of the new « Solidarity Corps » program, the old platform has become obsolete, we want to restructure and update e-training, by creating a new Moodle platform (https://moodle.amsed.fr/), bringing together 20 updated e-training courses and 10 new e-training courses created according to the needs and expectations of the volunteers and of the associations hosting them.

This strategic project makes it possible to adapt and structure the content and service of the platform, to modernize and simplify learning methods and to facilitate the networking of young volunteers. Access to dynamic online training will also be facilitated by involving partners experienced in volunteering actions and the creation of tools for the volunteers. Our group is primarily young CES volunteers from partner countries and those who plan to become one. Secondly, our project is aimed at youth workers in order to develop their skills to support the volunteers and carry out their project. The main objective of our project is to foster the adoption of innovative practices by youth workers linked to the ESC volunteers, by developing collaborative and accessible learning approaches for all young beneficiaries of the European Solidarity Corps projects.

The ESC-2-Learn project (n° 2020-1-FR02-KA205-017477) is based on several objectives :

❖ To improve the structuring, adapt, update and promote the content of our e-esc.eu platform and ensure its sustainability so that it can better respond to the evolving needs of the beneficiaries (European & local volunteers and host organizations) and facilitate the access to mobility and non-formal learning of young people

❖ To develop the ICT and pedagogical skills of 15 e-tutors in support of the distance learning of European and non-European volunteers, beneficiaries of our platform, including those with fewer opportunities.

❖ Develop and recognize the skills of European and non-European volunteers, including those with fewer opportunities, to ensure the quality of the ESC projects and encourage their civic initiatives.

❖ Promote the dialogue of volunteers with their peers, youth workers, host organizations and resource persons from different countries to improve volunteering initiatives, as well as their impact and visibility.

❖ To make the exchange of experiences and practices between volunteers and promoters of volunteer projects easier and more fruitful.

Our consortium has pooled its knowledge and experience and mobilized its network of partners to develop new pedagogical tools that will strengthen and develop the skills of young volunteers, but also the methodological means of youth workers. The project is in line with the objectives of the program "Key Action 2", youth sector to strengthen skills and employability, promote inclusion and develop transnational mobility.

This document is the Transnational Report of the implemented research activity: Research surveys to detect specific needs in terms of training and support of beneficiaries (CES volunteers and future volunteers) and host organizations, which will present the main aspects of the research carried out in each partner country. This intellectual production responds to our organizational needs because we want to obtain the data and information necessary to improve our platform and training. With all the partners of the project, we have set up a two-phase research.

1. **The first phase determined the needs of current beneficiaries of the platform and future beneficiaries (ESC volunteers) in terms of training & remote assistance.**
2. **The second phase was launched for volunteer host organizations, with the aim of identifying their needs in terms of support, training, coaching and mentoring of volunteers.**

In this way, we were able to better identify innovative methods to facilitate the implementation and increase the quality of results and impact of volunteer projects.

The target groups of our research are therefore former European volunteers, current European Solidarity Corps volunteers and those in the process of becoming volunteers, to answer the first phase of the survey. The second phase of the survey is aimed at non-governmental organizations that accompany young ESC volunteers in Europe and elsewhere. This product is innovative because it offers an overview of the needs in terms of online training to prepare and accompany volunteers to successfully complete their mission. With the results of these surveys, we have correlated the needs for a better global cohesion. This research was done with the support of the National Agencies of the ESC and Civic Service program and the organizations active in ESC that are listed in the database of accredited structures and that have the quality label.

It took two forms: questionnaires and video interviews.
This research was also based on statistical data from local consultations of the project's target groups in the three partner countries (355 volunteers and 181 NGOs interviewed in total). The aim of this research is to provide an overview of the current status of our platform and the online training needs of volunteers. The results of the research are presented in the form of a report, infographics and key figures, and scientific analysis and interpretation of the data to facilitate the reading and exploitation of this data. The results of the research have been put online on our platform and the websites of the consortium members. They were also distributed by e-mail to the ESC actors consulted.

This report will first develop the results obtained from the questionnaires and then the results obtained from the video interviews. Finally, the results will be pooled to summarize the specific needs that could be met through the reorganization and restructuring of the 20 existing e-learning courses for volunteers and the creation of 10 new e-learning courses.

I.   RESULTS OF ONLINE QUESTIONNAIRES

1.   Results from the volunteer questionnaires

General Information

A total of 265 European volunteers responded to these online questionnaires, available in French, English, Greek, et Romanian. First of all, we can see that the volunteers who answered the questionnaires are young people between 18 and 29 years old, and the majority having already used e-learning methods.
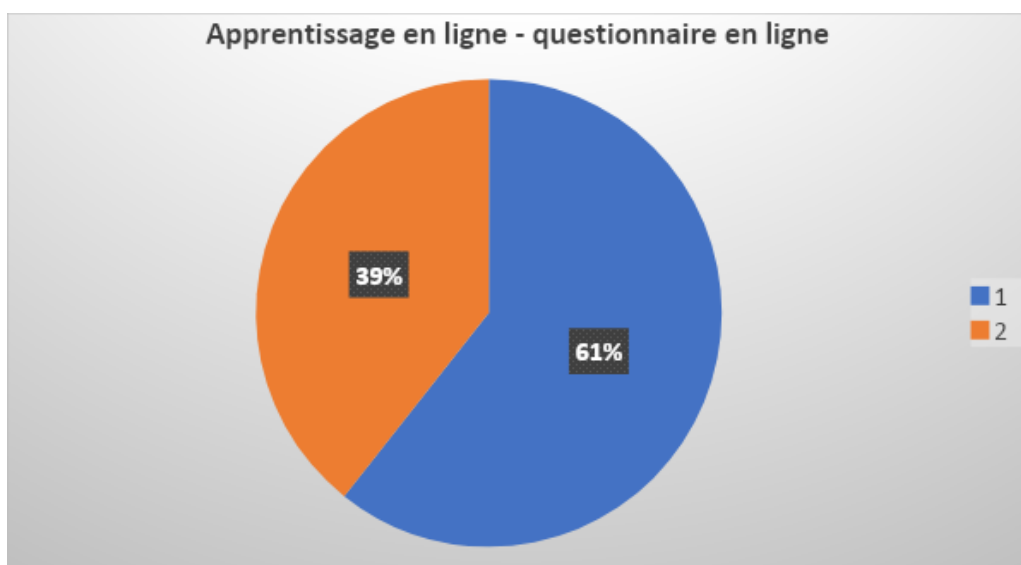
In fact, from the results of the questionnaires obtained, we note that 43.77% of the volunteers are between 18 and 23 years old, 40.93% are between 24 and 29 years old and 15.27% are 30 years old or older. Also, according to the overall results of the questionnaires, 68% of the volunteers who responded to the questionnaire are female and 31% are male. 1% preferred not to answer this question. With regard to the level of education, 19% of the volunteers who responded to the questionnaire have a secondary level of education (high school), and 81% have a university level of education. These are mostly young NEETs (neither in employment nor in education or training), who require personalized support to reintegrate the labor market and the educational system, and to make the most of the volunteer experience in their return to employment. More precisely, this category includes two different groups: on the one hand, young graduates looking for a job, temporarily distanced from the labor market, exposed to a risk of prolonged unemployment (corresponding to 81% of the volunteers responding to our study) and on the other hand, young people who left the educational system early and were unable to enter the labor market, lacking adequate qualifications and skills (corresponding to 19% of the volunteers responding to our study). These NEETs are therefore highly exposed to the economic crisis, and in the face of this crisis situation, our e-learning training modules aim to offer these young

people, especially those with fewer opportunities, learning and training solutions that will enable them to get closer to the job market.

1.1 The volunteer and the tutor

The countries where the volunteers worked were mostly located in Europe. The areas of volunteering were more related to education, cultural diversity, social service, inclusion or the environment. The target audience of their volunteering was more oriented towards youth or children with fewer opportunities. Also, through these figures regrouping all the results of the questionnaires, we can see that the majority of the volunteers were in the areas of:

- ❖ Education
- ❖ Cultural diversity
- ❖ Social service
- ❖ Health and wellness
- ❖ Nature
- ❖ Inclusion
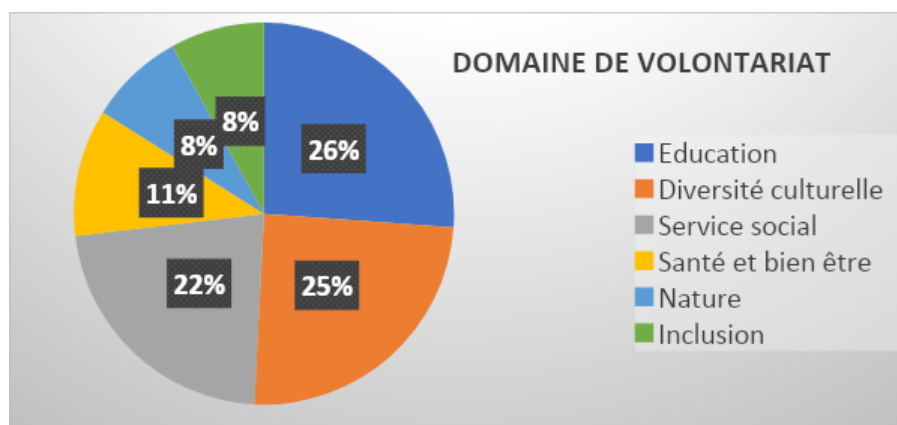
Finally, the target audience of the volunteers varies, but we can see from the results that they are mainly:

- ❖ Children
- ❖ Young people
- ❖ Adults
- ❖ Seniors

PUBLIC CIBLE

- Enfants — 32%
- Jeunes — 42%
- Adultes — 21%
- Séinor — 5%

Type de volontariat - questionnaire en ligne

- Local/National — 10%
- Europe — 53%
- Internatonal — 37%
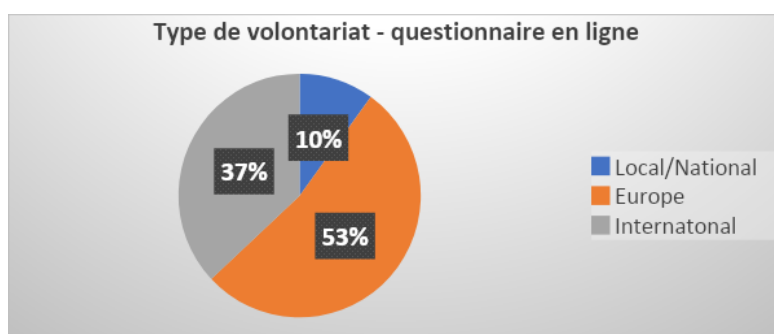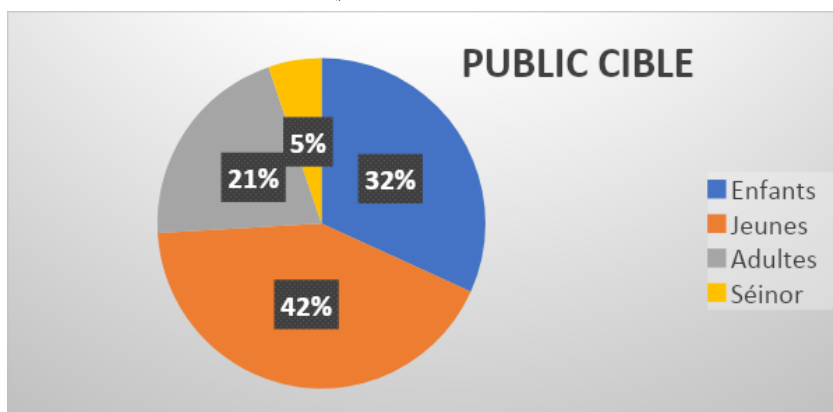
The majority of the volunteers wanted to be assisted by an e-tutor who could provide feedback and evaluation to the volunteers for the recognition of the skills developed through the e-learning platform. An official document, certifying the recognition of competences is also an option desired by the volunteers. Even if a combination of several options is considered by all (self-directed survey, peer review and evaluation, official document of recognition of competences, feedback and evaluation by the tutor).

Accompagnement idéal - questionnaire en ligne
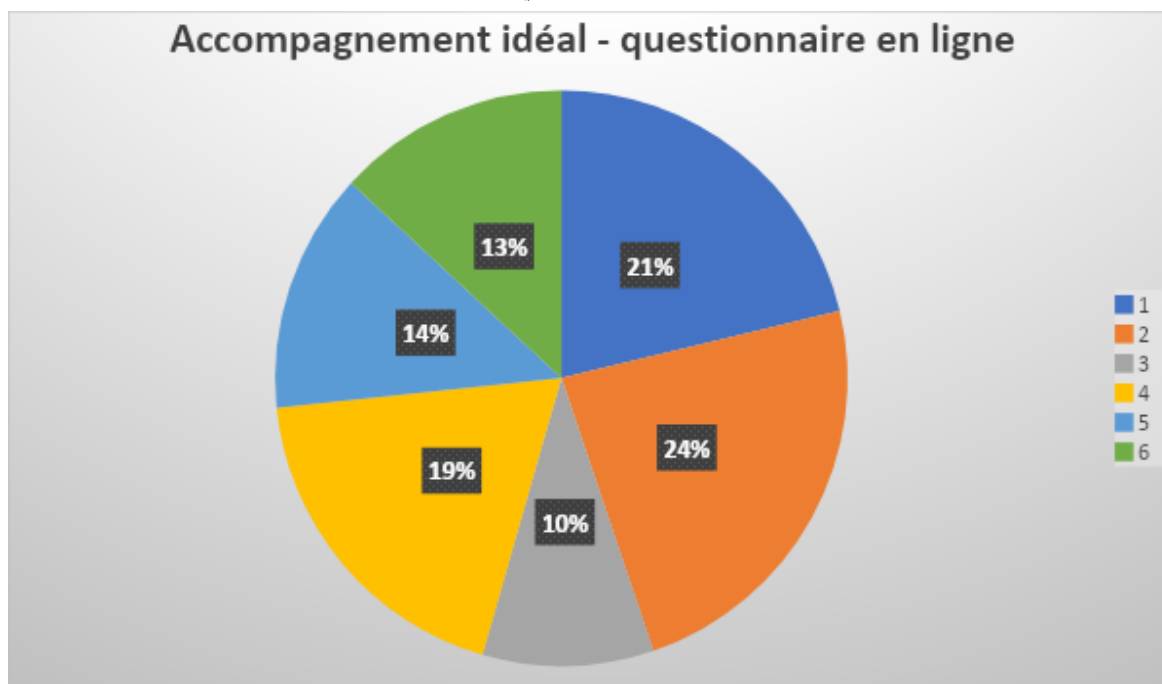
1.2 Education at a distance

Most of the volunteers who answered the questionnaires had already benefited from an E-learning course and did not encounter any real difficulties with it. However, some may have had problems connecting or found it lacking in interactivity, with a need for support on **e-learning** (understanding the different aspects of e-learning, tutoring and online learning) with tools to ask questions if needed, or materials at home to do the activities.

Volunteers preferred a blended learning style (online and offline), as well as social and collaborative learning. The platforms used were more "Moodle" or "Zoom", but the majority did not necessarily know which platform was involved. For an online learning platform, the majority of volunteers use their cell phones as a tool. However, depending on the workshop, some prefer to use the computer.

Outil préféré - Questionnaire en ligne
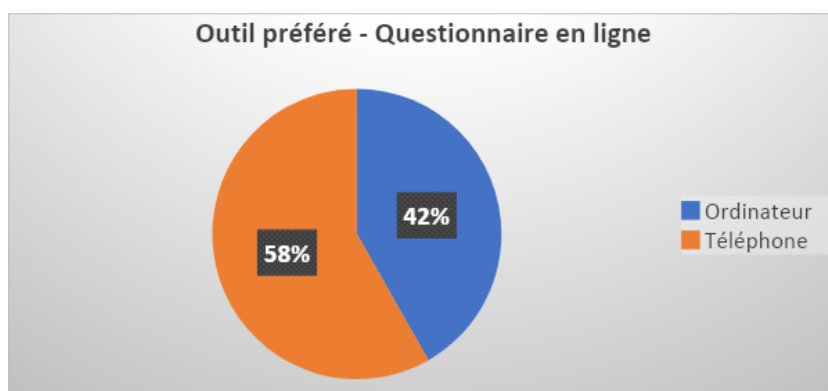
To acquire skills during volunteering, volunteers mostly relied on web pages, social networks and YouTube. A few also relied on e-learning platforms. Volunteers mentioned that e-learning is beneficial because it offers a multitude of course choices, it allows for adaptation to the specific task and skills involved in volunteering, it also allows the volunteer to learn at their own pace as well as meet other volunteers.

Among all respondents, the preferred mode of learning is visual (seeing and reading), although the kinesthetic mode of learning (touching and doing) is also popular.
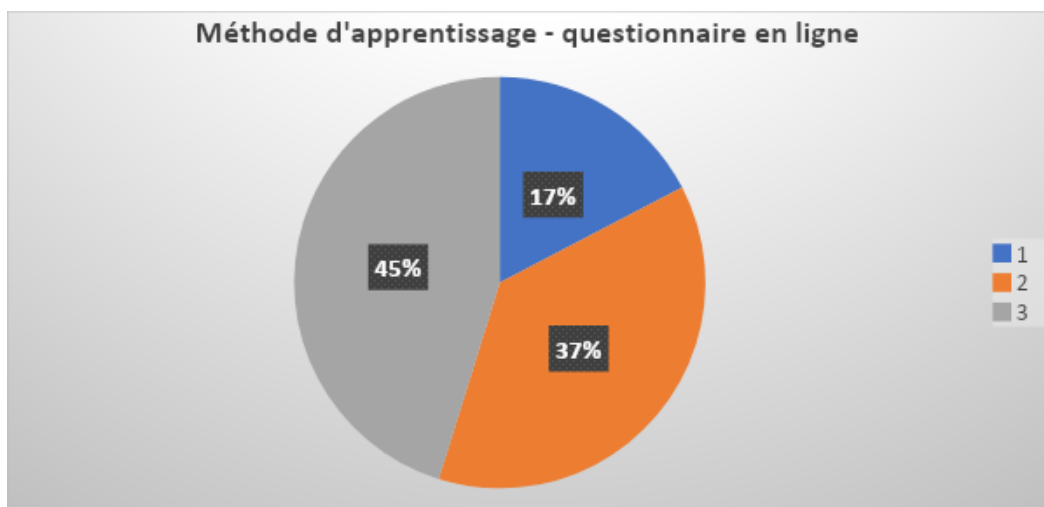
In the context of learning, volunteers would like to benefit from more in-depth support on the **objectives and learning methods** related to volunteering, the themes sought by the volunteers, the project, support, the training provided, preferably a tutor to better express themselves orally and gain self-confidence, to learn more effectively and to better organize themselves (organize their ideas and organize themselves materially) in order to develop their **intercultural, interpersonal, social and civic communication skills** (interpersonal skills, friendliness, dynamism, flexibility, teamwork, conflict resolution, investment, interpersonal skills, communicating appropriately, being informed about current events, participating in civic life, ability to work in a team, taking into account different opinions, building ideas).

The subjects of interest concerning the trainings are more focused on (in order of preference) :

1. **Languages**
2. **Communication**
3. **The culture and history of the host country**
4. **Education**
5. **Entrepreneurship**
6. **Conflict resolution**
7. **The Environment**
8. **Inclusion and solidarity**
9. **First aid/health**
10. **Art**
11. **Information technology (IT)**
12. **Social media/web design**
13. **Stress management**

14. Money management

Thématique des formations - questionnaires en ligne
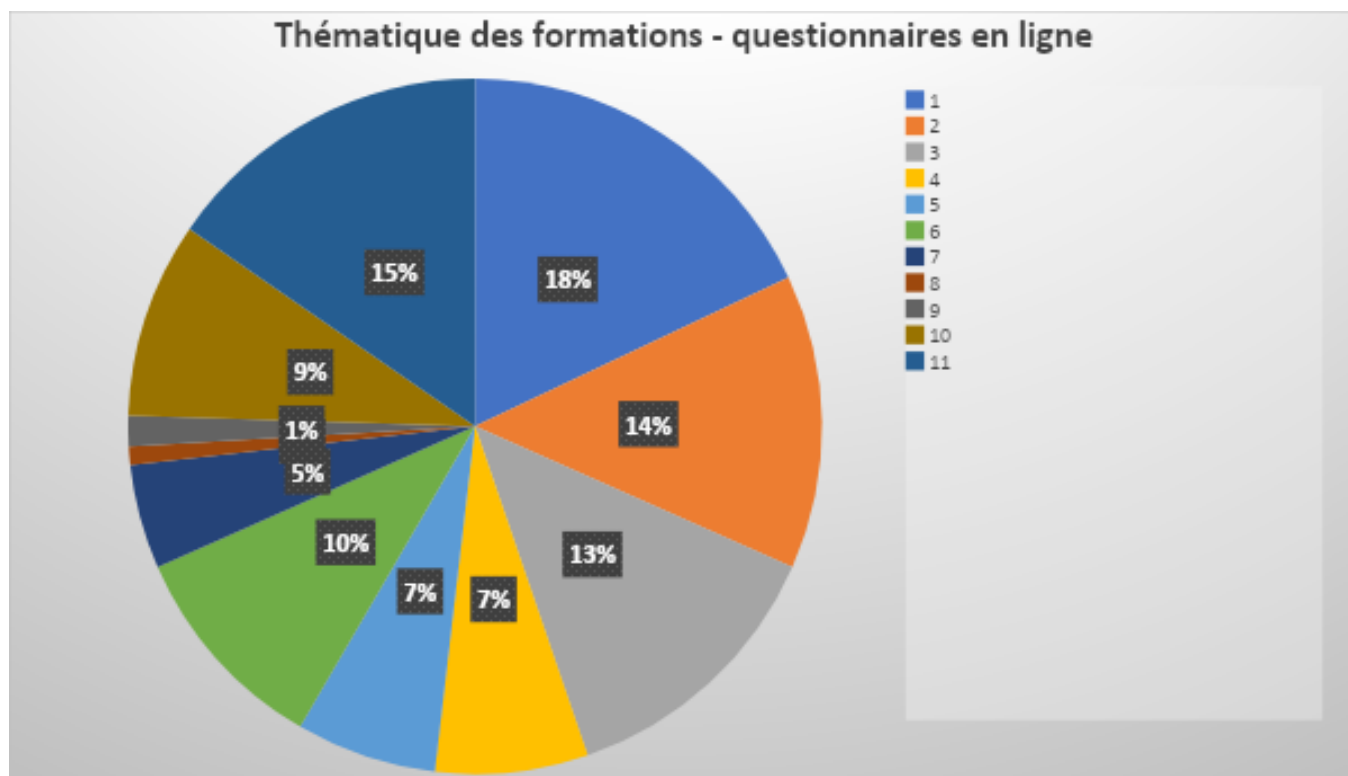
2. Results from questionnaires of NGOs who host or send volunteers

2.1 General Information

A total of 91 non-governmental organizations (youth NGOs) responded to the questionnaire. These NGOs host or send international, European or local volunteers. The NGOs that responded generally have between 0 and 5 years of experience, the rest have more than 10 years of experience.

Type de volontariat- questionnaire en ligne
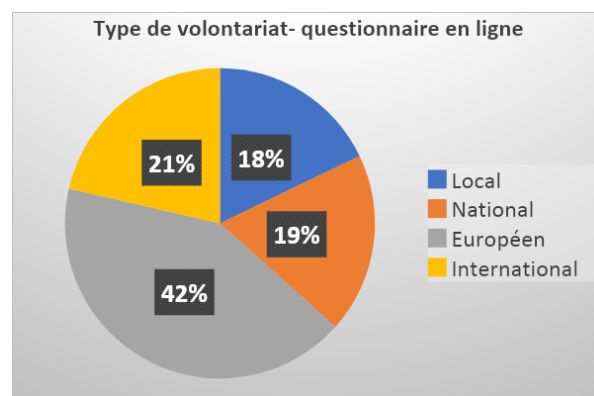
2.2 The volunteer and the tutor

The vast majority of respondents have been a volunteer tutor, some have received training to do so, others have not. The fact of being a former volunteer, having some responsibilities within the NGO or working with the young people fuels the fact of being a tutor. Countries that host and send volunteers are mostly in Europe.

The majority of the tutors are satisfied with the relationship they have with the volunteers within the

Type de tutorat -questionnaire en ligne
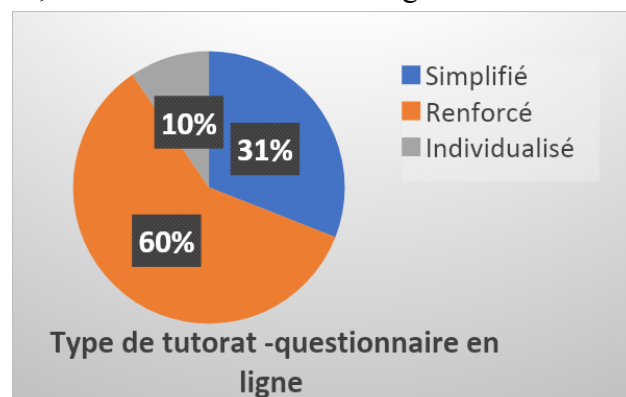
NGO, and have not specifically encountered any difficulties, except in regard to financing and searching for a sending association.

Difficultés rencontrés - questionnaire en ligne
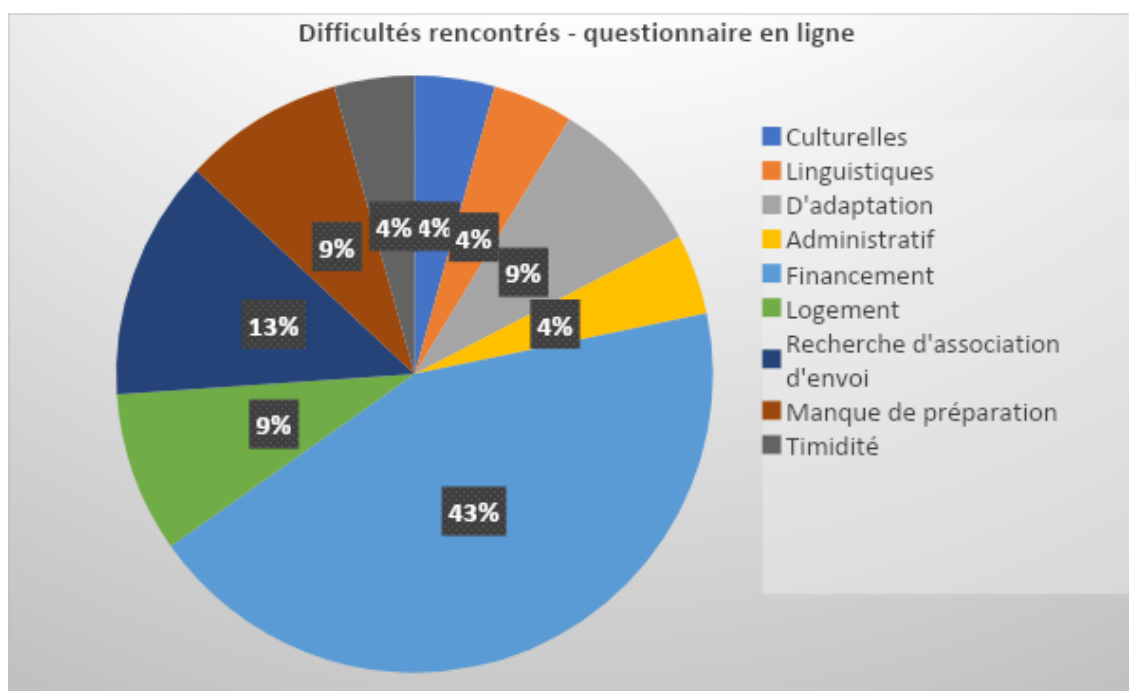
Also, the tutors who encountered difficulties specified that this was related to the involvement, motivation, expectations and positioning of the volunteers in their volunteering, which are essential elements in the **support and information of the volunteers**, concerning good practices (cooking, cleaning, autonomy...) and the methods of support for the volunteers, organization, establishing a relationship of trust, being rigorous, the rights and duties of a volunteer, and having the right information on what to expect from a volunteer. Mainly, the culture could lead to misunderstandings in some situations. They also sometimes encountered some difficulties in maintaining regular contact with the volunteer, especially because the times of availability are not necessarily the same. They specify to be more careful in the selection of volunteers.

For the respondent NGOs, a tutor makes it possible to provide both an individual dynamic for the volunteer and a collective one for the group. They are present to solve problems if necessary, to put forward the skills of the volunteer around a real learning objective, as well as to accompany and inform the volunteer in their volunteering.

The NGOs interviewed for this questionnaire mention that they offer volunteering mainly in the field of education, cultural diversity, inclusion, environment and nature, social service and health. In addition, the majority of the volunteers are linked to people with fewer opportunities, especially those with social, educational, economic, geographical, cultural or health problems, or people with disabilities, refugees or isolated people. The groups targeted for volunteering are mainly young people.

2.3 Training at a distance

Most of the volunteers have attended one or more training sessions during their time with the NGO. In fact, the responding NGOs indicate that they offer training for volunteers but also for the staff and members of the NGO. The majority produce educational material for these trainings, notably on education, citizenship, interculturality, entrepreneurship, art, sport, pedagogy, self-confidence, health, well-being, inclusion, employment, solidarity and social cohesion, media... For young people, young workers, teachers, trainers, project managers, coordinators, mentors, volunteers, social workers, volunteers and local authorities.

In order to prepare the volunteer for his or her mission at a distance, the NGOs that responded to the questionnaires rely on resources such as social networks, web pages, forums, e-learning platforms or even YouTube. They mostly rely on a blended learning style (online and offline), as well as on a social and collaborative learning style where volunteers are able to interact socially with others via chat or instant messaging. In addition, some NGOs rely on a personalized type of learning that offers a variety of e-learning processes to personalize the learning process.
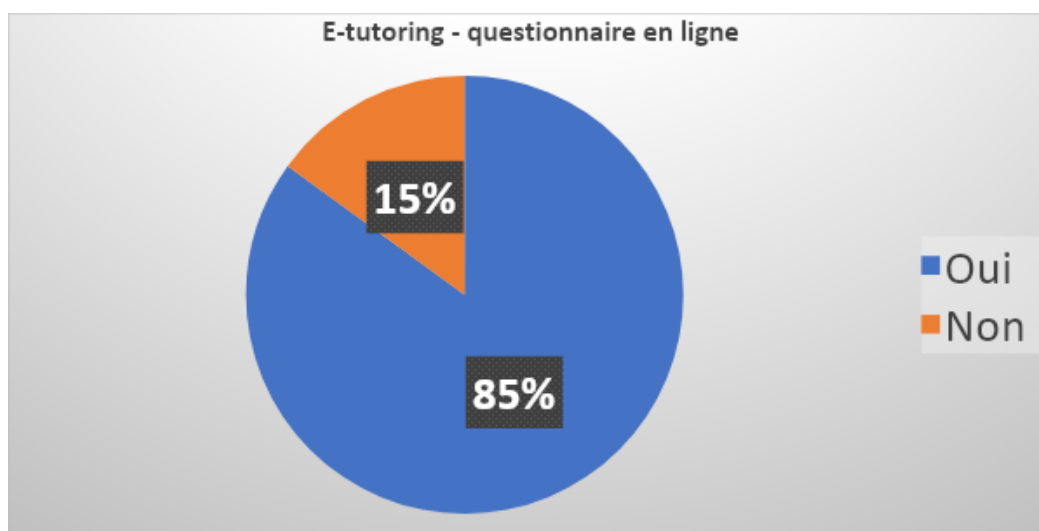
For the mode of learning, NGOs rely more on the kinesthetic method (touch and do).

The NGOs themselves have benefited, for the most part, from online training on "Moodle" type platforms. They have not necessarily encountered any difficulties apart from connection difficulties and sometimes a lack of equipment. NGOs feel the need to train and support volunteers in the areas of volunteering and **the acquiring of essential skills during volunteering (open-mindedness, adaptation, motivation, self-confidence, non-violent communication, responsibility, commitment, organization, teamwork, time and stress management), but also in crisis and conflict management, entrepreneurship, online communication, art and culture, inclusion and solidarity, computer skills, languages and first aid skills.**

Compétences nécessaires - questionnaire en ligne
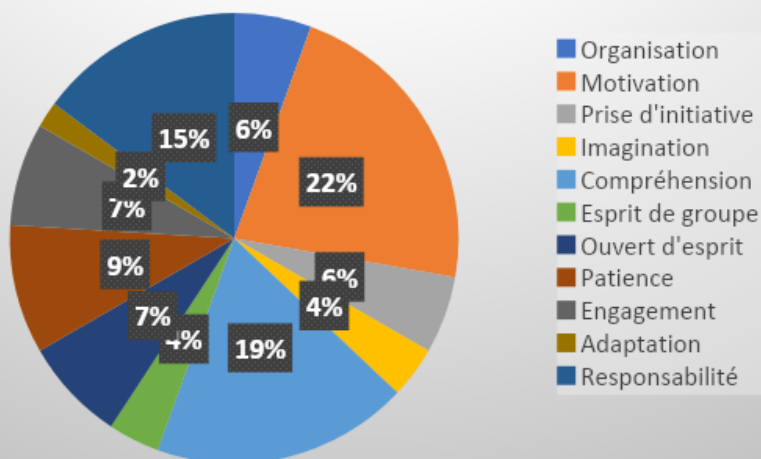
Online trainings are beneficial because they allow learners to learn at their own pace, in a location of their choice (home, library, work, college, community centers...), and have several choices of courses to develop specific volunteer-related skills. These trainings also allow volunteers to meet and make contact with each other.

However, difficulties can be encountered that sometimes prevent NGOs from taking advantage of e-learning, including:

- ❖ Lack of computer equipment and skills
- ❖ Connection problems
- ❖ Lack of knowledge about e-learning and course selection
- ❖ Different learning styles sometimes not adapting to the usage of e-learning as well as the occasional negative attitudes of the learners

Finally, as part of **the recognition of volunteers' skills** developed through e-learning, NGOs recommend **feedback and evaluation by the tutor**, peer review and evaluation, and the issuance of an official document certifying the recognition of acquired skills.

II.   RESULTS FROM VIDEO INTERVIEWS

1. Results from video interviews of volunteers

1.1 General information
The results are based on interviews with 90 volunteers, 58% of whom have already benefited from e-learning.

Apprentissage en ligne - Interview vidéos
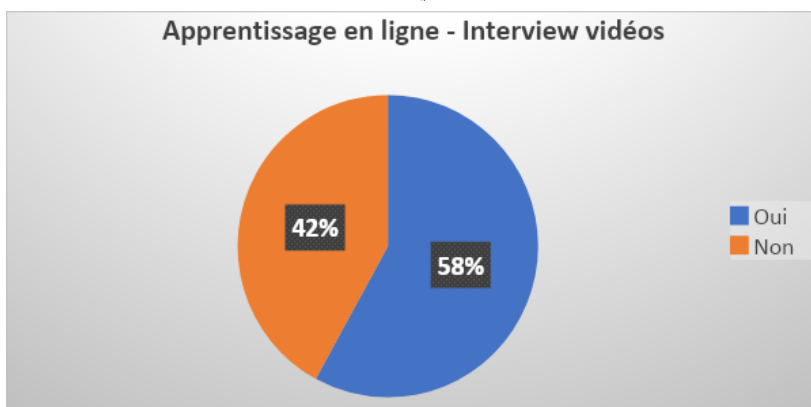
1.2 The volunteer and the tutor

For the majority of volunteers, ideal accompaniment requires **communication with the tutor and the NGO**, as well as availability and follow-up from the tutor. Subsequently, the establishment of a trusting relationship between the tutor and the volunteer is important for many. The tutor must also be available for the volunteer to access the information needed for the volunteer.

Accompagnement idéal - Interview vidéos
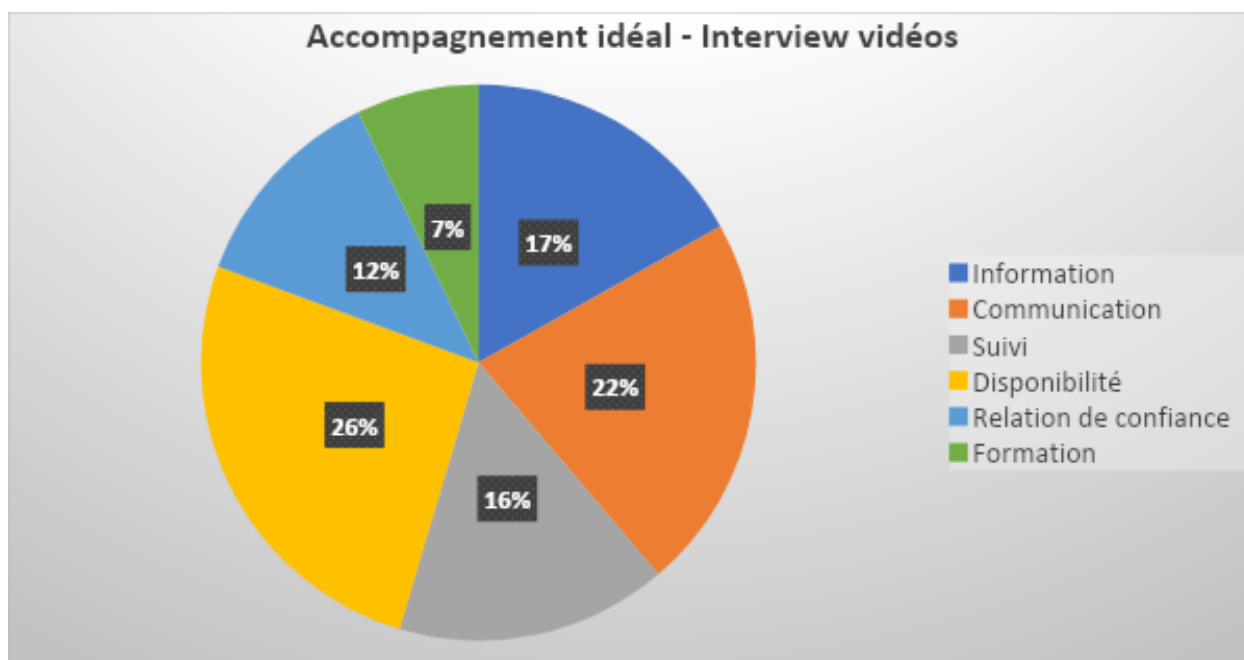
1.3 Training at a distance

In terms of learning methods, the majority of respondents are kinesthetic and therefore prefer to touch and do to learn.

The preferred tool for e-learning is the phone as it is more convenient for many, but some volunteers believe in using the computer as well, especially when a larger screen is needed.

Outils préféré - interview vidéos
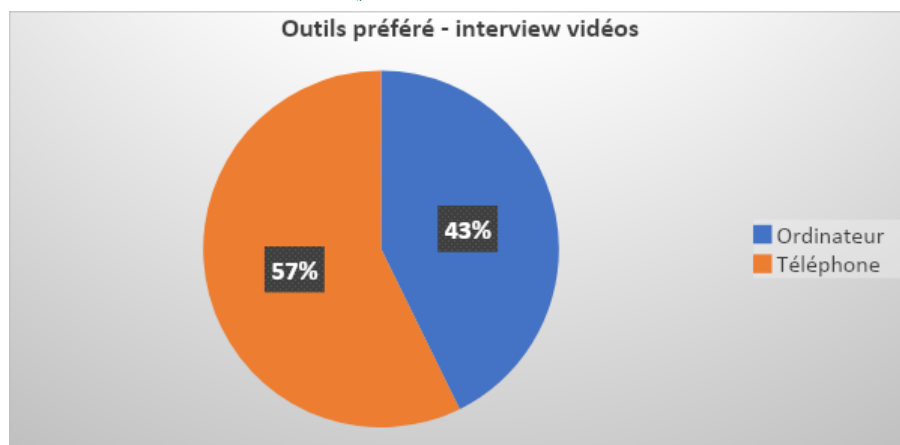
For the majority of respondents, the skills deemed essential for a volunteer are **communication, open-mindedness, adaptability, self-confidence, altruism/benevolence, motivation and curiosity**.

Compétences essentiels - interview vidéos
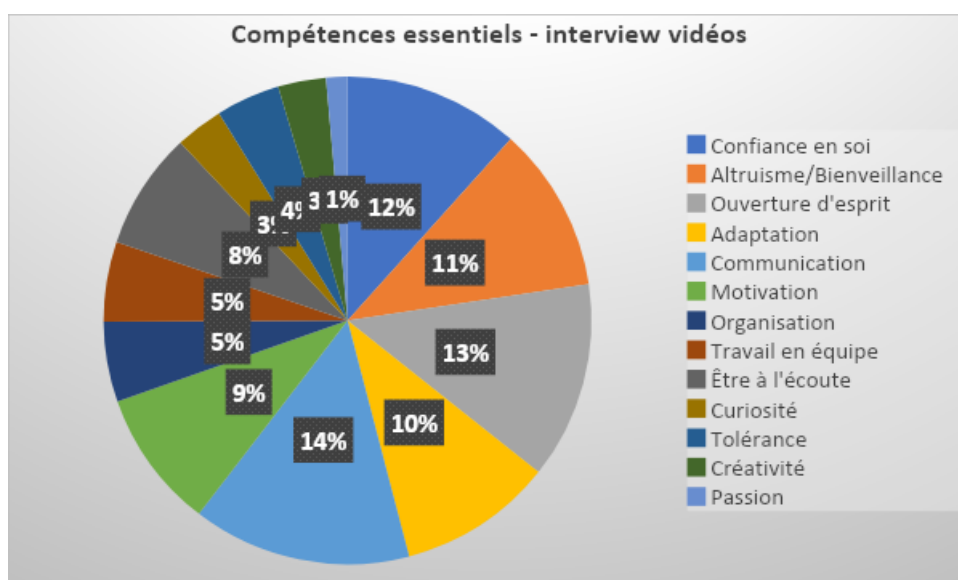
The training topics sought by volunteers are mostly (in order of preference):

1. **The culture/history of the host country**
2. **The environment**
3. **Language**
4. **Education**
5. **Entrepreneurship**
6. **First aid and health**
7. **Communication**
8. **Art**
9. **Inclusion**
10. **Conflict resolution**
11. **First aid**

Thématiques de formation - interview vidéos

Langue · Culture/Histoire · Education · Environnement · Inclusion · Entreprenariat · Premiers secours/santé · Musique · Art · Résolution du conflit · Communication · Gestion de projets · Entreprenariat des jeunes
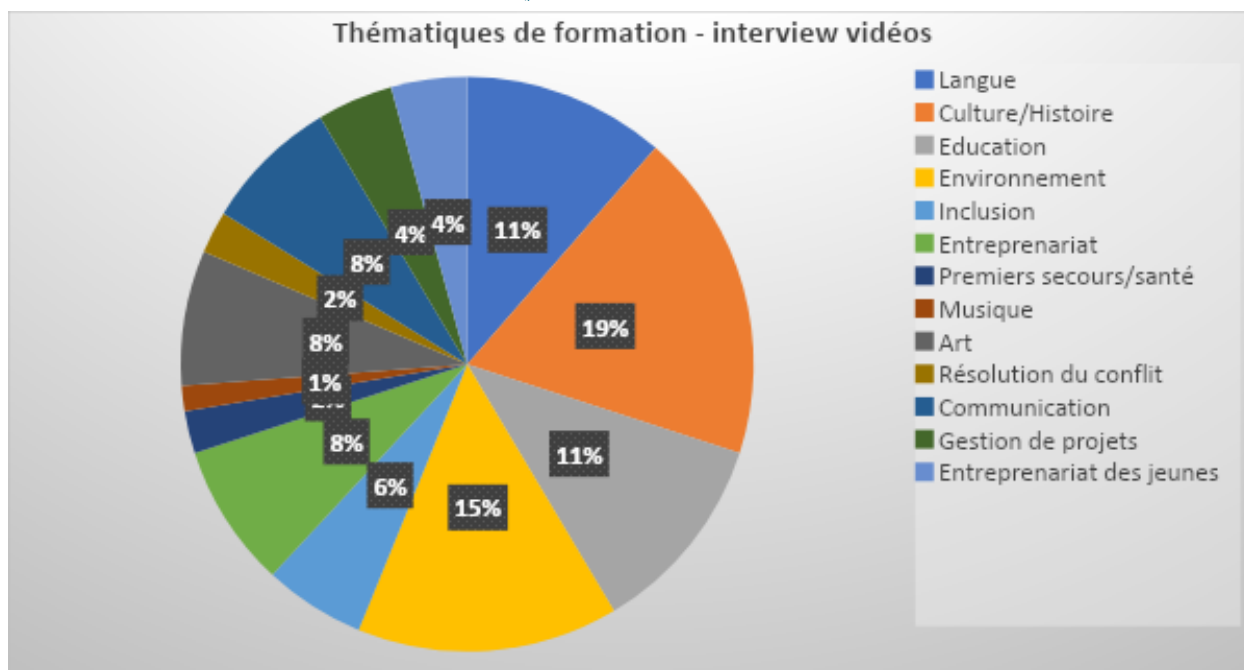
2. Results from video interviews of NGOs

2.1 General Information

The results are based on interviews with 30 non-governmental organizations (NGOs). The volunteer work organized by the NGOs interviewed was mainly in Europe and internationally.

Type de volontariat - Interview vidéo

Local · National · Européen · International
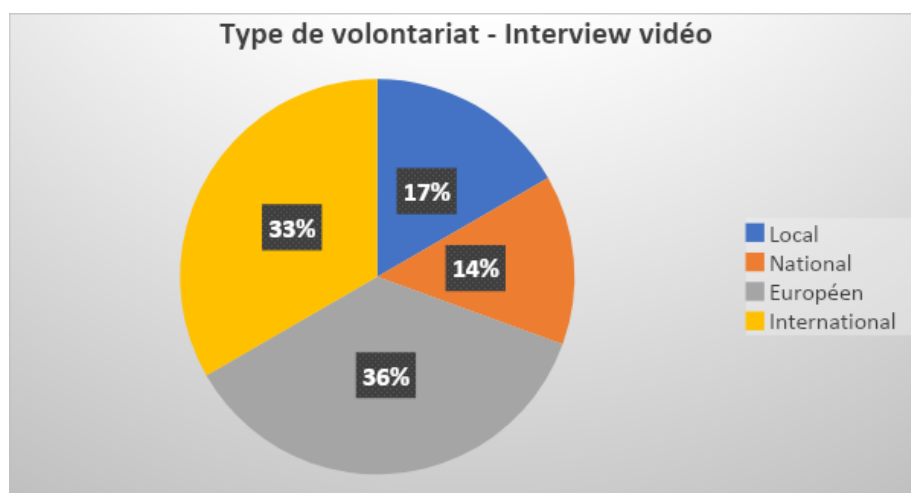
2.2 The volunteer and the tutor

The preferred type of tutoring is reinforced tutoring. Most of the tutors set up regular meetings with the volunteers in order to allow a follow-up. They make themselves available for the volunteers. This is the main tool used for tutoring.
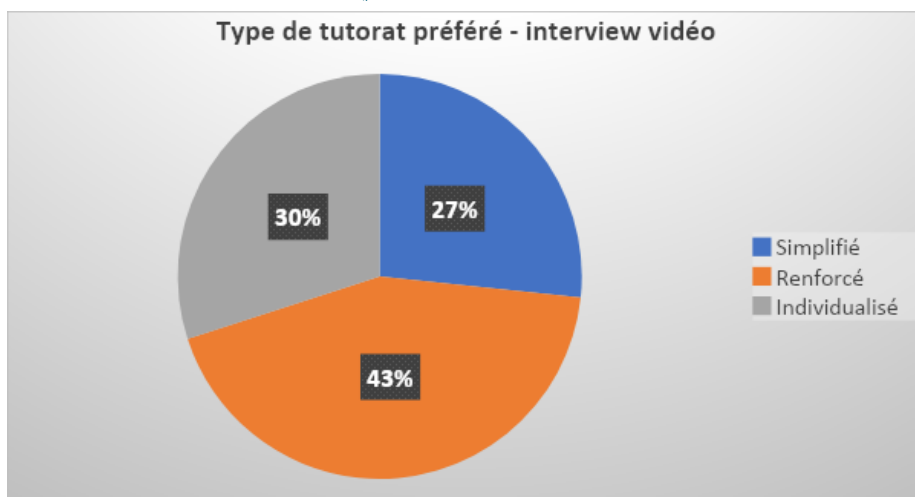
The skills sought by NGOs in volunteers are mainly **motivation, organization, understanding, commitment, responsibility, adaptation, open-mindedness and group spirit.**
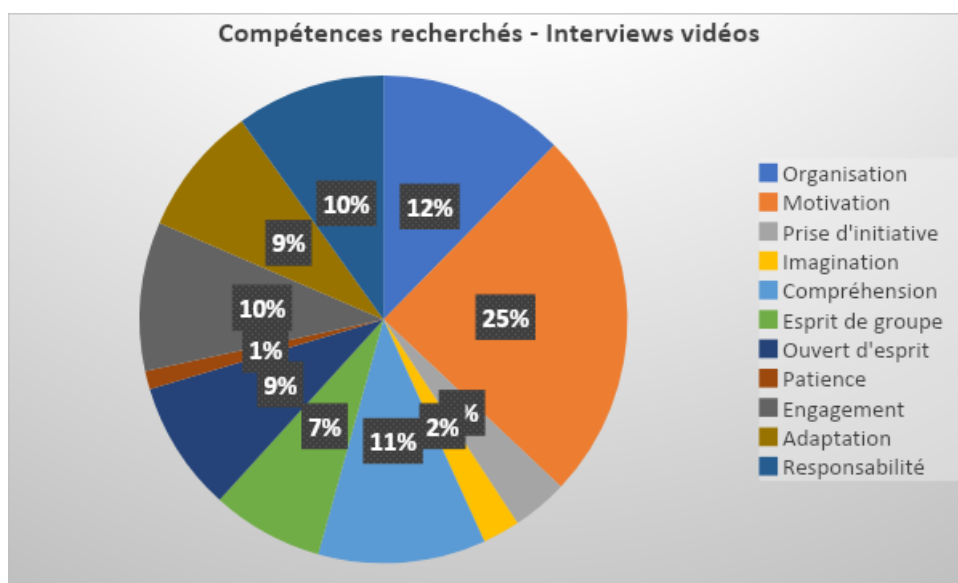
The difficulties encountered by the NGOs with the volunteers were mainly adaptation, administrative, **linguistic and cultural difficulties.**

Difficultés rencontrés - interview vidéo

- Culturelles — 16%
- Linguistiques — 16%
- D'adaptation — 26%
- Administratif — 19%
- Financement — 7%
- Logement — 5%
- Recherche d'association d'envoi — 2%
- Manque de préparation — 7%
- Timidité — 2%
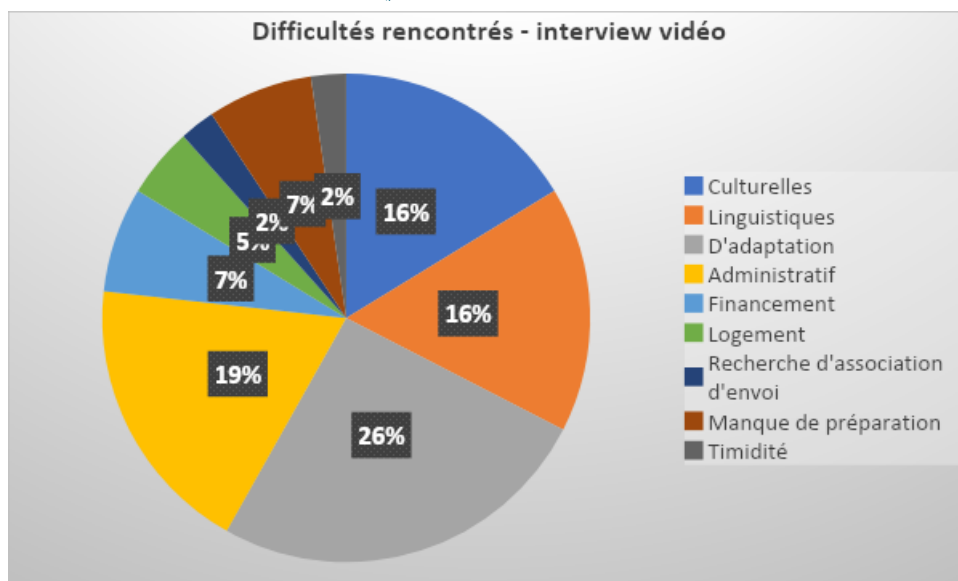
2.3 Training from a distance

The vast majority of NGOs have already done e-tutoring. The majority of them have also benefited from e-learning

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E-tutoring - Interview vidéo

- Oui — 80%
- Non — 20%
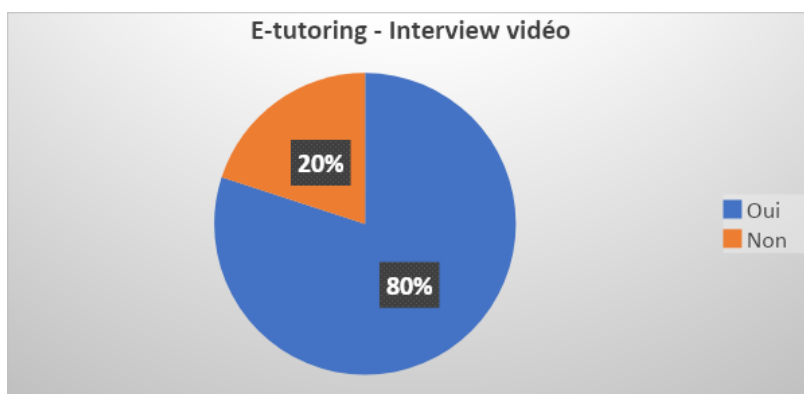
III. FINAL ANALYSIS FROM THE RESULTS OF THE ONLINE QUESTIONNAIRES AND VIDEO INTERVIEWS

The purpose of this research was to provide an overview of the current status of our platform and the online training needs of volunteers. The results of the research are presented in the form of infographics and key figures, and scientific analysis and interpretation of the data to facilitate the reading and exploitation of these data. The results of the research have been put online on our platform and the websites of the consortium members, translated into 4 languages (French, English, Greek and Romanian). They were also distributed by e-mail to the ESC actors consulted.

1. The needs and expectations of volunteers

Through the results of the questionnaires and the interviews with the volunteers, we can establish several findings.

First of all, the learning method preferred by the volunteers is the kinesthetic method (touch and do), while pointing out a need for **the objectives and learning methods in relation to volunteering, the themes sought by the volunteers, the project, the support, and the training provided are:**

Méthodes d'apprentissages- Final
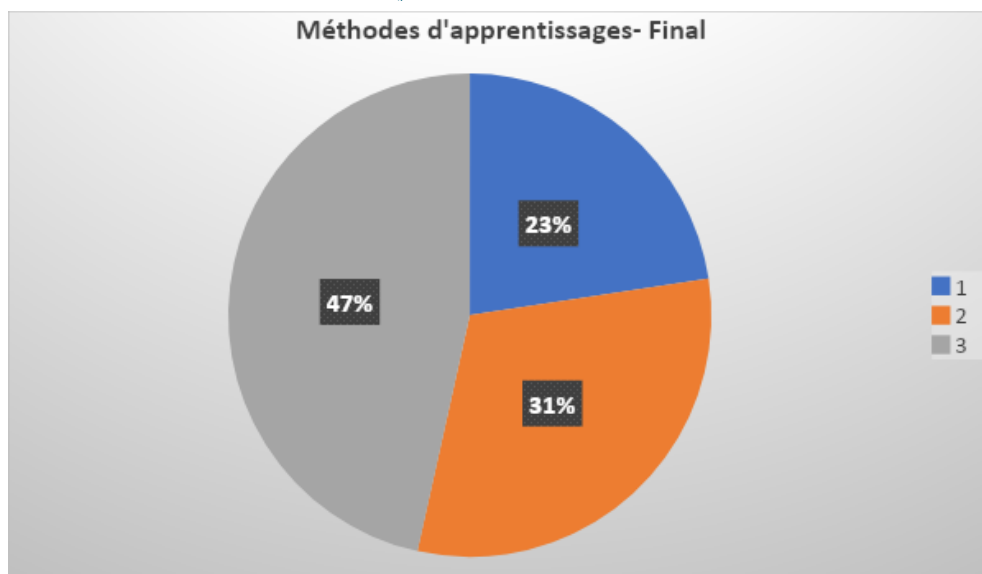
Secondly, most of the volunteers want to have a tutor who can give them the necessary information for their volunteering and who is available and attentive to their needs. A relationship of trust is also important to establish between the tutor and the volunteer so that the latter feels comfortable and confident asking the necessary questions and for the progress of his or her volunteering. The study revealed the need for volunteers to be supported and informed about their voluntary service: good practices and methods of supporting volunteers, organization, establishing a relationship of trust, being rigorous and having the right information, in line with the creation of **an e-learning program on intercultural, interpersonal, social and civic communication** (teamwork, conflict resolution, investment, interpersonal skills, communicating appropriately...). The involvement and investment of the volunteers in this tutoring process will also be appreciated by the NGOs, who will be accompanied by our e-mentoring platform for a **better feedback and evaluation to the volunteers.**

Accompagnement idéal - Final

■	1
■	2
■	3
■	4
■	5
■	6

19% · 23% · 12% · 22% · 13% · 11%
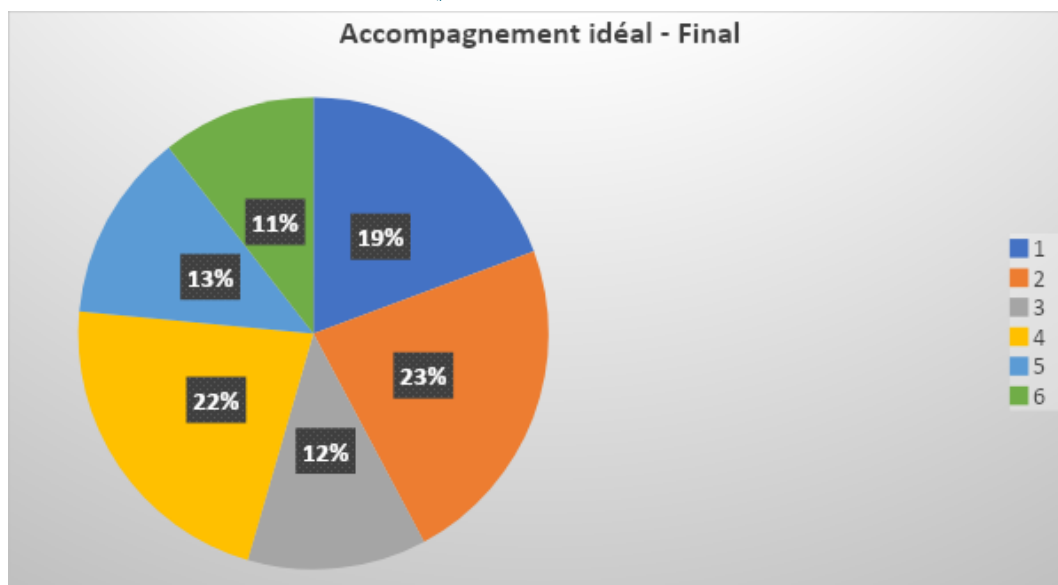
The majority of volunteers prefer using a phone rather than a computer for e-learning, while also needing support in **e-training and e-learning** (understanding the different aspects of e-learning, tutoring and e-training).

Outil préféré - Final

■	1
■	2

42% · 58%
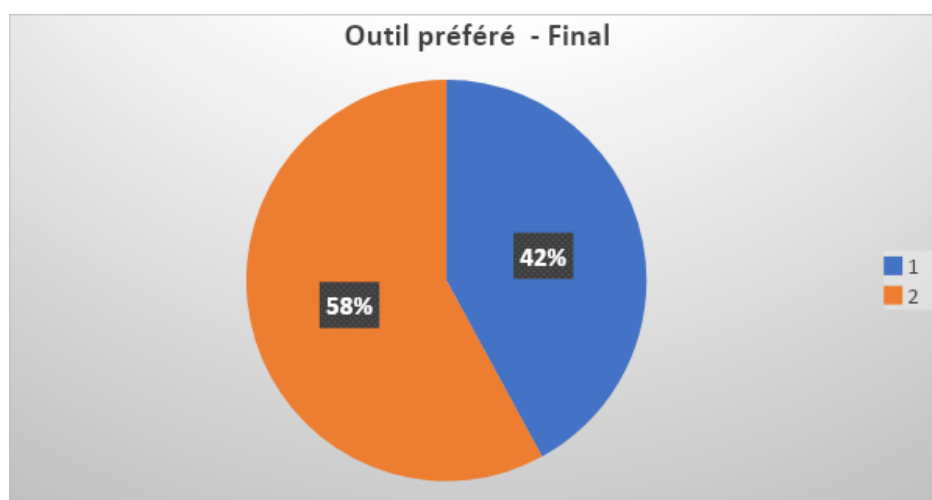
In general, the training topics sought by volunteers are more :

❖ **The culture and history of the host country:** cultural codes, customs, cuisine, religion, tradition... In order to learn more about the country, to develop an open mind and to avoid misunderstandings.

❖ **Art**: music, dance, singing, drawing, painting... Especially for volunteers who plan to do teach during their volunteering.

❖ **Languages**: English but also notions of the language of the host country.

❖ **Environment**: sustainable development, nature, environmental protection, renewable energy, animal protection, biodiversity.

❖ **Entrepreneurship**: project design and management, entrepreneurship for young people.

- ❖ *Education*: the school system and functioning of the host country, teaching methods, accompanying children, make pedagogical activities and educational workshops for children.
- ❖ *Health and first aid:* vaccinations required for the host country, hygiene, care and health care on site, learning first aid.
- ❖ *Communication*: non-violent communication, between volunteers, with the NGO or the tutor, but also with volunteers and local people.
- ❖ *Inclusion and solidarity*: towards people with disabilities, refugees or migrants, the elderly, people with economic, social and/or health problems, isolated people, vulnerable or school drop-out children, international solidarity.
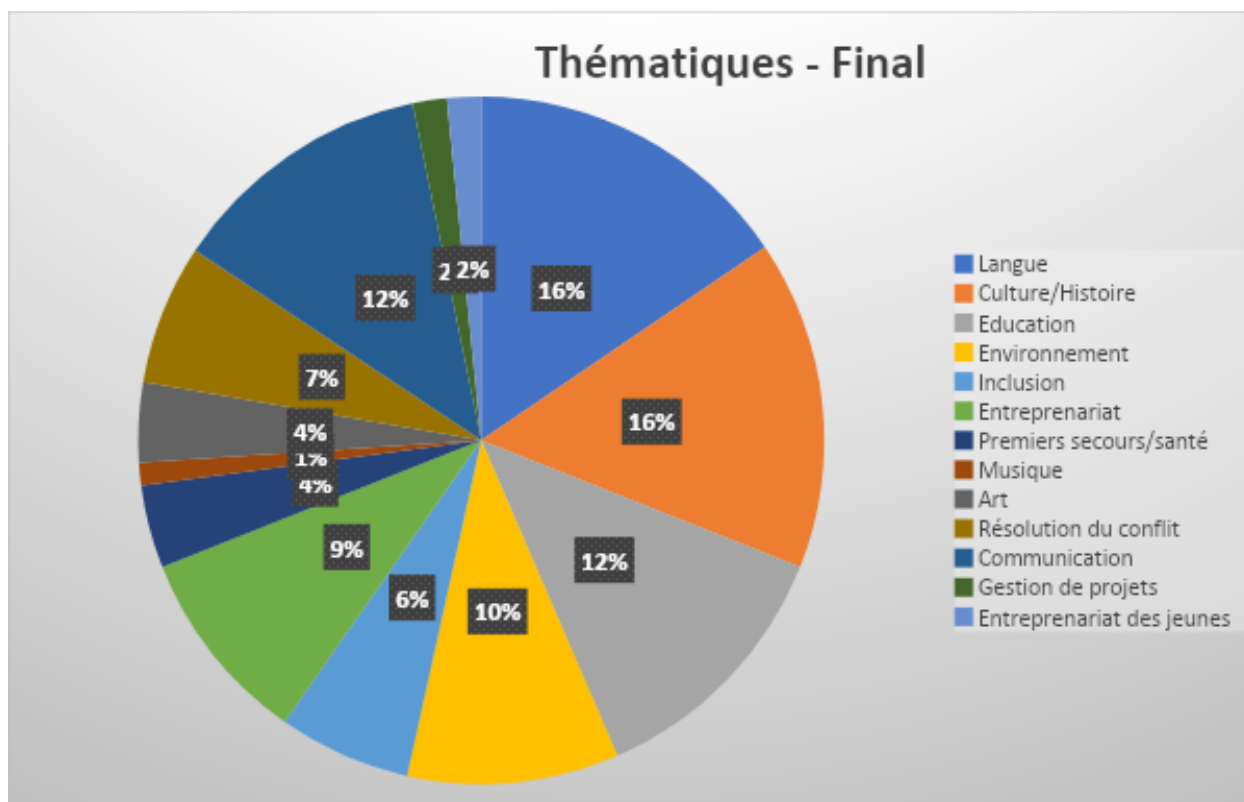
These themes can be integrated into the training program of the volunteers, including exercises, workshops and activities related to this for the preparation of the volunteer work or during the volunteer work.

The essential acquired volunteer skills, in order of preference:

2. *Communication*: expressing oneself, interacting, being understood and understanding the ideas of others.
3. *Open-mindedness:* towards the host country, local people and volunteers, their culture, habits and way of life.
4. *Altruism and benevolence towards others*: volunteers, local volunteers and inhabitants, partners... In order to create a climate of trust and mutual aid.

5. *Self-confidence*: discovering one's limits, strengths and weaknesses
6. *Adaptation:* to meet new challenges quickly, to solve problems and make healthy decisions, to adapt to new projects.
7. *La Motivation:* for the project, the proposed activities, the discovery of the country and its culture.
8. *Curiosity*: about the country, the people, the architecture, the environment, the culture and tradition... Curiosity about what volunteering can bring, while remaining respectful.
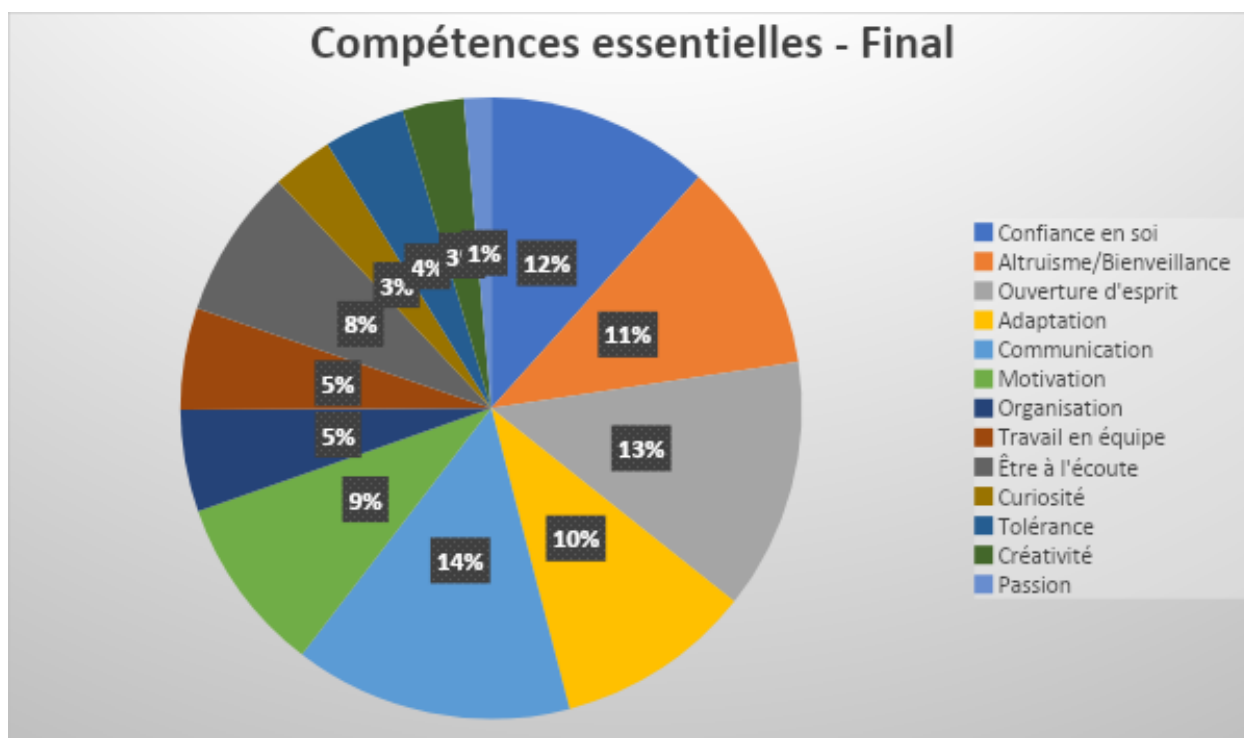
The e-learning courses would allow to develop and deepen essential skills for volunteering, notably communication, management of communication tools (notably social media), to gain self-confidence, to be able to adapt to the specific tasks of volunteering and to the country in which the volunteering takes place, to better express oneself orally and to better organize oneself (organize one's ideas and organize oneself materially)

9.   The needs and expectation of NGOs who host or send volunteers

The majority of the tutors are satisfied with the relationship they have with the volunteers. However, some difficulties are recurrent for the NGOs, especially in the expectations,

positioning and adaptation of the volunteers. **Moreover, the culture and history of the host and/or sending country** can sometimes lead to misunderstandings and misinterpretations. Finally, the administrative procedures can sometimes be a hindrance to the accompaniment. Maintaining regular contact can also sometimes be complicated, especially because volunteers and tutors do not always have the same availability.

Difficultés rencontrées - Final

■	Culturelles
■	Linguistiques
■	D'adaptation
■	Administratif
■	Financement
■	Logement
■	Recherche d'association d'envoi
■	Manque de préparation
■	Timidité
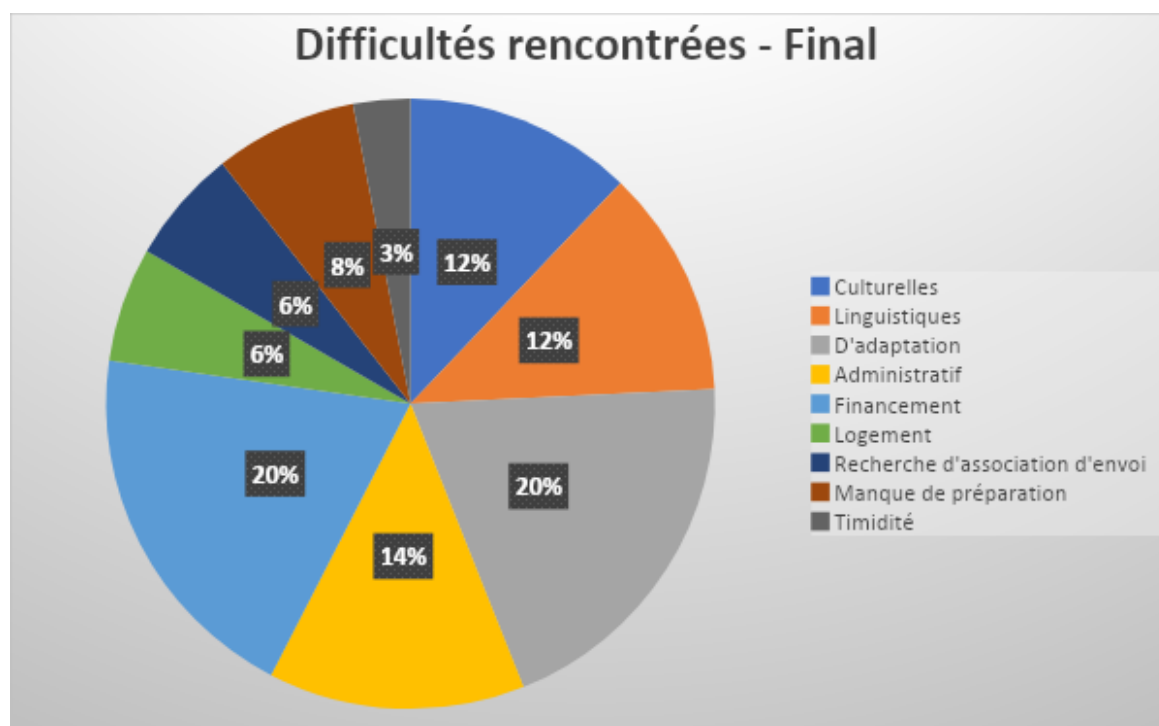
For most NGOs, mentoring is considered essential for the proper accompaniment of volunteers. **Tutoring training** could be offered to NGO members, staff and tutors in order to provide appropriate support for volunteers. Availability and organization between tutors and volunteers seem to be sometimes complicated, it would be important to raise awareness on this point in the trainings, especially by proposing tools for this. This element is also considered essential by the volunteers, in order to benefit from the necessary information, follow-up and subsequently establish a relationship of trust with the NGOs and the tutors.

Type de tutorat préféré - Final

- Simplifié — 29%
- Renforcé — 53%
- Individualisé — 18%
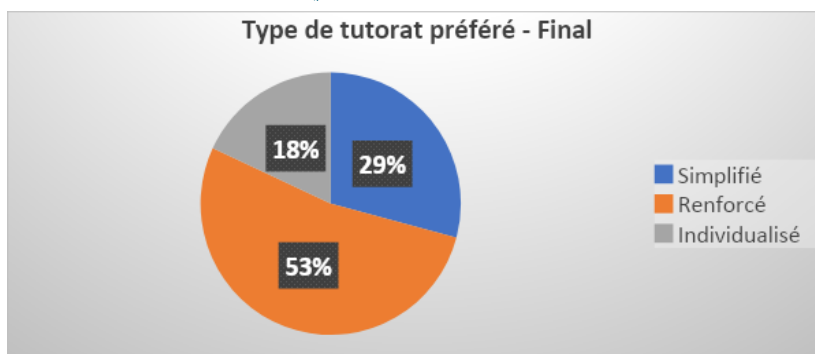
The e-learning courses for NGOs could therefore offer workshops on :

❖ *Accompanying and informing volunteers:* on good practice and methods of accompanying volunteers, organization, establishing a relationship of trust, being rigorous and having the right information.

❖ *Learning objectives and methods:* in relation to volunteering, to the themes sought by the volunteers, to the project, to the accompaniment, to the training given.

❖ *Non-violent communication:* in order to manage mutual understanding, the positive progress of the project, the resolution of conflicts and to transmit techniques of good communication between the volunteers, with the companions as well as between the volunteers and the volunteers and/or local inhabitants.

❖ *Conflict management:* between volunteers, between volunteers and volunteers and/or local inhabitants.

Comprétences nécessaires - Final

- Organisation — 10%
- Motivation — 24%
- Prise d'initiative — 3%
- Imagination — 4%
- Compréhension — 14%
- Esprit de groupe — 6%
- Ouvert d'esprit — 8%
- Patience — 4%
- Engagement — 9%
- Adaptation — 6%
- Responsabilité — 12%
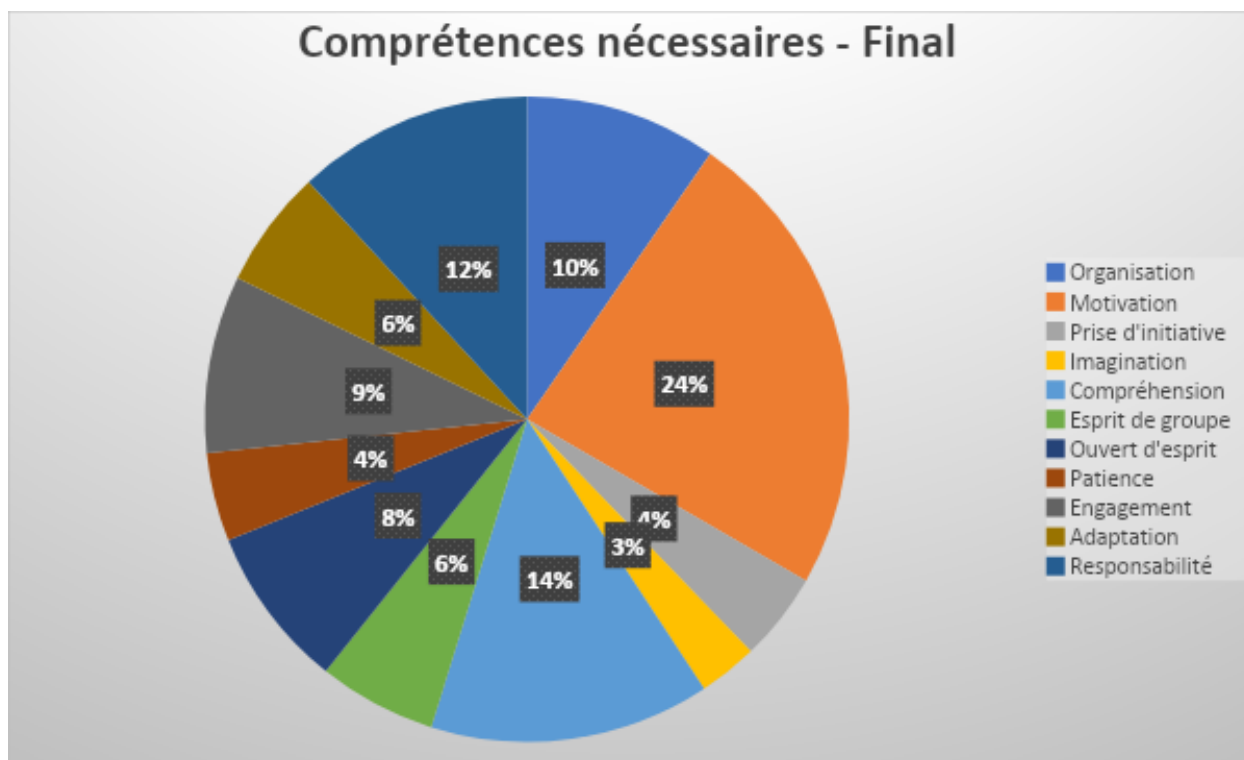
All four elements were identified by NGOs as important in mentoring.

10. Analysis of the results for the creation of new e-learning courses

Based on all the results obtained from the questionnaires and the video interviews with volunteers and NGOs, we can put forward several elements for the creation of e-learning courses.

First of all, the e-platforms could offer training adapted to the cell phone, as most volunteers prefer this tool, but it could also be adapted to the computer, as this tool is also appreciated by volunteers for certain exercises (especially as the screen is larger).

In addition, the online activities could rely more on a kinesthetic learning method (touch and do to learn), according to the results this is the most popular learning method. However, the visual learning method (reading and writing to learn) was also important among the volunteers. In addition, although the auditory learning method (listening and talking to learn) is less popular, it is still present. Therefore, it would be appropriate to provide activities using different learning methods and themes.

In addition, the trainings offered could be both online and offline, blended learning is a good option for most volunteers. It also seems that many NGOs and tutors recommend physical meetings. In addition, social and collaborative learning is also regularly mentioned, allowing contact with other volunteers via instant messaging, chat, etc. which will be added to the e-platform in order to have direct contact with the e-tutor and this would allow meeting other volunteers. This was mentioned by the volunteers and took place as part of online trainings that they may have taken before. This type of learning allowed for peer support, getting to know each other and exchanging with volunteers.

We can establish an observation from a cross-reference between the answers of the volunteers and the NGOs. Indeed, we can see that the NGOs mostly offer volunteering in the field of education, cultural diversity, inclusion, environment, social service and health, fields that seem to interest the volunteers according to the results. The e-learning courses could therefore focus their themes on these topics.

Thus, according to the results of the IO1 analysis (questionnaires and interviews), the different training themes that emerge from the report's statistics correspond in part to the existing training courses to be improved according to the data, but also allow us to identify 10 new training themes to be created (*see Annex 1*) :

1. **The culture and history of the host country**: cultural codes, customs, cuisine, religion, tradition... in order to learn more about the country, to develop an open mind and to avoid misunderstandings.
2. **Entrepreneurship**: project design and management, youth entrepreneurship.
3. **Intercultural, interpersonal, social and civic communication:** interpersonal skills, friendliness, dynamism, flexibility, teamwork, conflict resolution, investment,

interpersonal skills, communicating appropriately, being informed about current events, participating in civic life, ability to work in a team, taking into account different opinions

4. **Inclusion and solidarity:** towards people with disabilities, refugees or migrants, the elderly, people experiencing economic, social and/or health difficulties, isolated people, vulnerable children or school dropouts, international solidarity.

5. **Objectives and learning methods:** in relation to the volunteer work, the themes sought by the volunteers, the project, the accompaniment, the training provided.

6. **Non-violent communication:** in order to manage the good understanding, the good progress of the project, the resolution of conflicts and to transmit techniques of good communication between the volunteers, with the guides as well as between the volunteers and the volunteers and/or the local inhabitants.

7. **Essential skills:** considered essential for volunteers and NGOs to succeed in their ESC, openness, adaptation, motivation, self-confidence, communication, responsibility, commitment, organization.

8. **NGO tutoring and e-tutoring:** feedback and evaluation to volunteers for recognition of skills developed through the e-learning platform.

9. **Online communication:** mastering your online communication, creating tools to promote your online experience.

10. **Online training and e-learning**: understanding the different aspects of e-learning, tutoring and online learning.

As stated in the objective of the ESC-2-Learn project, these e-learning courses will not only develop skills and knowledge. Even if some people prefer face-to-face training or meetings, many people mention that these e-learning courses are and will be beneficial and supportive for volunteering or mentoring, especially following the Covid-19 health crisis.

APPENDICES

ANNEX 1

EXISTING TRAINING TO BE IMPROVED			
General topic for e-learning based on the IO1 report	**Responsible partner**	**Existing E-training**	**Partner proposal from IO1 analysis**
Art: music, dance, singing, drawing, painting... Especially for volunteers who plan to do education in their volunteering.	ST	Working with kids in early age school through art	To be improved according to IO1 data
Languages: English, but also notions of the language of the host country	ST	How to improve foreign language skills	To be improved according to IO1 data
	ST	EVS enlight	To be improved according to IO1 data
	ATA	English Communication Training	To be improved according to IO1 data
	ST	Course For EVS Volunteers	To be improved according to IO1 data
Environment: sustainable development, nature, environmental protection, renewable energy, animal protection, biodiversity	ST	The importance of ecological et educational toys.	To be improved according to IO1 data
	ST	Sustainability and ecology	To be improved according to IO1 data
	ST	The importance of ecological & educational toys	To be improved according to IO1 data
	ATA	Living Eco Friendly !	To be improved according to IO1 data
Education: the school system and functioning of the host country, the teaching methods, the accompaniment of the children, the animation with the children, the adapted and ludic games.	ST	How to prepare a city camp	Sport
	ST	Non-Formal Education methods and activities	To be improved according to IO1 data
Health and first aid: vaccinations required for the host country, hygiene, care and health on site, first aid training.	ST	Save others life	Covid as a source of inspiration
Accompanying and informing volunteers: on good practices and methods of accompanying volunteers, organization, establishing a relationship of trust, being rigorous and having the right information.	AMSED	To be a volunteer	- Kitchen & Cleaning -What not to expect from a ESC project - Self-knowledge to better understand my own role within the volunteer team and staff.
	ST	Looking for the future	
	ST	Following your learning path during EVS	
	ST	ΣΟΣ On Arrival Training Course	
	AMSED	Take Control of Your EVS Experience	
	ATA	How to be successful in fundraising	
Conflict management: between volunteers, between volunteers and volunteers and/or local residents	ST	The Art of Conflict Management	Conflict management and resolution
Inclusion and solidarity: towards people with disabilities, refugees or migrants, the elderly, people with economic, social and/or health problems, isolated people, vulnerable children or school dropouts, international solidarity.	ATA	Everything you want to know about disability, but you are too afraid to ask	Talking with your hands - sign language

		AMSED	Digital Skills Training for EVS	To be improved according to IO1 data
Digital knowledge		AMSED	Digital Skills Training for EVS	To be improved according to IO1 data
Multicultural communication		AMSED	Building bridges with EVS	To be improved according to IO1 data

E-TRAINING CREATED		
Responsible partner	**E-learning topic based on the IO1 report**	**Partner proposal from IO1 analysis**
ST	The culture and history of the host country: cultural codes, customs, cuisine, religion, tradition... In order to learn more about the country, develop an open mind and avoid misunderstandings.	
ST	Entrepeunariat: project design and management, entrepreneurship for youth.	
ST	Intercultural, interpersonal, social and civic communication: interpersonal skills, friendliness, dynamism, flexibility, teamwork, conflict resolution, investment, interpersonal skills, communicating appropriately, being informed about current events, participating in civic life, ability to work in a team, taking into account different opinions.	Emotional Management
ST	Inclusion and solidarity: towards people with disabilities, refugees or migrants, the elderly, people experiencing economic, social and/or health difficulties, isolated people, vulnerable children or school dropouts, international solidarity.	
ATA	Learning objectives and methods: in relation to the volunteering, the themes sought by the volunteers, the project, the support, the training provided.	Hero's Journey Constructing ideas
ATA	Non-violent communication: in order to manage the good understanding, the good progress of the project, the resolution of conflicts and to transmit techniques of good communication between the volunteers, with the guides as well as between the volunteers and the volunteers and/or the local inhabitants.	Transactional Analysis
ST	Core Competencies: considered essential for volunteers and NGOs to succeed in CES, open-mindedness, adaptability, motivation, self-confidence, communication, responsibility, commitment, organization.	-Laughter exercises for well-being -Key Skills - How to Write - Youthpass -Time, money and resource management -How to make a plan, set goals, use a calendar or agenda to stay focused on your goals -How to prioritize for a balanced ESC and life?
AMSED	NGO tutoring and e-tutoring: feedback and evaluation to volunteers for recognition of skills developed through the e-learning platform.	
AMSED	Online communication: mastering your online communication, creating tools to promote your online experience.	Digital Storytelling
ST	E-learning and e-learning: understanding the different aspects of e-learning, tutoring and online learning.	How to plan your own training

ANNEXE 2
INFROGRAPHICS

INFOGRAPHIE
ESC–2–LEARN – FRANCE

Détecter les besoins spécifiques en termes de formation et soutien des bénéficiaires
(volontaires du coprs européen de solidarité)

INFORMATIONS GÉNÉRALES

127 VOLONTAIRES

Majoritairement des femmes, ont répondu aux différentes questionnaires en ligne et interviews vidéos en français et anglais pour le compte de l'AMSED.

TYPE DE VOLONTAIRIAT

- 13% Local/National
- 50% Européen
- 37% International

LE VOLONTARIAT ET LE TUTORAT

MÉTHODE D'APPRENTISSAGE

- 21% Méthode d'apprentissage Lire
- 29% Méthode d'apprentissage Écrire
- 50% Méthode d'apprentissage Toucher/Faire

L'ACCOMPAGNEMENT IDÉAL

- 24% Information
- 25% Communication
- 10% Suivi
- 9% Disponibilité
- 15% Relation de confiance
- 17% Formation

LES COMPÉTENCES ESSENTIELLES

- 17% Confiance en soi
- 14% Altruisme/Bienveillance
- 10% Ouverture d'esprit
- 9% Adaptation
- 13% Communication
- 9% Motivation
- 8% Organisation
- 4% Travail en équipe
- 5% Être à l'écoute
- 3% Curiosité
- 2% Tolérance
- 1% Créativité
- 4% Passion

Pour la majorité de volontaires répondants de l'AMSED, un accompagnement idéal nécessite de l'information et de la communication avec le tuteur et l'ONG, ainsi qu'un suivi approfondi et enfin une disponibilité. Par la suite, l'instauration d'une relation de confiance entre le tuteur et le volontaire est importante pour beaucoup.

Les compétences jugées essentielles à avoir par les volontaires AMSED sont par ordre de préférence:
1. La confiance en soi
2. L'altruisme et la bienveillance envers les autres
3. La communication
4. L'ouverture d'esprit
5. La motivation

LA FORMATION À DISTANCE

L'APPRENTISSAGE EN LIGNE

- 54% Apprentissage en ligne Oui
- 46% Apprentissage en ligne Non

LES OUTILS DE PRÉDILECTIONS

- 43% Outil préféré Ordinateur
- 57% Outil préféré Téléphone

LES THÉMATIQUES DE FORMATIONS PRIVILÉGIÉS

- 14% Langue
- 17% Culture/Histoire
- 14% Education
- 12% Environnement
- 8% Inclusion
- 11% Entreprenariat
- 3% Premiers secours/santé
- 2% Musique
- 9% Art
- 9% Résolution du conflit
- Communication

De manière générale, les sujets de formation recherchés par les volontaires sont par ordre de préférence:
1. La culture et l'histoire du pays d'accueil
2. Education
3. Les langues
4. L'environnement
5. L'entreprenariat
6. La communication
7. La résolution des conflits
8. L'inclusion et la solidarité

Ces thématiques pourront donc être intégrées dans le parcours de formation des volontaires, notamment, des exercices, ateliers et activités en lien à cela pour la préparation au volontariat ou durant celui-ci.

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INFOGRAPHIE
ESC–2–LEARN – GRÈCE

Détecter les besoins spécifiques en termes de formation et soutien des bénéficiaires
(volontaires du coprs européen de solidarité)

INFORMATIONS GÉNÉRALES

101 VOLONTAIRES

Majoritairement des femmes, ont répondu aux différentes questionnaires en ligne et interviews vidéos en français et anglais pour le compte de Solidarity Tracks.

TYPE DE VOLONTAIRIAT

- Local/National — 23%
- Europe — 66%
- International — 11%

LE VOLONTARIAT ET LE TUTORAT

MÉTHODE D'APPRENTISSAGE

- Lire — 23%
- Écrire — 30%
- Toucher/Faire — 47%

L'ACCOMPAGNEMENT IDÉAL

- Information — 16%
- Communication — 21%
- Suivi — 14%
- Disponibilité — 29%
- Relation de confiance — 13%
- Formation — 7%

LES COMPÉTENCES ESSENTIELLES

- Confiance en soi — 9%
- Altruisme/Bienveillance — 9%
- Ouverture d'esprit — 13%
- Adaptation — 12%
- Communication — 16%
- Motivation — 9%
- Organisation — 3%
- Travail en équipe — 6%
- Être à l'écoute — 9%
- Curiosité — 4%
- Tolérance — 5%
- Créativité — 4% 1%
- Passion

Pour la majorité de volontaires répondants de Solidarity Tracks, un accompagnement idéal nécessite de la disponibilité de la part de son tuteur, de la communication avec le tuteur et l'ONG, de l'information ainsi qu'un suivi approfondi et enfin une disponibilité. Par la suite, l'instauration d'une relation de confiance entre le tuteur et le volontaire est importante pour beaucoup.

Les compétences jugées essentielles à avoir par les volontaires Solidarity Tracks sont par ordre de préférence:

1. La communication
2. L'ouverture d'esprit
3. L'adaptation
4. L'altruisme et la bienveillance envers les autres
5. La motivation

LA FORMATION À DISTANCE

L'APPRENTISSAGE EN LIGNE

- Oui — 55%
- Non — 45%

LES OUTILS DE PRÉDILECTIONS

- Ordinateur — 43%
- Téléphone — 57%

LES THÉMATIQUES DE FORMATIONS PRIVILÉGIÉS

- Langue — 14%
- Culture/Histoire — 13%
- Education — 14%
- Environnement — 10%
- Inclusion — 6%
- Entreprenariat — 9%
- Premiers secours/santé — 5%
- Musique — 1%
- Art — 5%
- Résolution du conflit — 6%
- Communication — 14%
- Gestion de projets — 2%
- Entreprenariat des jeunes — 1%

De manière générale, les sujets de formation recherchés par les volontaires sont par ordre de préférence:

1. Les langues
2. La communication
3. L'éducation
4. La culture et l'histoire du pays d'accueil
5. L'environnement
6. L'entreprenariat
7. L'inclusion et la solidarité
8. La résolution des conflits

Ces thématiques pourront donc être intégrées dans le parcours de formation des volontaires, notamment, des exercices, ateliers et activités en lien à cela pour la préparation au volontariat ou durant celui-ci.

INFOGRAPHIE
ESC–2–LEARN – ROUMANIE

Détecter les besoins spécifiques en termes de formation et soutien des bénéficiaires
(volontaires du coprs européen de solidarité)

INFORMATIONS GÉNÉRALES

127 VOLONTAIRES

Majoritairement des femmes, ont répondu
aux différentes questionnaires en ligne et
interviews vidéos en français et anglais pour
le compte de ATA.

TYPE DE VOLONTAIRIAT

- Local/National
- Europe
- International

7% — 14% — 79%

LE VOLONTARIAT ET LE TUTORAT

MÉTHODE D'APPRENTISSAGE

- Lire — 23%
- Écrire — 34%
- Toucher/Faire — 43%

L'ACCOMPAGNEMENT IDÉAL

- Information — 19%
- Communication — 24%
- Suivi — 11%
- Disponibilité — 28%
- Relation de confiance — 10%
- Formation — 8%

LES COMPÉTENCES ESSENTIELLES

- Confiance en soi — 10%
- Altruisme/Bienveillance — 10%
- Ouverture d'esprit — 14%
- Adaptation — 9%
- Communication — 13%
- Motivation — 10%
- Organisation — 6%
- Travail en équipe — 6%
- Être à l'écoute — 9%
- Curiosité — 3%
- Tolérance — 5%
- Créativité — 4' 1%

Pour la majorité de volontaires répondants de
ATA, un accompagnement idéal nécessite de la
disponibilité de la part de son tuteur, de la
communication avec le tuteur et l'ONG, de
l'information ainsi qu'un suivi approfondi et enfin
une disponibilité. Par la suite, l'instauration d'une
relation de confiance entre le tuteur et le
volontaire est importante pour beaucoup.

Les compétences jugées essentielles à avoir par les
volontaires ATA sont par ordre de préférence:

1. L'ouverture d'esprit
2. La communication
3. L'adaptation
4. L'altruisme et la bienveillance envers les autres
5. La confiance en soi

LA FORMATION À DISTANCE

L'APPRENTISSAGE EN LIGNE

- Oui — 64%
- Non — 36%

LES OUTILS DE PRÉDILECTIONS

- Ordinateur — 40%
- Téléphone — 60%

LES THÉMATIQUES DE FORMATIONS PRIVILÉGIÉS

- Langue — 20%
- Culture/Histoire — 18%
- Education — 9%
- Environnement — 7%
- Inclusion — 4%
- Entreprenariat — 7%
- Premiers secours/santé — 2%
- Musique — 5%
- Art
- Résolution du conflit — 15%
- Communication — 4%
- Gestion de projets — 5%
- Entreprenariat des jeunes

De manière générale, les sujets de formation
recherchés par les volontaires sont par ordre de
préférence:

1. Les langues
2. La culture et l'histoire du pays d'accueil
3. La communication
4. L'éducation
5. L'environnement
6. L'entreprenariat
7. L'inclusion et la solidarité
8. La résolution des conflits

Ces thématiques pourront donc être intégrées
dans le parcours de formation des volontaires,
notamment, des exercices, ateliers et activités
en lien à cela pour la préparation au volontariat
ou durant celui-ci.

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of the European Union
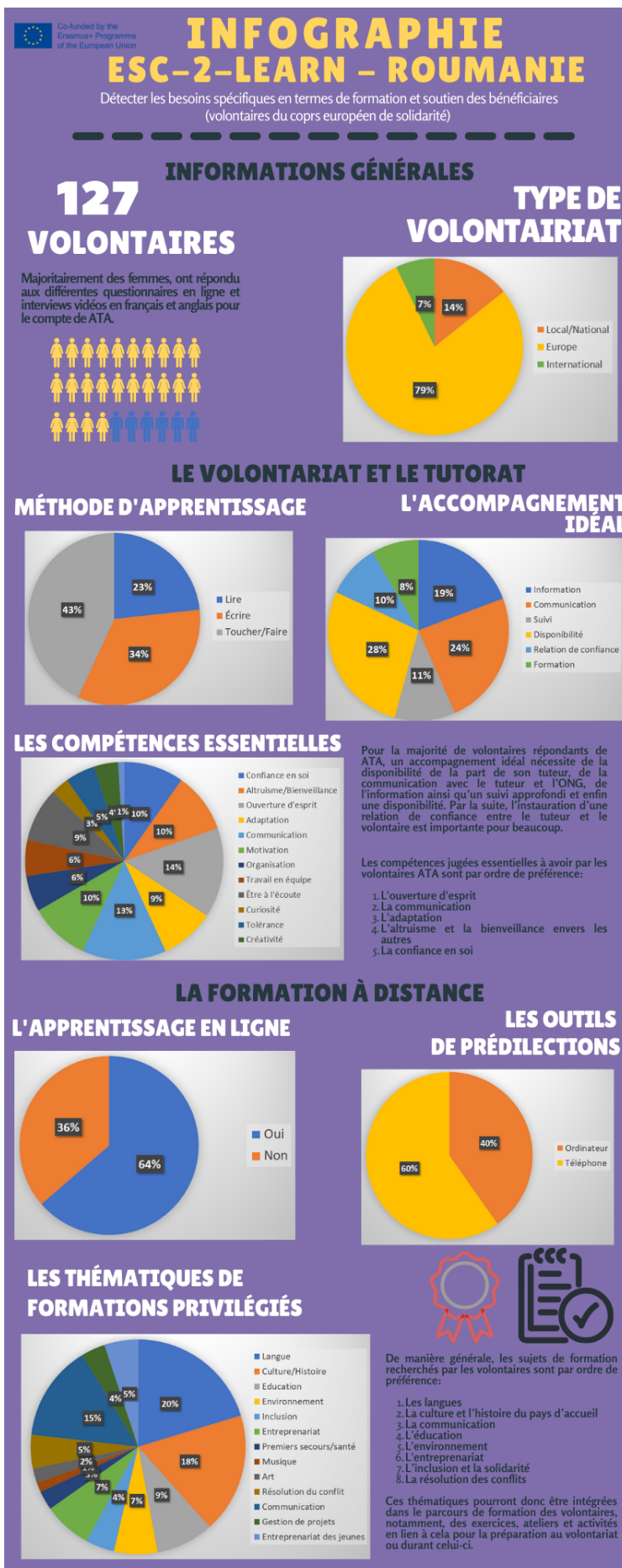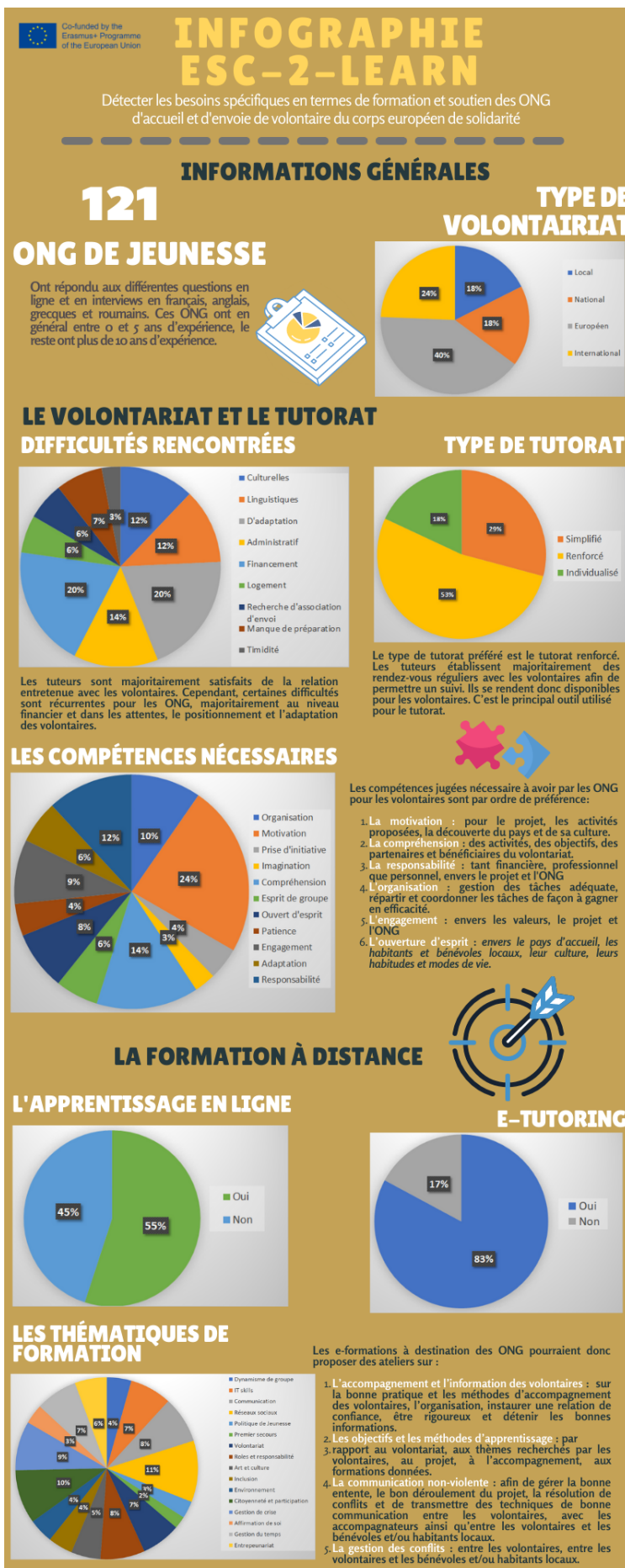
INFOGRAPHIE ESC–2–LEARN

Détecter les besoins spécifiques en termes de formation et soutien des ONG d'accueil et d'envoie de volontaire du corps européen de solidarité

INFORMATIONS GÉNÉRALES

121

ONG DE JEUNESSE

Ont répondu aux différentes questions en ligne et en interviews en français, anglais, grecques et roumains. Ces ONG ont en général entre 0 et 5 ans d'expérience, le reste ont plus de 10 ans d'expérience.

TYPE DE VOLONTAIRIAT

- Local — 18%
- National — 18%
- Européen — 40%
- International — 24%

LE VOLONTARIAT ET LE TUTORAT

DIFFICULTÉS RENCONTRÉES

- Culturelles — 12%
- Linguistiques — 12%
- D'adaptation — 20%
- Administratif — 14%
- Financement — 20%
- Logement — 6%
- Recherche d'association d'envoi — 6%
- Manque de préparation — 7%
- Timidité — 3%

Les tuteurs sont majoritairement satisfaits de la relation entretenue avec les volontaires. Cependant, certaines difficultés sont récurrentes pour les ONG, majoritairement au niveau financier et dans les attentes, le positionnement et l'adaptation des volontaires.

TYPE DE TUTORAT

- Simplifié — 29%
- Renforcé — 53%
- Individualisé — 18%

Le type de tutorat préféré est le tutorat renforcé. Les tuteurs établissent majoritairement des rendez-vous réguliers avec les volontaires afin de permettre un suivi. Ils se rendent donc disponibles pour les volontaires. C'est le principal outil utilisé pour le tutorat.

LES COMPÉTENCES NÉCESSAIRES

- Organisation — 10%
- Motivation — 24%
- Prise d'initiative — 4%
- Imagination — 3%
- Compréhension — 14%
- Esprit de groupe — 6%
- Ouvert d'esprit — 8%
- Patience — 4%
- Engagement — 9%
- Adaptation — 6%
- Responsabilité — 12%

Les compétences jugées nécessaire à avoir par les ONG pour les volontaires sont par ordre de préférence:

1. La motivation : pour le projet, les activités proposées, la découverte du pays et de sa culture.
2. La compréhension : des activités, des objectifs, des partenaires et bénéficiaires du volontariat.
3. La responsabilité : tant financière, professionnel que personnel, envers le projet et l'ONG
4. L'organisation : gestion des tâches adéquate, répartir et coordonner les tâches de façon à gagner en efficacité.
5. L'engagement : envers les valeurs, le projet et l'ONG
6. L'ouverture d'esprit : envers le pays d'accueil, les habitants et bénévoles locaux, leur culture, leurs habitudes et modes de vie.

LA FORMATION À DISTANCE

L'APPRENTISSAGE EN LIGNE

- Oui — 55%
- Non — 45%

E–TUTORING

- Oui — 83%
- Non — 17%

LES THÉMATIQUES DE FORMATION

- Dynamisme de groupe — 4%
- IT skills — 7%
- Communication — 8%
- Réseaux sociaux — 11%
- Politique de jeunesse
- Premier secours
- Volontariat
- Roles et responsabilité — 2%
- Art et culture — 3%
- Inclusion — 7%
- Environnement — 8%
- Citoyenneté et participation — 5%
- Gestion de crise — 4%
- Affirmation de soi — 4%
- Gestion du temps — 10%
- Entrepreuriat — 9%
  (3%, 6%, 7%)

Les e-formations à destination des ONG pourraient donc proposer des ateliers sur :

1. L'accompagnement et l'information des volontaires : sur la bonne pratique et les méthodes d'accompagnement des volontaires, l'organisation, instaurer une relation de confiance, être rigoureux et détenir les bonnes informations.
2. Les objectifs et les méthodes d'apprentissage : par
3. rapport au volontariat, aux thèmes recherchés par les volontaires, au projet, à l'accompagnement, aux formations données.
4. La communication non-violente : afin de gérer la bonne entente, le bon déroulement du projet, la résolution de conflits et de transmettre des techniques de bonne communication entre les volontaires, avec les accompagnateurs ainsi qu'entre les volontaires et les bénévoles et/ou habitants locaux.
5. La gestion des conflits : entre les volontaires, entre les volontaires et les bénévoles et/ou habitants locaux.

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INFOGRAPHIE
ESC–2–LEARN – FRANCE

Co-funded by the
Erasmus+ Programme
of the European Union

Détecter les besoins spécifiques en termes de formation et soutien des ONG
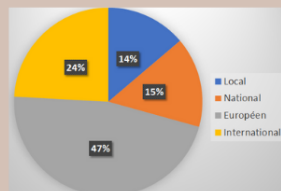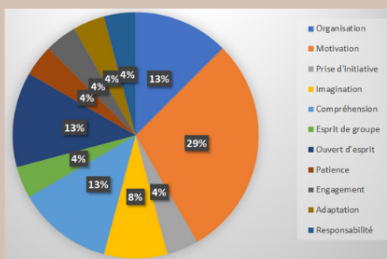d'accueil et d'envoie de volontaire du corps européen de solidarité

INFORMATIONS GÉNÉRALES

47
ONG DE JEUNESSE

Ont répondu aux différentes questions en ligne et en interviews posé par l'AMSED. Ces ONG ont en général entre 0 et 5 ans d'expérience, le reste ont plus de 10 ans d'expérience.

TYPE DE VOLONTAIRIAT

- Local — 14%
- National — 15%
- Européen — 47%
- International — 24%

LE VOLONTARIAT ET LE TUTORAT

DIFFICULTÉS RENCONTRÉES

- Culturelles — 11%
- Linguistiques — 13%
- D'adaptation — 10%
- Administratif — 10%
- Financement — 28%
- Logement — 10%
- Recherche d'association d'envoi — 10%
- Manque de préparation — 5%
- Timidité — 3%
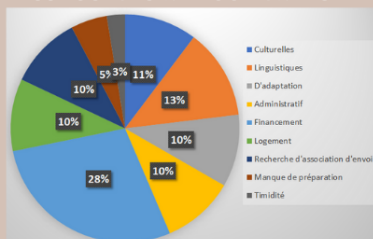
Les tuteurs répondant à l'AMSED sont majoritairement satisfaits de la relation entretenue avec les volontaires. Cependant, certaines difficultés sont récurrentes pour les ONG, majoritairement au niveau financier et en terme linguistique, d'intégration culturelle et d'adaptation des volontaires.
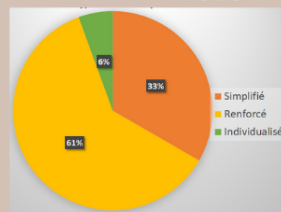
TYPE DE TUTORAT

- Simplifié — 33%
- Renforcé — 61%
- Individualisé — 6%

Le type de tutorat préféré est le tutorat renforcé. Les tuteurs établissent majoritairement des rendez-vous réguliers avec les volontaires afin de permettre un suivi. Ils se rendent donc disponibles pour les volontaires. C'est le principal outil utilisé pour le tutorat.

LES COMPÉTENCES NÉCESSAIRES

- Organisation — 13%
- Motivation — 29%
- Prise d'initiative — 4%
- Imagination — 13%
- Compréhension — 13%
- Esprit de groupe — 4%
- Ouvert d'esprit — 4%
- Patience — 4%
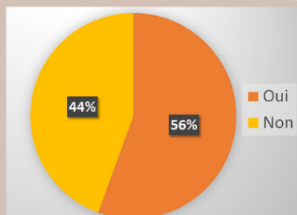- Engagement — 4%
- Adaptation — 8%
- Responsabilité — 4%

Les compétences jugées nécessaire à avoir par les ONG pour les volontaires sont par ordre de préférence:
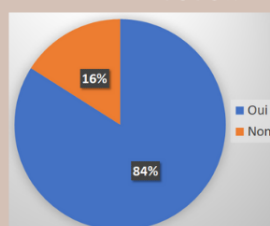
1. La motivation : pour le projet, les activités proposées, la découverte du pays et de sa culture.
2. La compréhension : des activités, des objectifs, des partenaires et bénéficiaires du volontariat.
3. L'organisation : gestion des tâches adéquate, répartir et coordonner les tâches de façon à gagner en efficacité.
4. L'ouverture d'esprit : envers le pays d'accueil, les habitants et bénévoles locaux, leur culture, leurs habitudes et modes de vie.
5. L'imagination : l'habileté à rester ouvert et à développer des idées créatives.
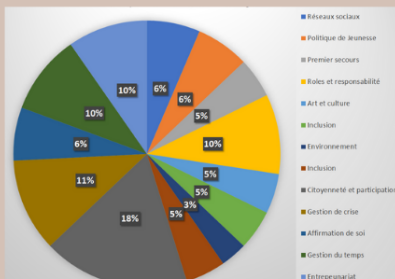
LA FORMATION À DISTANCE

L'APPRENTISSAGE EN LIGNE

- Oui — 56%
- Non — 44%

E–TUTORING

- Oui — 84%
- Non — 16%

LES THÉMATIQUES DE FORMATIONS PRIVILÉGIÉS

- Réseaux sociaux — 6%
- Politique de jeunesse — 6%
- Premier secours — 5%
- Rôles et responsabilité — 10%
- Art et culture — 5%
- Inclusion — 5%
- Environnement — 5%
- Inclusion — 3%
- Citoyenneté et participation — 18%
- Gestion de crise — 11%
- Affirmation de soi — 6%
- Gestion du temps — 10%
- Entrepeunariat — 10%

Les e-formations sélectionnées par les ONG interrogé par l'AMSED sont par ordre de préférence :

1. La citoyenneté et participation : engagement des volontaires, conception de la citoyenneté européenne et participation active.
2. Gestion de crises: des modes d'organisation, des techniques et des moyens qui permettent à une organisation de se préparer et de faire face à la survenance d'une crise
3. Rôle et responsabilité : par rapport au rôle du volontaire, aux missions et responsabilité, droit et devoirs du volontaire.
4. Art et culture : activités artistiques et culturel en relation avec les projets de volontariat.
5. Gestion du temps : l'optimisation de son emploi du temps et de son planning en fonction de ses tâches et activités.

INFOGRAPHIE
ESC–2–LEARN – GRÈCE

Détecter les besoins spécifiques en termes de formation et soutien des ONG
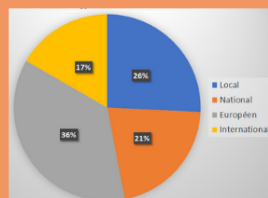d'accueil et d'envoie de volontaire du corps européen de solidarité

INFORMATIONS GÉNÉRALES

42
ONG DE JEUNESSE

Ont répondu aux différentes questions en ligne et en interviews posé par Solidarity Tracks. Ces ONG ont en général entre 0 et 5 ans d'expérience, le reste ont plus de 10 ans d'expérience.
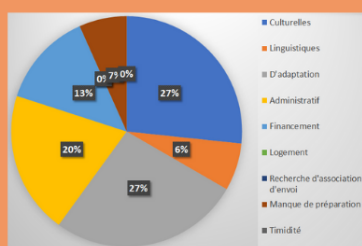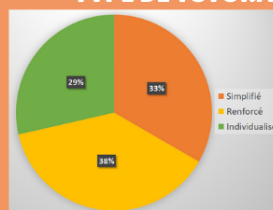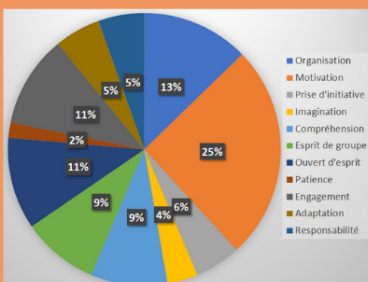
TYPE DE VOLONTAIRIAT

- Local — 26%
- National — 21%
- Européen — 36%
- International — 17%

LE VOLONTARIAT ET LE TUTORAT

DIFFICULTÉS RENCONTRÉES

- Culturelles — 27%
- Linguistiques — 6%
- D'adaptation — 27%
- Administratif — 20%
- Financement — 13%
- Logement — 0%
- Recherche d'association d'envoi — 7%
- Manque de préparation — 0%
- Timidité

Les tuteurs répondant à Solidarity Tracks sont majoritairement satisfaits de la relation entretenue avec les volontaires. Cependant, certaines difficultés sont récurrentes pour les ONG, majoritairement au niveau financier et en terme d'adaptation des volontaires et enfin au niveau administrative parfois trop lourd pour les ONG.

TYPE DE TUTORAT

- Simplifié — 33%
- Renforcé — 38%
- Individualisé — 29%

Le type de tutorat préféré est le tutorat renforcé. Les tuteurs établissent majoritairement des rendez-vous réguliers avec les volontaires afin de permettre un suivi. Ils se rendent donc disponibles pour les volontaires. C'est le principal outil utilisé pour le tutorat.

LES COMPÉTENCES NÉCESSAIRES

- Organisation — 13%
- Motivation — 25%
- Prise d'initiative — 6%
- Imagination — 4%
- Compréhension — 9%
- Esprit de groupe — 9%
- Ouvert d'esprit — 11%
- Patience — 2%
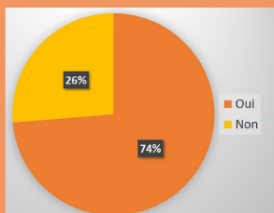- Engagement — 11%
- Adaptation — 5%
- Responsabilité — 5%

Les compétences jugées nécessaire à avoir par les ONG pour les volontaires sont par ordre de préférence:
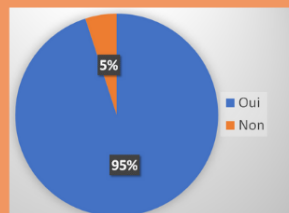
1. La motivation : pour le projet, les activités proposées, la découverte du pays et de sa culture.
2. L'organisation : gestion des tâches adéquate, répartir et coordonner les tâches de façon à gagner en efficacité.
3. La compréhension : des activités, des objectifs, des partenaires et bénéficiaires du volontariat.
4. L'esprit d'équipe : entre les volontaires et les membres de l'ONG, leur donnant le sentiment de faire corps et les poussant à œuvrer pour le bien de l'équipe.
5. L'ouverture d'esprit : envers le pays d'accueil, les habitants et bénévoles locaux, leur culture, leurs habitudes et modes de vie.
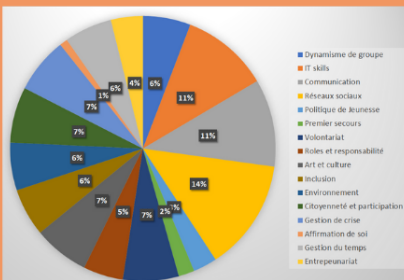
LA FORMATION À DISTANCE

L'APPRENTISSAGE EN LIGNE

- Oui — 74%
- Non — 26%

E–TUTORING

- Oui — 95%
- Non — 5%

LES THÉMATIQUES DE FORMATIONS PRIVILÉGIÉS

- Dynamisme de groupe — 6%
- IT skills — 11%
- Communication — 11%
- Réseaux sociaux — 14%
- Politique de jeunesse — 3%
- Premier secours — 2%
- Volontariat — 7%
- Roles et responsabilité — 5%
- Art et culture — 7%
- Inclusion — 6%
- Environnement — 6%
- Citoyenneté et participation — 7%
- Gestion de crise — 7%
- Affirmation de soi — 1%
- Gestion du temps — 6%
- Entrepreneuriat — 4%

Les e-formations sélectionnées par les ONG interrogé par l'AMSED sont par ordre de préférence :

1. Les réseaux sociaux : maitrise des réseaux sociaux, des post et de l'actualité
2. Compétences informatique : capacité à se servir seul d'un ordinateur et de certains logiciels ainsi qu'éventuellement d'autres technologies numériques
3. La communication : s'exprimer, interagir, se faire comprendre et comprendre les idées des autres.
4. La citoyenneté et participation : engagement des volontaires, conception de la citoyenneté européenne et participation active.
5. Art et culture : activités artistiques et culturel en relation avec les projets de volontariat.
6. Gestion du temps : l'optimisation de son emploi du temps et de son planning en fonction de ses tâches et activités.

INFOGRAPHIE
ESC-2-LEARN - ROUMANIE

Détecter les besoins spécifiques en termes de formation et soutien des ONG
d'accueil et d'envoie de volontaire du corps européen de solidarité
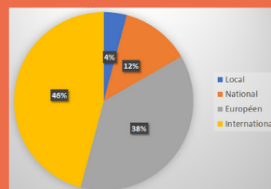
INFORMATIONS GÉNÉRALES

32
ONG DE JEUNESSE

Ont répondu aux différentes questions en ligne et en interviews posé par ATA. Ces ONG ont en général entre 0 et 5 ans d'expérience, le reste ont plus de 10 ans d'expérience.
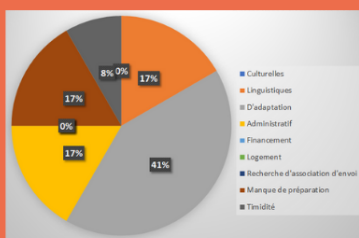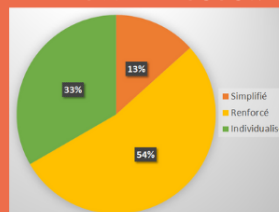
TYPE DE VOLONTAIRIAT

- Local
- National
- Européen
- International

4% / 12% / 46% / 38%

LE VOLONTARIAT ET LE TUTORAT
DIFFICULTÉS RENCONTRÉES

- Culturelles
- Linguistiques
- D'adaptation
- Administratif
- Financement
- Logement
- Recherche d'association d'envoi
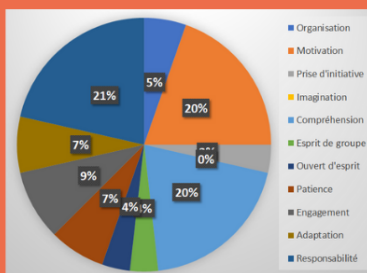- Manque de préparation
- Timidité

8% 0% 17% 17% 0% 17% 41%

Les tuteurs répondant à ATA sont majoritairement satisfaits de la relation entretenue avec les volontaires. Cependant, les difficultés recensé par les ONG interrogés par ATA sont au niveau de l'adaptation du volontaire, en terme linguistique, de manque de préparation des volontaires et enfin au niveau administrative parfois trop lourd pour les ONG.

TYPE DE TUTORAT

- Simplifié
- Renforcé
- Individualisé

13% / 33% / 54%

Le type de tutorat préféré est le tutorat renforcé. Les tuteurs établissent majoritairement des rendez-vous réguliers avec les volontaires afin de permettre un suivi. Ils se rendent donc disponibles pour les volontaires. C'est le principal outil utilisé pour le tutorat.

LES COMPÉTENCES NÉCESSAIRES

- Organisation
- Motivation
- Prise d'initiative
- Imagination
- Compréhension
- Esprit de groupe
- Ouvert d'esprit
- Patience
- Engagement
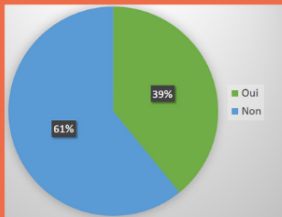- Adaptation
- Responsabilité

21% 5% 20% 7% 0% 9% 7% 4% 20%

Les compétences jugées nécessaire à avoir par les ONG pour les volontaires sont par ordre de préférence:
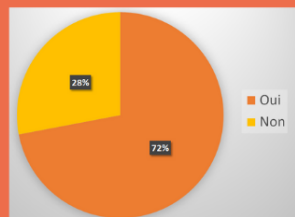
1. Rôle et responsabilité : par rapport au rôle du volontaire, aux missions et responsabilité, droit et devoirs du volontaire.
2. La motivation : pour le projet, les activités proposées, la découverte du pays et de sa culture.
3. La compréhension : des activités, des objectifs, des partenaires et bénéficiaires du volontariat.
4. L'organisation : gestion des tâches adéquate, répartir et coordonner les tâches de façon à gagner en efficacité.
5. Engagement : un engagement citoyen du volontaire qui s'engage postivement dans les activités et son volontariat.
6. Adaptation : facilité à accepter les changements, rebondir, faire face à ses peurs et ses erreurs et accepter de nouveaux défis.
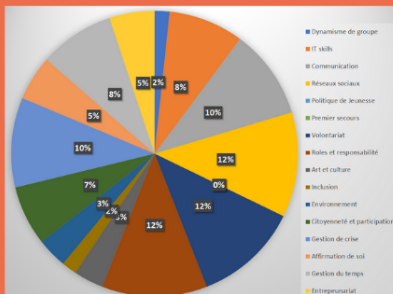
LA FORMATION À DISTANCE
L'APPRENTISSAGE EN LIGNE

- Oui
- Non

39% / 61%

E-TUTORING

- Oui
- Non

28% / 72%

LES THÉMATIQUES DE FORMATIONS PRIVILÉGIÉS

- Dynamisme de groupe
- IT skills
- Communication
- Réseaux sociaux
- Politique de jeunesse
- Premier secours
- Volontariat
- Rôles et responsabilité
- Art et culture
- Inclusion
- Environnement
- Citoyenneté et participation
- Gestion de crise
- Affirmation de soi
- Gestion du temps
- Entrepreunariat

5% 2% 8% 8% 5% 10% 10% 12% 7% 3% 12% 0% 12%

Les e-formations sélectionnées par les ONG interrogé par l'AMSED sont par ordre de préférence :

1. Les reseaux sociaux : maitrise des réseaux sociaux, des post et de l'actualité
2. Rôle et responsabilité : par rapport au rôle du volontaire, aux missions et responsabilité, droit et devoirs du volontaire.
3. Volontariat : le rôle, les devoirs et les droits des volontaires, qu'est ce qu'un volontariat?
4. La communication : s'exprimer, interagir, se faire comprendre et comprendre les idées des autres.
5. Gestion du temps : l'optimisation de son emploi du temps et de son planning en fonction de ses tâches et activités.