WHAT NEXT?
A training resource for working with returned volunteers

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INTRODUCTION

This resource is one of the key outputs developed for the project, Volunteering for the Future. Funded by Erasmus+, the project focuses on developing high quality learning opportunities that are tailored to volunteers returning from the global south. This resource is a key outcome of the project, as it aims to provide a practical guide to supporting volunteers in their journey as active citizens. It focuses on identifying and further enhancing skills, knowledge and values that were ignited whilst overseas, such as critical thinking, considering multiple perspectives, and questioning the causes of global injustice.

"Volunteering for the Future" involves four organisations from Czech Republic (INEX-SDA), Germany (finep), Ireland (Comhláth) and the UK (Volunteering Matters) with extensive experience of working on continuous engagement and active citizenship. The resource has been adapted for the Irish context from a shared pan-European manual that draws on research conducted by the partners with over 70 organisations that involve returning volunteers.

This resource is not an effort to scale up or standardise a way of working with returnees, but rather contains suggestions and hopefully some inspiration on ways or activities to work with returnees. All volunteers are unique in their needs and interests: the same is true of the organisations that work with them.

Feel free to use your own creativity and imagination to rework the activities as appropriate for your context and aims.

‘Wake Up call’: What happens between the ‘wake-up call’ and the bit where people start doing things differently?

This is the question we are presenting to you in this resource. It is a question we have borrowed from Joanna Macy in her work around ‘Active Hope’. It is a question that has no simple answers, only an invitation to dive into that grey area between the decision someone makes to volunteer overseas, and the lasting impact this overseas placement can make on their lives.

The answer to this question is not linear. We would love to offer you a ‘step-by-step’ on how to ‘get volunteers active’, but humans are not linear creatures! Each person has his or her own motivations for volunteering overseas in the first place; each person has a unique journey overseas; and it is a very individual journey that they will continue on when they come home.
The role of facilitators in this process (as we see it!) is to support, inspire, signpost, encourage and nurture. And so, rather than a linear and simple answer, through this resource we are offering a taster of some methodologies that we have found useful in our work to animate volunteers’ activism and interests on return. We invite you to tailor the activities to the particular group with whom you work, and to grow from whatever existing passion, anger and inspiration is already in the room.

What happens between the ‘wake up call’ and the bit where people start doing things differently? While we cannot give a direct answer to this, we can emphasise the importance of the role that you play as someone who is involved in supporting volunteers. The ‘wake up call’ for some volunteers might happen before they decide to volunteer overseas, and the overseas experience is one that can nurture their curiosity and expose them to new ways of thinking. The way in which you package your programme can already start to influence the motivations for why someone would chose to go overseas. What is the ‘invitation’ that you make when you invite people to get involved?

The ‘wake up call’ for others may happen while they are overseas: “oh my goodness I never thought about that before!” Supported and ongoing reflection throughout the overseas placement can really nurture any curiosity sparked, any ‘a-ha’ moments, or any difficult questions. Reflection can be done as individuals (e.g. through a personal learning journal) or as groups (e.g. daily group reflection sessions) and, in our experience, both can have meaning and value to nourish the deeper learning in this journey.

For other volunteers, it might be when they are home: during their ‘welcome home weekend’; during a development education course; or indeed when they are in the supermarket and notice how many different brands of dog food there are. For many people the ‘wake up call’ happens when they have returned home and they are awakened to the injustices in our own society... when they notice that many of the injustices they have been learning about actually have their origins in our side of the world... when they have a new perspective on issues like homelessness, poverty and injustice. Creating the space to voice any questions, anger and discomfort on return is critically important. This is why we would always advise that sufficient time is invested in the ‘return’ phase of the placement. If you find there is a drop in numbers attending the return phase, is it the expectations of the volunteers that the placement finished in-country when they filled out the evaluation? What ways can we package the whole placement that honours the complexity and the importance of the return phase? This is often where wake up calls can happen!

Whenever the ‘wake up call’ happens (and noting that it may not happen for others and that we need to be ok with this too), we are excited to be in a position to nourish and support this call and support volunteers to question, learn more, and find direction so that they can begin to do things differently.

The resource aims to maximise the potential of volunteers to consciously engage in critical reflection on their experiences and identify the ways that things can be different. This might be changing something in their own personal contexts: it could be to learn more about the issues;
it may be to join in with existing efforts for social justice. The issues they decide to get involved with could be directly connected with the issues they were working on during their overseas placements. However, development education is a process to understand the root causes of global justice issues (e.g. the unequal distribution of resources, climate change, the growing number of people displaced from their homes by conflict, and more) and so many volunteers will get involved with groups and movements from their home country to tackle some of these root causes.

This resource offers the structure of an action project as a time-bound and supported effort to take a ‘first step’ into some kind of action on return, which we believe may only be the start of the journey. Hopefully with that first successful step of an action project comes a growth in confidence to continue engagement in other ways.

It is important to remember that returning volunteers can often feel a little lost on their return. Debriefing is a vital service that all returnees should have the opportunity to take part in, so that when they have been able to talk about their experiences in a supported way, name the challenges and the best bits of their time overseas, they will then be able to consider what might be next for them.

Some returnees are unable or unsure of how to get involved in working to address global justice issues. Having a space to answer that call for ‘what next?’, ‘what can I do?’, which we so often hear from those returning from overseas, is vital in supporting returnees to transform a short term voluntary experience into something much more impactful, critical. As such, their engagement only really begins when they arrive home at the airport. We hope that the activities from this resource will create the space for volunteers to identify and grow competencies that will nurture their roles as active global citizens, in the short term (e.g. through action projects), as well as the long-term (throughout their lives).
THE CONTEXT IN IRELAND

The context into which volunteers are returning in Ireland is significant in terms of why this work is needed, and why there is a wider need for social justice action within the country.

In Ireland, we are facing increasing inequalities, including some of the following issues:

• There is a homelessness crisis affecting thousands of families and individuals across the country, and yet the response to this crisis has not benefited those most in need, but only sustained the privilege of the few who benefit;

• Direct provision is still the reality for those seeking asylum in Ireland, a system which prevents people from working, cooking and from accessing further education;

• Ireland’s emissions are among the highest per person of any country in the world and it is looking unlikely that we will meet 2020 EU greenhouse gas emission targets (stat. from EPA). This is in spite of the fact that we have signed up to the Paris Agreement 2015 and passed Climate Legislation in 2015 to enable the State to pursue the transition to a low carbon, climate resilient, and environmentally sustainable economy by 2050;

• There is continued support at government level for trade deals such as CETA (Comprehensive Economic and Trade Agreement), which have reaching implications for people, the economy and the environment.

These are just some of the many issues we are facing as a country. So when we talk about global social justice, we do not need to look very far to see issues of injustice on which we need people to engage as active citizens.

It is in this context that the Sustainable Development Goals (SDGs) are relevant. Over the next fifteen years, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind. (http://www.un.org/sustainabledevelopment/development-agenda/)

The new Goals universally apply to all countries, so all action from Ireland will contribute to the global achievement of these goals.
Comhlámh has been involved in hosting conversations nationally on the role that international volunteering can play in achieving the SDGs - both at home as well as in the country of placement - through the network of volunteer sending agencies with whom we work. The range of ways that international volunteering is relevant to work on the SDG agenda includes:

- Nurturing host partners’ understanding of the SDGs and national action plans;
- Building the capacity of host organisations to link their work to the SDGs;
- Building the capacity of international volunteers and staff of volunteer sending agencies to understand the SDGs - integrating this learning into pre-departure and post-return trainings;
- Advocacy: putting pressure on the Irish government to mention volunteering when reporting to UN in 2018.

Through the Comhlámh Code of Good Practice network, conversations about the SDGs can be integrated into the fabric of volunteering programmes from Ireland, and can in turn influence and shape these programmes.

**Irish Aid Policy Context in Ireland for Development Education**

The Irish Aid Development Education Strategy (2017 - 2023) specifically commits to supporting international volunteers through development education training. The Strategy makes reference to the Global Citizen Award and the Code of Good Practice as two initiatives which can help to strengthen support for returned volunteers. Of great relevance for our activities is that it sets out a target for this work based on returned international volunteers reporting an improvement in their development education knowledge and skills or a change in attitude or behaviour.

**Comhlámh Code of Good Practice Network**

Comhlámh coordinates a **Code of Good Practice**, which is a set of standards for organisations involved in facilitating international volunteer placements in the Global South.

Development education with volunteers is recognised as an important element of all volunteer programmes. This is therefore reflected in the Code of Good Practice, and one way that this manifests is through the Principles of the Code - in particular Principle 9: ‘Our organisation supports volunteers to understand the wider context of development in which volunteering is taking place, and encourages continued learning and engagement’.
The Code of Good Practice is a peer developed resource, and the indicators identified to enhance the embedding of development education in volunteer programmes were created by volunteer sending agencies themselves. This reflects the wider ethos of Comhlámh in staying relevant to the context of volunteering in Ireland, as well as the importance we place on development education as an organisation.

The indicators for how volunteer sending agencies can deepen development education and continuous engagement within their programmes are:

• We provide volunteers with information and support prior to, during and after placement on how they can further contribute to global development;

• We provide volunteers with resources to support their personal learning and critical reflection on the overseas volunteer experience.

We see this What Next? manual as something agencies can use with volunteers on their return, to nurture that engagement with global justice issues, as well as to support personal further learning and critical reflection on the overseas experience. It aims to provide sending agencies with ideas and resources for the return phase of the volunteer cycle, and to extend the reach of development education and awareness raising with as many volunteers within the network as possible.

**The Global Citizen Award**

The Global Citizen Award is another initiative that is useful to be aware of in the context of doing development education with volunteers and promoting continued engagement with global justice issues after an overseas placement.

**What is the Global Citizen Award?**

The Global Citizen Award encourages international volunteers to use their overseas experience to take action and raise awareness of global justice on their return to Ireland, and provides recognition for this.

**Why the Global Citizen Award (GCA)?**

If we want to create a fairer, more sustainable world, then we will need informed active citizens who are capable of critically reflecting on problems we face and creating solutions to them. Returned volunteers offer a unique opportunity to link local and global issues together, and to use their overseas experience to create change in their local communities through development education.
GCA Approach

Returned volunteers can be a powerful catalyst for action and change back home! Through awareness raising action projects at work and in home communities, or through creative social media posts, videos and blogs, returned volunteers can paint first-hand pictures of global injustice and go a long way towards influencing friends’ and colleagues’ views of the world. In this way, participants become part of a growing movement of Global Citizens working together for a better world.

The GCA is about:

• Promoting the United Nation’s Sustainable Development Goals (SDGs);
• Global Justice;
• Highlighting the interdependence of the global north and the global south;
• Critically reflecting on global social justice issues;
• Global solidarity;
• Change-making; and
• Advocacy and awareness raising.

Who is it for?

The award is open to all returned volunteers (18+) in Ireland with a minimum of three weeks’ overseas volunteer experience. The three weeks can be built up cumulatively.

What do volunteers get from it?

• Champion global justice issues;
• Increased knowledge about the SDGs and development;
• Social media, advocacy and blog writing skills;
• Network and make connections with like-minded people;

Personal achievement - awardees are recognised at a National Award Ceremony and become part of the GCA Alumni network.

What does this have to do with What Next?

The Global Citizen Award is an opportunity for returned volunteers to engage on their return in a supported way through the structure of the award. Many of the elements of the ‘What Next?’ course could help qualify applicants for the award: for example, participation in a development education course and support, ideas and frameworks to deliver action projects. From research carried out on how to encourage the continuous engagement of volunteers, the importance of celebrating and recognising volunteers has been identified (MacRory, 2009), as well as having structured opportunities to engage with on return as a ‘supported first step’ to a longer term journey for returnees in global justice issues (Comhlámh, 2013).

In conclusion, the context in Ireland provides many reasons why this work is needed, and what existing initiatives are there to support this work going forward. This next section will look at how to practically use this resource in your work with returned volunteers.
The resource consists of four sections that examine various stages of the journey from volunteering to active citizenship.

**Stage 1** is on ‘Storytelling’. This section of the resource looks at the experience of the volunteer, creating space to reflect on the experiences that they have had to date as a basis from which to explore global issues and their potential role in influencing these.

**Stage 2** is about the ‘Bigger Picture’. The aim of this part of the resource is to look at bigger global justice issues, why they exist and how they are connected. It gives participants a space to discuss and debate different topics. It encourages a critical lens on these topics and attempts to deepen participants’ understanding of the root causes of these different issues.

**Stage 3** is about creating an Action Project. In development education, informed action is crucial. This builds on the first two stages to help participants develop their own actions in line with their own unique skills and interests as well as in response to the issues that have been explored. The section sets out different activities, from an initial brainstorm to a step-by-step ‘how-to’ on all the different aspects of starting and running a successful project. It includes setting aims and objectives, time, financial management, and assigning roles.

**Stage 4** is about capturing and consolidating the learning from the previous stages. It invites participants to evaluate and reflect on their learning. It aims to inspire and challenge them to stay involved in development issues after the training and action projects are completed.

**The Work that Reconnects**

We will use the framework from Joanna Macy’s ‘The Work that Reconnects’ to introduce the different sections and stages of the resource. This work addresses issues of social change from the perspective of how we can navigate ourselves through the huge changes we are going through globally, while still keeping ourselves safe, secure, and sane in the midst of it all. We feel that the work that Macy has done can really resonate here and add value as one framework encompassing these issues for volunteers.

The four main themes of ‘The Work that Reconnects’ are:

- **Gratitude**
- **Honouring Our Pain for the World**
- **Seeing with New Eyes**
- **Going Forth**

Therefore, the four sections in this manual as adapted from the original handbook will speak to each of these themes, applying them to the work that we invite you to do with your volunteers.

See [http://www.joannamacy.net/the-work-that-reconnects/](http://www.joannamacy.net/the-work-that-reconnects/)
Stage 1: Storytelling - Reflecting on the experience

The aim of this stage of the manual is to allow participants to reflect on their wider life experiences, including the experience overseas. This enables a sharing of experiences that adds to the group formation as people get to know one another more deeply. It also allows participants to ground themselves before they begin to dig deeper and identify their motivations for next steps.

We see this first stage of the manual as closely linked to the first stage of Joanna Macy’s work, that of ‘Gratitude’.

Gratitude

Gratitude is about grounding in the current experience; connecting with ‘source’ and quietening our minds and bodies so that we can participate in the conversations that matter, the conversations that will emerge. With participants on the course a space will be created to ‘arrive well’, to check in with them at a personal level and consider more widely, ‘What has influenced you up until now that has resulted in your being here on this course?’

We feel it is important to have ‘grounding’ before looking at the issues that will be explored in the next stage, so that entry into the issues comes from a place of peace and calm and being able to look at the issues from a compassionate perspective, enabling an empowered perspective and strength to answer whatever call that emerges.

This stage of the manual is also a chance to pause and consider what we already have in our lives - be it skills, privilege, knowledge, experience - offering gratitude for these things and using this as the basis from which we will act and reflect throughout the rest of the course.
**ACTIVITY 1.1: THE RIVER OF EXPERIENCE**

<table>
<thead>
<tr>
<th>Aim of Activity:</th>
<th>Time needed:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get participants to recall their volunteer experience in all its complexity, from the planning and preparation phase up to the present day</td>
<td>2 hours</td>
<td>Natural materials available in the location of the training (e.g., rocks, sticks, leaves). In case of bad weather, you can use creative materials indoors: crayons, colouring pencils etc.</td>
</tr>
<tr>
<td>To get participants to pick out and reflect on key learning moments in their experience</td>
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**Activity Outline:**

The activity can start with a short guided meditation aimed at getting participants to reflect on their experience of international volunteering.

The facilitator then explains the aim of the activity, as above.

Participants are given 45 minutes to find and build a spot which ‘calls’ to them, to which they feel a connection and where they would like to build “the river of their experience”. They are asked to imagine a river as a metaphor for their life experience.

**Note** that the location will not be as important if the activity is conducted indoors: instead, encourage participants to find a place where they will have enough space for their materials.

The river has its beginning (this might be a period when you first heard about the possibility of going volunteering or the moment when you decided on your project, etc.)

Slowly it grows into a river. Sometimes it is a stony river, sometimes the river banks are tight, and sometimes there is a beautiful landscape around...

It is your river, your experience. Try to visualize all the important moments which are part of this river.

At the end of the 45 minutes, divide the bigger group into groups of five. This allows a better dialogue and means that the session will not take excessive time to complete. Then the “river exhibition” starts. In their groups they go from one river to another, and one author at time describes his/her river and the story behind it (five minutes each). After that there are five minutes for feeding back to the rest of the group and for the facilitator to ask further questions.
### ACTIVITY 1.2: THE HERO’S JOURNEY

<table>
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<tr>
<th>Aim of Activity:</th>
<th>Time needed:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To encourage participants to reflect on their overseas experience and how they can bring the learning back to their home community</td>
<td>3 hours</td>
<td>Outdoors: appropriate walking clothes and footwear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indoors: Paper, colouring pencils</td>
</tr>
</tbody>
</table>

### What is the Hero’s Journey?

The Hero’s Journey is a framework devised by Joseph Campbell (1949). Campbell discovered that stories in all cultures from the ancient up until modern day shared a common theme. The hero takes a similar path in all of them: ‘the hero’s journey’. It outlines an adventure, a transformative experience, a journey that will determine change, learning and experience.

It is not a coincidence that all culture and eras share common stories. The reason this happens is because it tells ’our’ story, which is a human one.

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*The Hero’s Journey Cycle*

- **Ordinary World**
  - Call to adventure
  - Meeting a mentor
  - Crossing threshold
  - Trials & failure
  - Growth new skills
- **Special World**
  - Death & rebirth
  - Finally changes
  - Revelation
  - Getting gifts
  - Atonement
  - Return changed

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*Diagram of the Hero’s Journey Cycle*
Hero's Journey Activity Outline:

This activity will explore the returned volunteers’ experience in the framework of the hero’s journey, from pre-departure up until return and what comes next.

This exercise can be done in several ways. If based in nature and there are no mobility issues this can be done as a walk (discussing in pairs the different stages of the journey). If weather, mobility, or space is an issue other creative methods can be used, such as creating a comic book of “their hero’s journey”.

The facilitator can introduce the concept and each stage at the beginning of the activity. They then go through each stage of the journey one at a time getting participants to reflect on that part of their own journey.

Invite participants to get into pairs or threes. Give them 10 minutes to discuss each stage of the hero’s journey outlined below. For example, ask participants to discuss a time when ‘they felt a call to adventure’. It is then good follow up with questions relating to their subsequent experiences, e.g.

It is good to switch partners after each stage.

The stages on the hero’s journey

1) The ordinary world - The hero generally starts off in an environment they are not completely comfortable with or are perhaps comfortable but bored. They want something bigger, eg, Dorothy in Kansas, Harry Potter in his cousin’s house.

Was this the case for you? What made you want to work in development in the global south? What made you uncomfortable? Climate change, inequality, poverty, social justice, a desire to travel and see the world? At what point did you first feel a desire to work in the global south?

2) Call to adventure - The adventure begins with a call: Luke Skywalker gets a message via R2D2 from princess Leia in Star Wars; Katniss Everdeen in the Hunger Games got her call when her sister Prim’s name is called from the ‘reaping bowl’.

When did you get your call to adventure to go and work overseas? What form did the call come in? When did you feel “I have to do something”?

3) Refusal of the call – The hero very often fears changes and refuses the call.

Was there any stage before you traveled that you questioned your decision to go? Did you think “no, I can’t” or were you afraid? How did you overcome the fear?
4) **Mentor**- All great heroes have mentors. Someone older and wiser that passes on wisdom: Yoda for Luke in Star Wars, Mr Miyagi in the Karate Kid, Gandalf in The Lord Of The Rings or Dumbledore for Harry Potter.

Who was a mentor for you during your journey?

5) **Crossing the first threshold**- The hero needs to cross a threshold from their ordinary world to the special world: Harry Potter goes to Hogwarts, Katniss Everdeen goes to the capital, Dorothy goes to the Oz; in Avatar they go to Pandora.

When did you cross the threshold and the adventure really began?

6) **Road of trials** – Being a hero is not easy. They face trials and tests and doubt themselves. Frodo on his journey to destroy the ring in Lord of the Rings; Hercules and the 12 labours.

What challenges did you need to overcome on your journey? For example, new foods, unfamiliar culture. What lessons did you learn that helped you on your journey?

7) **Allies/Enemies** – The hero meets friends along the way: Hans Solo in Star Wars, Hermione and Ron in Harry Potter. They also meet enemies: Darth Vader, Malfoy, the hero’s own self-doubts.

How did you experience your new world? Who was on your side? Who were your friends along the way? Who were your enemies? Were you your own friend/enemy?

8) **The dark cave** - There is a point in every story where the hero seems defeated: In Stars Wars, the Death Star; ‘The Games’ in the Hunger Games.

What was the hardest or darkest point on your journey? The biggest test for you on your journey?

9) **Death and rebirth**- The hero often dies generally metaphorically but sometimes literally. They need to die in order to be reborn: Neo dies in the Matrix; Thor dies in the first movie; in Avatar, Jake Sully gives up being a human to become an alien avatar.

What part of yourself did you leave behind because of this experience? What new parts of you were born because of this experience?

10) **Revelation/ Transformation**- The hero is transformed due to their experience.

Did you reflect on the learning from this experience? What insights did you gain?
Did you have any revelations during your time overseas? Have you transformed because of your journey? How?

11) **New gifts and abilities** - The hero claims new skills or powers. Luke is able to use the force in Star Wars. Harry Potter becomes a great wizard.

_What new skills talents abilities have you gained from your journey?_

12) **The journey back home**: The hero must return to the ordinary world. Often the hero returns home, and their community hasn’t changed but they have. This experience is different for each hero. For Frodo and Sam in the Lord of the Rings this was the case: Sam decides to stay and marry his love; Frodo feels he does not belong in the Shire anymore and leaves.

_Has your community changed? Have you changed due to your experience? How was the return home? Were you happy to return home? Has the transition been easy or difficult? What emotions have you experienced?_

13) **Share your gifts** - The hero must now share their wisdom with their community, otherwise they risk becoming the villain in another story by keeping their gifts to themselves.

_Harry Potter, Katniss Everdeen, Luke Skywalker, the Buddha all shared their gifts with their community. Darth Vader, Voldemort and Lucifer tried to keep the power for themselves. How will you share you gifts with the community?_

_How will you share you gifts with the community? What plans do you have to bring your learnin back home? What are ideas for ways you will make changes to your ‘past life’ as a result of this experience?_
The facilitator will introduce the process of appreciative inquiry, which focuses on seeking out what is already good and working about a situation, an individual, organisation, etc. The process uses a ‘4-D cycle’: Discover, Dream, Design, and Deliver.

This activity will explore how the returnee has transformed/changed/evolved during their participation in the wider volunteer programme.

**DISCOVER:** Individually, invite participants to do the first step by themselves. Invite them to think of a way they have positively changed (new skills and abilities). That is, how are they different now than before they went overseas? Invite them to consider questions around that change using the handout provided.

Then, in pairs, invite participants to go for a walk and share with one another their reflections around the questions they have been answering in the handout. Encourage the one who is listening to be active in their listening skills. Active listening is a form of listening and responding that focuses the attention on the speaker. The listener must take care to attend to the speaker fully. They should ask further questions and be encouraging. Ensure that there is enough time for both people to talk (30 – 40 minutes in total).

**Still in pairs, find out from one another what elements are common to the moments of greatest change.**
**DREAM:** this stage bridges the best of ‘what is’ with speculation or intuition of ‘what might be’. It stretches the realm of the status quo, challenges common assumptions or routines, and helps suggest real possibilities that represent desired possibilities for the individual.

Invite participants to imagine a future where the high points in the stories that they have been telling are everyday reality. What would the world look like if all people made these changes for themselves? What are the conditions that nurture positive change?

In their own context, invite participants to consider ‘what might be’ for themselves now that they are home? What ways could something new emerge as a result of the change nurtured by the overseas experience?

This stage might be something that will be followed up during Stage 3 of this manual – when they begin to create an action project. However at this stage in the process, it can just be about generating ideas, which will form the basis for further work on these ideas at another stage.

**DESIGN:** at this stage, invite participants to consider steps they can take to share their learning and nurture their pro-active participation in their own society and community; these can be open and evolve over time. Encourage them to continuously keep the learning lens they have been reflecting on during this activity ‘alive’ even after they return to their home communities.

Likewise, this stage will be nurtured and expanded upon in the later stages of this manual. For now, it is enough to introduce this idea that they have an opportunity to share learning and continue their engagement. As a frame for the wider ‘What Next?’ journey, this is key – and so introducing this at the beginning within the Appreciative Inquiry process is the first step which will then be followed up as the participants continue their journey through this course.

**DELIVER:** This stage will be done throughout their life as an active global citizen. Reflection, learning and initial first steps can begin before they leave, and should continue long after they are home.
Stage 2: Bigger Picture

The aim of this stage is for participants to explore some of the global development issues that we are facing. It aims to explore what their root causes are and how they are connected with each other.

If we would like this work to be sustainable, it is important that any session on global issues leaves participants feeling powerful, hopeful and resilient in the midst of whatever they go on to do to address the issues in their future work. That is why we consider debriefing to be an essential step for every volunteer who returns home and would strongly encourage every participant to have received a personal debriefing before engaging with this ‘What Next?’ material. Volunteers can only consider next steps once they have been able to meet their own immediate needs. Debriefing is important in bringing closure to the wider volunteer experience: it creates a space to name the more challenging parts of the experience as well as the best bits, to normalise any feelings of stress experienced, and provides a structured process to support individuals to integrate their experiences into their wider life experience. This is why we would encourage volunteer sending agencies to offer debriefing as an ‘opt out’ rather than an ‘opt in’, to maximise the number of returnees who can benefit from the offer.

Some general guidelines for debriefing include:

• The importance of training for anyone delivering debriefing;
• Ideally the person doing the debriefing should not be someone who was a team leader or with the group while overseas;
• It can be good to debrief team leaders separately from volunteers, as often they experienced different challenges;
• Debriefing should not be rushed - we would recommend 1 - 3 hours for a personal debriefing and no less than 3 hours for a group debriefing.

Relating to the second stage of Joanna Macy’s ‘Work that Reconnects’, this stage speaks to ‘Honouring Our Pain for the World’. This part of the journey into What Next? touches on the deep sadness, frustration, anger, hopelessness and pain that comes along with our eyes being opened to injustice. Many volunteers return home to observe the injustice that is happening in our own country as well as observing the origins of
many global injustices that are also situated here in the global north. Many volunteers develop a distaste for consumerism and others feel powerless at the increasing loss of biodiversity and the destruction caused to the environment due to human activity. This can be overwhelming!! And so it is important in this stage of the journey to acknowledge that pain, acknowledge how people can sometimes feel hopeless or overwhelming in the midst of huge global issues.

However it is important not to stop here, and the journey at this stage is about the way we enter into the global issues that will ensure resilience, strength and sustainability, so that returnees and participants on the course can have the skills to be able to continue their (hopefully) lifelong journey of continued engagement in global justice as activists. There is a responsibility for those who are involved in managing volunteer programmes to equip volunteers with tools of self-care, both for effectively managing any stress experienced while on placement, but also using this opportunity to strengthen resilience tools that can be used throughout their lives.

If we hope that many of the returned volunteers will return home and stay involved in some degree of activity around global justice issues, then we need to equip them with tools that will sustain them in this journey.

And so at this stage in the What Next? material we invite you to name the issues, enter into whatever anger and passion this stirs in the participants (albeit safely!) and throughout it all to keep a focus on ‘Active Hope’, that is, ensuring that the most positive outcome for the future is within our grasp and is the lens through which we chose to enter these issues.
ACTIVITY 2.1: WEB OF ISSUES

<table>
<thead>
<tr>
<th>Aim of Activity:</th>
<th>Time needed:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To identify some of the development issues the participants recognized during their overseas experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To connect participants experience’s with the broader picture of global issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To get participants to visualize see the complexity of global development issues</td>
<td>80 minutes</td>
<td>Colorful papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ball of string</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Markers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chairs</td>
</tr>
</tbody>
</table>

**Activity Outline:**

1. By way of introduction to the activity, the facilitator acknowledges the huge range of global justice issues, some of which participants may have witnessed while overseas, e.g. climate change, trade, war, unfair debt, gender inequality, unequal distribution of resources, greed, etc.

2. Participants are invited to brainstorm, ‘what are the underlying causes of global poverty’?

   As people call out suggestions, write each one up on an individual post-it and hand this to the person who called it out. Everyone should have a different local issue. (there will probably be very concrete examples...)

3. Invite participants to put the post-its on their chest so that everyone can see.

**Note:** It is important that the facilitator is conscious about the danger of stereotyping and should be able to work with this. So when issues arise it is ok to clarify with participants what they mean by this, and ask questions that begin to challenge some of the assumptions about such issues, e.g. ‘Where might our views on this come from?’
4. Once all participants have a paper with 'their issue', invite everyone to stand up and form a standing circle.

5. Introduce a ball of string – the participants must now make connections between the various issues by passing the ball of string to an ‘issue’ within the circle that is connected to your issue.

‘Issues’ can be connected more than once, and the activity can go on until everyone in the circle is connected. As the string is passed between the various issues, it is important to get participants to articulate why each issue is connected to the other.

**Example:** ‘I am --- and I am connected to ‘Trade’ because of the damage that big companies are doing to the environment in order to make profits through trade.’

6. When everyone has been connected by the string, invite participants to observe what pattern they see has been created. It will look like a spider’s web.

**Debrief**

1. What do you notice about the pattern we have just made?
2. What does this tell us about the underlying causes of various global issues?
3. What are some ways in which we can start to address the underlying causes of global issues?
4. What is the impact of pulling on the string that is, addressing one particular issue?
5. Where are local communities in the global south in enabling change within this web?
6. What is our role as people in the global north in this ‘world-wide’ web?
7. Do you have any concrete idea about what could you do in your daily life to influence the interconnected issues we have just discussed?

Note: Facilitator can gather topics (maybe some controversial ones) for the next sessions – the Moving Debate and the Why-Why-Why chain
Activity Outline:

1. Put up the ‘Agree’ and ‘Disagree’ signs at opposite sides of the room.
2. Invite the group into the centre of the room. Explain that you are going to read out some statements and they can move to either side of the room, depending on if they agree or disagree with the statements.
3. There are different levels of the extent to which individuals ‘agree’ or ‘disagree’ and they can stand along the ‘spectrum’ accordingly.
4. This resource does not give set questions to ask. It is good if the questions are developed depending on the group and the topics that are being discussed.

Example of some questions:

- International trade deals are the cause of much poverty in the global south
- I believe that I can change the world by engaging in my community
- Volunteering in the global south helps to make a real impact for the local communities there.
- Volunteering is an extension of the policies that prevent the development of countries in the global south.
- People in the global south should have the same volunteering opportunities as people in the global north.
• The terms we use to describe countries in the global south reinforce negative perceptions of those countries.

• My international volunteering experience has no practical use now I have returned home.

• Voluntourism should be banned?

Note to facilitator

• It can help to create safety by standing alongside those in the minority, facing the majority, to make them feel less vulnerable.
• It is up to you as the facilitator whether you will enable the group to have ‘middle ground’, that is, neither to ‘agree’ nor ‘disagree’. If this is something you decide, ensure that those in the middle can justify why they are there.
• It can be interesting if participants are able to move and change their opinion as the activity goes on.
• It can be a good idea to remind participants of the group contract and to have respect for different voices and the importance of listening.

How this activity could be adapted

The statements are completely open to change. However, when creating statements, ensure that they are clear, positive (no negatives as this can be confusing to ‘disagree’ with).

You could also have a silent debate, observing where people go. In this case it would be especially important to debrief carefully afterwards.
ACTIVITY 2.3: WHY – WHY – WHY

**Aim of Activity:**
To explore the underlying causes of an issue.

**Time needed:**
30 minutes

**Materials:**
Flip chart paper and markers

---

**Activity Outline:**

1. Divide the group into groups of 3 or 4 people.
2. Each group takes an issue related to international development e.g. Poverty, Inequality, Climate Change. These issues can be those that emerged from the Word Web activity.
3. In groups they unpack the underlying causes of their issue by continuing to ask the question ‘why’?
4. The facilitator should demonstrate so that it is clear with an example to start the ball rolling.

**A:** Why does Climate Change exist?

**B:** Because we are putting too much carbon into the air

**A:** Why?

**B:** Because of consumption patterns in the west

**A:** Why?

**B:** Because……

**A:** Why?

5. After 20 minutes in pairs, bring back some of the main underlying causes of the issue to the big group.
6. For the underlying causes that have been identified, explore what might be some solutions to these issues, and who are the players on different levels that need to be engaged to create a change on this issue?
7. These underlying causes can now form the basis of an action project, by looking at what could be some creative solutions to some of the underlying causes.
## ACTIVITY 2.4: OPEN SPACE

<table>
<thead>
<tr>
<th>Aim of Activity:</th>
<th>Time needed:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To offer a space to participants to explore topics that they want to specifically discuss and explore</td>
<td>2 hours</td>
<td>Flip Chart, Markers, Post-its</td>
</tr>
</tbody>
</table>

### Activity Outline:

The groups we are working with have a lot of experience and knowledge to share. Open Space Technology is one way to enable all kinds of people, in any kind of group, to create inspired meetings and discussions. In Open Space meetings, participants create and manage their own agenda of parallel working sessions around a topic that is of interest to them, such as: 'gender inequality', 'poverty', 'how to live an alternative life style'. Different sessions can be run simultaneously.

A sheet with 3 different times each having 3 different sessions per time allocation is put on the wall. This can be increased or decreased depending on the group and time.

- Post-its and markers are put on the ground in front of this sheet.
- If a participant wants to suggest a workshop they take a post-it and write their topic. They then put that post-it on the sheet for where and when they would like to offer it; for example, 'gender equality’ in workshop area 1 starting at 9.30.

The person who suggests the workshop is invited to take notes on what is discussed. This can then be fed back to the wider group after all the sessions are completed.

### The technique is based on four principles:

1. Whoever comes are the right people.
2. Whatever happens is the only thing that could have.
3. Whenever it starts is the right time.
4. When it is over, it is over.

Open Space has one law and that is the Law of Two Feet. This means that you are personally responsible for your own learning. If you are not getting anything from the session that you are in, use your two feet and go somewhere that you can learn from or contribute to.
The main aim of this stage is to help participants develop an action project that is hosted within the efforts to contribute to a fairer, just, more sustainable world. Each activity helps participants build a project from start to finish.

The suggested timeline for action projects is over a 6-month period. In our experience, if participants are not seeing results in their projects within this timeframe they can lose energy or interest. They may want to develop a more long-term project, which is also possible. However they should plan to have concrete results within a 6-month timeframe.

**Seeing with New Eyes**

We see this as relevant to the third stage of Joanna Macy’s framework, ‘Seeing with New Eyes’. Following on from the second stage and the increased awareness of global issues, this stage encourages an exploration of our interconnectedness with many of these global issues and the potential that we have to positively influence them. This can be very empowering - to know that we have the power, and even the responsibility, to do something once we know how much we are connected to many of the structural issues that are sustaining injustice and underdevelopment. And so we see the structure of an Action Project as one practical way to gain the confidence to act and take the first step in doing something about the issues that we have begun to explore.
Activity Outline:

1. Create a relaxed and open atmosphere.
2. Groups of 3 sets of chairs are dispersed around the room. All participants choose one seat at the beginning.
3. When seated in groups of three, participants now have six minutes to exchange opinions about the following questions (they can be written on a flipchart so the participant will remember them):

   - What do I find an interesting idea for an action project?
   - What am I good at?
   - Do I have some background knowledge or special experience in something?
   - Could we work on an idea together?

4. The discussion ends punctually after six minutes. Then everybody stands up and goes to another group of chairs to meet two different people. Discuss the same points as before.
5. After six minutes, change seats again and repeat this until everyone has spoken to everyone.
6. The aim is not to come up to agree upon project ideas or to find a team, but to talk about interests and inspire each other in a very open and casual atmosphere. Nothing has to be written down or visualized.
**ACTIVITY 3.2: BRAINSTORMING IDEAS FOR SMALL SCALE PROJECTS**

<table>
<thead>
<tr>
<th>Aim of Activity:</th>
<th>Time needed:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get participants to collect ideas for their own action project</td>
<td>90 minutes</td>
<td>Green &amp; white coloured cardboard</td>
</tr>
</tbody>
</table>

**Activity Outline:**

This activity aims to collect project ideas and encourage a discussion around them:

- Every participant gets a piece of cardboard in two colours, green and white.
- Everyone is invited to write ideas for projects on the cards in this order:
  - ideas for the person's own projects are written on green cards
  - ideas for projects in general that they do not want to develop themselves are written on white cards.
- It is important that the ideas are as detailed as possible, e.g. instead of “promote fair trade” it is better write down “promote fair trade lunchboxes at schools”.
  - During the writing, everyone works on their own and in silence.
  - The facilitator collects the cards and pins them on the pin board. The ideas are not rated or sorted yet.
  - Now participants explain their cards to the group. During the explanation, the participants can comment on the ideas and note new ones. The facilitator may cluster...
similar ideas and draw attention to links between the ideas.

- The facilitator sums up the discussions and gives the participants 10 minutes to write down some more ideas which came to them during the presentations.
- Afterwards, the facilitator collects these cards and the participants explain their additional ideas.
- When every idea has finally been put on the board and has been explained, the participants can stand up and walk around to read the cards again and think about which project they would like to carry out.
- Participants are now invited to take the card with the project they want to be involved in from the board. In order to not “delete” this idea for the others, participants rewrite the cards that they remove so that the collection stays complete for the others to choose from.
- If several people want to take the same card, they can think about forming a group together.
### ACTIVITY 3.3: THE PROBLEM TREE

<table>
<thead>
<tr>
<th>Aim of Activity:</th>
<th>Time needed:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To encourage participants to explore whether their ideas for action projects are tackling the root causes of the problem they are working on, or whether they are just tackling them on a surface level</td>
<td>30 minutes</td>
<td>Flipchart paper and markers</td>
</tr>
</tbody>
</table>

### Activity Outline:

- Invite participants to draw a tree. It must have roots, a bark and leaves.
- Participants write the issue they are working on, on the bark of the tree.
- They are then asked to write what the symptoms or the effects of the issue are on the leaves of the tree.
- Next participants are asked to discuss the root causes of the issue. They write these in the roots of the tree.
- They are then asked to discuss whether their action project is dealing with the symptoms of the issue or is tackling the roots of the problem.

If we cut at the leaves, they will continuously grow back. If we want to deal with the issue we need to attack the roots of the problem.
ACTIVITY 3.4: FORMING WORKING GROUPS

Aim of Activity:
To form groups for the action projects

Time needed:
30 min

Materials:
NA

Activity Outline:

1. If participants have already decided on an action project they carry the cardboard with the idea on it with them.
2. Participants are invited into a room. The room is set up to have three free corners. Every corner of the room has a meaning:
   - Corner 1: ‘I have an idea and need people’;
   - Corner 2: ‘I have an idea and don’t need people’;
   - Corner 3: ‘I have no ideas and want to join a group’.
3. The participants split up into these corners.
4. Now the people of corner 1 and 3 move in the middle of the room, whilst everyone who already has an idea holds up their cardboard.
5. The group without ideas can now take a look at the projects that are already chosen by someone and discuss further, which group they want to join.

The activity is over when everyone has found a group or a project and there is general agreement to carry out the project together.
ACTIVITY 3.5: STAKEHOLDER GRAPH

Aim of Activity:
To identify which stakeholders are needed to influence the issue you want to make a change on and position them in relation to their will, power and influence on this particular issue

Time needed: 30 minutes

Materials:
Flip chart paper, post it notes and flip chart markers

Activity Outline:

- Once the participants have established an issue around which they have been able to form groups, invite them to brainstorm all the different stakeholders who are in a position to influence this issue. This could include: politicians, young people, migrants, policy makers, teachers, the media, certain celebrities, police, women, members of a union, NGOs, etc.
- Write each of these stakeholders on a separate post-it note.
- Show the outline of the ‘Stakeholder Graph’ (need to have this drawn out). Take one of the examples of an issue from the group, and plot each stakeholder in relation to their perceived ‘power to change’ (x-axis) and ‘will to change’ (y-axis).
- The top right hand position in the graph is the point whereby we would love to see all stakeholders moving towards. So after they have all been plotted, go through each stakeholder and ask, ‘what would it take to increase their power/ increase their will to change this issue?’
- From this, actions could emerge on what could be done to influence the various stakeholders or help to move this issue.
- Capture any emerging actions and host these somewhere for participants to reflect on as they work on and grow their action projects.
Activity Outline:

As with any project or activity it is essential that the aims and objectives are set out at the beginning. Even people who have a clear understanding of their aims and objectives should critically review them. This is of particular importance if there are multiple people involved in the design and implementation of the project, as there is likely a range of ideas, and reaching a consensus before implementation is important. This section of the resource provides the knowledge required for the next, more interactive section.

There are 3 tools we offer here: See Appendix 1 for worksheets

**Tool 1:** Matrix of priorities (used to establish priorities)

**Tool 2:** Planning triangle (used to establish aims and links to objectives)

**Tool 3:** SMART Objectives (used for establishing measurable objectives)

- All the above tools will be introduced to the participants as a group using examples to ensure that methods are well understood and knowledge can be transferred to their own projects. Questions are taken whilst the methods are introduced and a dedicated space is provided at the end of this session to answer questions.

- Participants then get into their action projects groups. The above tools will be used to test their aims and objectives.

- Each group will be asked to use the 3 tools to robustly challenge their aims and objectives.

- Groups will be encouraged to use the flipchart paper to draft their ideas and then use the templates once they are happy with their drafts.

- Facilitators will offer support when required.
**ACTIVITY 3.7: BRAINWRITING**

**Aim of Activity:**

To collect ideas on activities for the action projects

**Time needed:**

30 min

**Materials:**

Work sheets

---

**Activity Outline**

1. To collect concrete ideas on activities for their action project. The method of brainwriting is very useful to create a lot of ideas in a very short time.
2. All the participants come together and form small groups of five people. These groups should not be the same as the action project groups! Mixing the people can help to get fresh ideas: an outsider’s perspective can be very helpful sometimes.
3. Everyone receives a flip chart sheet for this activity and is invited to draw a grid with three columns and six rows for activities for a project.
4. Every group member starts writing down three ideas for activities of their project in the first line.
5. It is important that the idea is well described, so that your neighbour can imagine what is meant.
6. After 10 min everyone gives his/her sheet to the neighbour on their left. This person completes the template with three further ideas in the second line.
7. Participants can note whatever comes to their mind about the first ideas and thereby extend and refine these ideas. If they have no comments, participants write down new ideas about the topic.
8. Every five minutes, the sheets are passed on clockwise to the next person. This method enables a broad range of ideas for activities to be collected.
9. It is important to keep silent during the brainwriting process and to keep the five-minute-rule, so a positive time pressure is created.
10. The brainwriting is over when participants receive their own sheet again after five or six rounds of five minutes.

**Example of an action project: “A human rights photo exhibition”**

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Location: city hall</th>
<th>Opening evening with cultural supportive program, e.g. band? lecture?</th>
<th>Stories/portraits of the people in the pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person 2</td>
<td>-Alternatively community center -photo walls with short text as explanation -11 am - 5pm weekend</td>
<td>-Friday opening with speeches of the volunteers -snacks from the partner countries</td>
<td>-pictures of landscapes -traditions -explain stereotypes</td>
</tr>
<tr>
<td>Person 3 etc. ....</td>
<td>-At one night until 10pm -slideshow instead of photo walls</td>
<td>-Guided tours with the volunteers -music from the different countries</td>
<td>Too difficult to explain stereotypes with pictures?</td>
</tr>
</tbody>
</table>
Activity Outline:

Participants are given an overview of the ‘Network Planning Technique’ and how it relates to their project.

Doing a “Network Planning Technique” involves the following steps:

1) Get into action project groups
2) The group selects the final ideas of activities they want to include in their overall action project.
3) The activities are scheduled according to when they need to be carried out
4) Next the activities are sorted into a logical order. The group decides which activities follow on from each other and which activities can be carried out together or parallel. They can ask themselves the following questions:

- What activities can start parallel?
- Which activities follow directly after each other?
- Which activities are linked, either in a content-related or organisational way?
- What can only begin if something else has been finished?
- Which chain of activities takes the most time?
A network planning technique visualizes the logical connections between the different activities of a project. It looks at the consistency of the project and helps to uncover possible weaknesses in the content.

Additionally, this method shows the critical points of the project. The so-called “critical path” (red arrows in the example above) is the succession of activities that has to work out in order to make the whole project come to a successful end on time. That means that if a problem comes up during the implementation of the critical path, the whole project is in danger of failing, or at least not meeting the deadline.

The critical path usually takes the longest and therefore determines the length of the whole project. For example: a group wants to organize a speech in a school. Here, the critical path could be the search for a speaker. Only when the speaker is found can the group set up a program and promote the speech. Using the network planning technique, the group can include the following elements into their project planning:

5) **Tasks:** Procedures are elements of the network planning technique that describe certain events. Procedures are therefore work packages that are implemented during a certain timeframe and have a starting and an ending point. For example, the individual activities the returnees want to implement for their project, e.g. researching potential speakers online.

6) **Events:** Events are elements of the network planning technique that describe the occurrence of a certain condition. Events can also mark the beginning or the finishing of a procedure. e.g. speaker is identified.

7) **Milestones:** Milestones mark the achievement of an important interim result, e.g., the program is set up.

8) **Decisions:** Strategic moments of decisions can also be included in the network planning technique.: e.g. Is the program accepted by the teacher? (yes/no)
Activity Outline:

The costs of a project can be divided into material costs, travel costs and working time.

1. Allocating material and travel costs

   - First of all, the group members need to decide how much they would be willing to spend on the project from their own funds, or if indeed they could do it for low or no funds. The sum of amount is the budget they have. Trainers should guide this process in a way to avoid group pressure on participants to overspend their personal budgets.

   - If groups can receive funding then this will be their budget. It is important to define a limit for the material and travel costs in advance. If the group wants to apply for funds or sponsorship, it is crucial to have planned a budget.

   - Material costs for the returnees can be, for example, books they need for the preparation of a speech or fair-trade chocolate for participants of a workshop.

   - Travel costs can arise for group meetings or to travel to the location of the organized event.

2. Allocating working time

   - The biggest resource required is the time returnees want to spend implementing their project. As the projects are voluntary they need to be worked on between normal jobs, university and other duties of the returnees.

   - To estimate realistically how much leisure time everyone is able and willing to spend, they can use a work sheet with a simple calculation:
3. Estimate workload and costs

- To estimate the workload and costs of each activity of the project, a moderated discussion (by a member of the group) within each project group is helpful.
- Based on the network planning technique, every single activity is discussed to figure out, how much time is needed to fulfil each task.
- An important precondition for a realistic estimation of costs and workload is that everyone has the same understanding of the activities. Therefore, the more detailed the objectives and the project planning are, the better. This will make it easier for participants to estimate the workload of the activities. If the participant’s estimations differ from each other, usually an averaged workload can be defined. In this case the group moderator can also encourage everyone to explain on which basis they estimated the workload.
- Material costs for the returnees could be, for example, books they need for the preparation of a speech or fair-trade chocolate for participants of a workshop. Travel costs can arise e.g. for group meetings or to travel to the location of the organized event; there can be fees they need to pay to a speaker or to rent a room; as well as many other costs.
- The workloads estimated as a result of the discussion, as well as estimated budgetary items (e.g. material and travel costs), should be written down in a table. The total amount of estimated time and budget can now be compared with the resources that have been allocated in the exercise before.
- If a significant gap between resources and estimated costs becomes apparent there needs to be adjustments to the project activities. In this case, the planned project needs to become smaller (fewer activities, fewer outputs created) in order to fit to the limited resources of the working group.

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Workload (hours)</th>
<th>Budgetary items (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Travel costs</td>
<td>Material costs</td>
</tr>
<tr>
<td>Visit the room in the city hall</td>
<td>2.5</td>
<td>€8.5</td>
</tr>
<tr>
<td>Promote the event</td>
<td>5</td>
<td>€10.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total amount</td>
<td>7.5</td>
<td>€19</td>
</tr>
</tbody>
</table>
**WORK SHEET**

**Question 1: weekly workload (assuming a normal week)**

How many hours per week are you able and willing to spend on the project realistically?

Result: ____ hours per week

**Question 2: daily workload**

Divide the number of hours per week above by 7

Result: ____ hours per day

**Question 3: “preoccupied-days”**

How many days are there until the end of the project during which you do not have time at all for the project (full-time job, studies, vacations, free weekends, etc.)? Please count these days.

Result: ____ preoccupied days

**Question 4: total workload**

There is a total number of ____ days until the end of the project.

Please subtract the number of preoccupied days from the total number of days.

____ days minus ____ blocked days is ____ free work days.

Please multiply your daily workload in hours by the number of free work days.

____ hours/day multiplied with ____ free work days is ____ total number in hours.

Total result: ____ hours of workload you have available for the project.
Activity Outline:

- The Gantt-chart is a very useful tool to illustrate the chronological order of the project activities. This overview is also very suitable for presenting the project to a potential partner.
- The bar chart consists of an x-axis and a y-axis. On the vertical y-axis, the project activities are listed in a chronological order. The horizontal x-axis represents the course of time.
- Depending on the length of the project, the following grid can be divided in months, weeks or days. The beginning and the end of the grid represent the start and the end of the project. Now the duration of every activity is marked with coloured highlights in the chart.
- Every group draws up a Gantt-Chart on flipchart-paper and starts filling it out together for their project.

A very simple Gantt-Chart template can look like this:

<table>
<thead>
<tr>
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Example:

<table>
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<tr>
<th>Workshop in school „Fair-trade“</th>
<th>week</th>
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<td>Research to topics</td>
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<td>Internet research for speaker</td>
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<tr>
<td>Contacting speakers</td>
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<td>Speaker is found</td>
<td>02/07/17</td>
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<tr>
<td>Contacting school</td>
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<td>.....</td>
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### Activity Outline:

- Belbin’s Team Roles (Appendix 4) will be introduced to the participants. This shows 9 different roles within a group.
- Everyone is invited to read the different roles and reflect on which roles represent them the most.
- The different groups are invited to discuss the roles in the action project groups. What roles are covered, what roles are possibly missing. What are the strengths and the weaknesses of these roles?
- Hopefully the each project will have mixed groups but if not it provides food for thought on how the roles are allocated!
- The most successful teams tended to be those with a mix of different people, i.e. those with a range of different behaviours. Nine distinct clusters of behaviour turned out to be distinctive and useful. These were called “Team Roles,”

### ACTIVITY 3.11: IDENTIFYING ROLES IN THE ACTION PROJECT

<table>
<thead>
<tr>
<th>Aim of Activity:</th>
<th>Time needed:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To introduce a theory that will help individuals identify their own role within a team</td>
<td>30 min</td>
<td>Print out of Belbin’s team roles (Appendix 4), pens</td>
</tr>
</tbody>
</table>
Stage 4: Consolidating the learning

This last stage is about rounding up all that was learned and creating space for participants to consider what it is they want to take with them after the course. It is also about checking in with where participants are at before they part company as a group. This is important to ‘end well’, to honour the group and all that the participants have contributed throughout the course, and to sustain that energy generated for going forward into their Action Projects and further work in their continued engagement.

Going Forth

Joanna Macy talks about ‘going forth’ into the actions that call each person, that whatever each individual does will be unique to that person. Each person has their own interests, their own unique journey, their own networks, contexts for work or study, and their own time limitations for how to nurture this work. This stage is about having gratitude for having been part of a journey together, celebrating the lessons learned, and doing whatever is possible going forward.
### Activity Outline:

1. Divide the participants into groups of 4 people.
2. Every group is given pens of different colours and a sheet of flipchart paper.
3. They have 15 min to brainstorm and to write down at least 50 things they could possibly do to contribute personally to a sustainable world ‘their ideal future’. It does not matter, how realistic these things are and if they already do some of these things (e.g. eat vegan, don’t produce any waste, live without money, buy only organic food, no long-distance travelling every year…) 50 things seem a lot, but four creative people will easily find them if the time-pressure is high.
4. In the next phase, everyone in the group chooses a pen of a specific colour. This allows the group members to use the same list for the upcoming steps. From now on, everybody works on their own, so there is no group discussion or explaining needed.
5. Everyone underlines all the things in the list, they personally already do (e.g. be a vegetarian).
6. Everyone underlines all the things they are not able to do (e.g. because it is too expensive).
7. Everyone underlines all the things they are not willing to do (e.g. live without meat).
8. Finally everyone will still have a number of things on the list that have not been underlined yet. Everyone should now pick three things out of the remaining list they really want to do and draw a circle around these things. These are the individual goals of the participants they will try to accomplish after the seminar.

If they want, they can now share their goals with the group and walk around to see the lists of the other groups.

### ACTIVITY 4.1: THE WISH LIST

<table>
<thead>
<tr>
<th>Aim of Activity:</th>
<th>Time needed:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To look at actions that you can take in your daily life to live more with our values</td>
<td>20 minutes</td>
<td>Flipchart papers, pens of different colours</td>
</tr>
</tbody>
</table>

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*For more details and resources, refer to the full manual.*
### Activity 4.2: Signposting

<table>
<thead>
<tr>
<th>Aim of Activity:</th>
<th>Time needed:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify tailored pathways for participants to continue their involvement in other ways, as well as action projects – to know more about what is out there for them to engage with</td>
<td>30 minutes</td>
<td>None</td>
</tr>
</tbody>
</table>

#### Activity Outline

- This is a good activity to pick up on some of the ideas from the ‘Wish List’.

- The activity can be done as a ‘round robin’ activity where participants sit together in a circle: however, if there is a need for more energy at this stage of the training, it could be done in a more creative or participative way (e.g. World Cafe)

  - Invite each of the participants to share their thoughts on ‘what next’ for them (in addition to their Action Project) - this could include next steps for further learning, making connections with individuals/ organisations, further volunteering, change of career, individual actions such as changing consumer habits, etc.

  - As each person talks, facilitators can support what they are saying by sharing further signposts that might help them in this journey into their next steps, e.g. if someone wants to go back to college to study development, the facilitator could put them in touch with someone who has done this course, or recommend different colleges and courses, or signpost to any grants that are available.

  - Do this until everyone has had the chance to contribute.
ACTIVITY 4.3: LETTER TO ME

**Aim of Activity:**
To help participants remember their learning from the course several months after it has been completed

**Time needed:**
30 minutes

**Materials:**
‘Letter to Me’ (see Appendix 4), pens and envelopes – enough for each participant

**Activity Outline**

- Give out blank copies of the Letter to Me (Appendix 4) and a blank envelope to each participant.

- Recap with the participants what the learning has been throughout the course.

- Invite them to close their eyes and think of one thing that has really stayed with them, and one thing they will do as a result of this course.

- Then, give them time to write down their answers.

- When they’re finished, ask them to put the letter into the envelope, seal it, put their full address on it, and give it to the facilitator, who should post it in three months.

---

**Dear Me,**
Activity Outline:

1. Invite participants to form a circle

2. Place the balloon in the middle of the circle

3. Tell them that we are going to use the energy of the group that we have built up, all the conversations and all the ideas to burst the balloon. Invite participants to close their eyes.

4. Tell them to use the energy and thoughts. Imagine the balloon bursting. Keep encouraging them to burst it with their mind.

5. After a minute tell them that you think they are very close to bursting it and to give it one last chance with their minds.

6. After another minute if nobody has already burst it, walk into the centre of the room and physically burst the balloon. Explain that thoughts are great but without action nothing will happen. The balloon cannot burst by thoughts alone.

They can think and talk about injustice, poverty climate change all day long but they need to take action (informed action).
**Activity Outline:**

The ‘Way of the Council’ is a way of creating a space where a group can have open honest communication and clear communication

1. Invite participants to sit in a circle so that everyone can see each other without straining.
2. It is good to create a ceremonial environment.
3. A candle is placed in the centre of the circle.
4. A member of the group is invited to light the candle. The fire comes from many indigenous cultures, and is called the ‘Children’s Fire’. The children’s fire was a pledge from the members of the council that no decision or action of any kind would be permitted from this circle that will negatively impact the children 7 generations into the future.
5. A talking stick is put into the centre of the circle. Only the person holding this stick is permitted to speak. The talking stick could be something from nature or perhaps something of meaning to the group. It should be something that can easily be passed along the group.
6. Participants are invited to bring 4 intentions to the circle (see below).
7. The facilitator can then set the guiding topic for the group to talk around. This will depend on what the facilitator is hoping the group will get out of the council. It could be ‘a lesson I learned’, ‘A hope I have’, ‘The shoes I am wearing’, ‘What I most deeply and profoundly love’.
8. There are a number of ways to define the length of a council circle. A time limit can be set at the beginning. It could be decided that the talking stick passes around the circle to each person who wants to speak 2 or 3 times. Another option is to continue the council until there is a completely silent passing of the talking piece, indicating that no one has anything left to add to the discussion. It is important to decide this at the beginning.
9. It is nice to get the group to blow the candle in the middle out together.
The 4 Intentions of Council

Speaking from the Heart
Participants are invited to speak from their heart with open and honest communication, and to be as transparent as they can about their emotions, feeling and what they are thinking in the present moment. It can be useful to imagine the words coming from the mid region of the body as opposed to the head.

Listening from the Heart
Participants are invited to listen to all members of the group with an open and alert concentration; to do their best to understand and accept what the other person is saying, and to listen with full attention and stay present, not waiting for the other person to stop talking so that we can say what we are thinking.

Speak spontaneously
Participants are invited not to plan what they are going to say before their time to speak comes. This allows them to listen when others are speaking, and it also allows for what they are feeling and thinking in that moment to come out.

Speak the essence
To speak the essence means that participants are invited to speak about the most important parts; to try and avoid long-winded speeches; to only speak what is significant to them. This also allows all participants to have time to speak and avoids the council going on too long and thus affecting people’s concentration and listening.

The Law of Council

Confidentiality
What is said in council stays in Council. It is important that the confidentiality of the space is respected so people are comfortable sharing.
The Magic that is... the ‘What Next’ course!

We wanted to use the opportunity of having already delivered this manual through the ‘What Next’ course in Czech Republic in the autumn of 2016 to share with you some of the outcomes from the course and the impact that this course has had on participants.

**Action Projects**

Here is a taster of some of the Action Projects that emerged from the 2016 What Next training:

- A social justice week in a university including an ethical breakfast morning, sale of ethical fashion and Rebottle workshop. It also featured a workshop on transforming used plastic into useful objects, with no input of energy;

- A meetup group for returned development workers, volunteers, and activists, which aims to be a place where people can come together and work on social issues;

- Conscious cup campaign - creating awareness of the environmental impact of coffee cups;

- Plastic Waste Education Campaign, which aims to reduce plastic waste in the environment and to encourage sustainable practices vis-a-vis plastic. This included a workshop in a university with a group of students who are doing a Waste Management Masters (approx. 40 students);

- Introducing global education topics to pre-school education;

- Pre-departure training with potential international volunteers to help them get involved in active citizenship;

- A series of workshops in schools about political topics like extremism, political system in Germany, elections, etc;

- Working with refugees and organising activities with them based on their ideas and needs;

- Awareness raising workshops on gender equality in the UK

- Activism to ensure the voice of young people is being heard during the Brexit negotiations process in the UK.
Here are two blogs about the What Next training, to give a ‘taster’ of what the course was like, from the perspective of two of the Irish participants:

**Deirdre Gavin** shares her experience of participating in the **What Next course in Czech Republic**.

On the 29th of September last I trekked through a forest near a tiny town called Chotěboř in the Czech Republic to embark on what was to be an intense, inspiring and fun-filled week. The training course was for returned volunteers from the Global South to dissect and explore our experiences in an open, honest and non-judgmental space. This was followed by exploring how we can apply our learning from our experiences to our lives and communities to work towards contributing to a more just, equal and sustainable world.

I decided to attend this course as I wanted to further explore my volunteering experience and I felt this would be a safe space to do so. I also continuously feel a constant struggle between wanting to take informed action and not knowing how to go about it. I knew this course would address this head on. We were provided with really helpful management tools and advice in bucket loads as to how to go about setting up or contributing to an action project.

Throughout the course I explored goals I wanted to achieve:

1. To create awareness that the majority of coffee cups are non-recyclable and end up in landfill (due to a thin layer of plastic surrounding the cup to stop it getting soggy).

2. To increase usage of reusable cups in Dublin and in general.

As a result of the course I carried out a social experiment using a reusable coffee cup for 30 days. After exploring this issue and these goals on the course, I returned to Dublin and joined an active group to which I am contributing. I initially wanted to create a small campaign on my own, but upon realizing there was already a working group tackling the same goals, I thought it a better idea to join them. I am now a member of the ‘Conscious cup campaign’ consisting of over 40 members. We are in the early stages of creating a campaign focusing on these two goals. Be on the look-out for this campaign in the near future as it will hopefully be impactful on the general public’s coffee cup habits!!

The week also allowed for the group to network and share an assortment of ideas, campaigns, interesting books and documentaries and opportunities available. I gained not only many like-minded friends, but also a renewed sense of drive for an issue that has always bugged me. I have now turned a motivation into real plans to make tangible differences to communities. Since the trip we have set up various platforms to keep connected and to continuously support others action projects. I would like to thank Comhlámh and the other partners involved for giving me the opportunity to attend and for being part of an inspiring week.
Siofra Herr also shares her experience of participating in the What Next course after returning from a volunteer experience in Tanzania with UCDVO.

Upon return from Tanzania, I applied to take part in a training course in the Czech Republic funded by Erasmus+, where Comhlámh and other organisations aimed at global development, sent returned volunteers to reflect on their time spent volunteering and to consider and share knowledge on international development. Returned volunteers from England, Ireland, Germany and the Czech Republic took part in the training course which lasted five days in a remote setting in the Czech countryside, about a three hour train journey from Prague.

The first couple of days of the course were dedicated to engaging with the other participants. We all got to know each other well over the five days and each person shared their story about volunteering individually, we heard about the obstacles they faced whilst abroad as well as what they found to be the most rewarding aspect of volunteering. We then moved onto engaging with topics related to international development which people held an interest in, such as gender equality and equal access to healthcare. A ‘marketplace’ was set up where people wrote down on a poster different articles, campaigns, websites, videos, courses etc. that they had come across and found really beneficial in helping them engage and understand different issues better.

The whole atmosphere of the training course was incredibly relaxed and calm, where we stayed had no wifi and was located in the middle of the woods, our minds were completely focused on the training course and getting the most out of it we could. The last few days were dedicated to setting up an action project to implement when we got back home, millions of ideas were shared including setting up a better course on sexual health to be taught in Irish schools and building an online resource and support network for Borderline Personality Disorder.

I feel over the last couple of months I’ve gained a far better and deeper understanding of international development and am keen to stay involved in campaigns and to learn more about global justice issues.


Last accessed 18/10/2016.


Last accessed 18/10/2016.


Last accessed 18/10/2016.


Irish Aid (2006). *Irish Aid and Development Education describing... understanding... challenging... the story of human development in today's world*. Dublin: Irish Aid.

Last accessed on 18/10/2016


Last accessed 18/10/2016.
Appendix 1: Appreciative Inquiry handout

• Describe the how you have positively evolved over the course of your journey:

• What happened and how did it happen?

• Who was involved or helped you in this process?

• What did you do that enabled this positive change in yourself?

• What did others do that also helped enable the change?

• What is significant about the example you have chosen?

• What are some of the factors that enabled change to take place?

• What words would you use to describe the change brought about in you by this experience?
### Tool 1:
Matrix of priorities (used to establish priorities)
Eisenhower method for time management

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<th>Do First</th>
<th>Less Urgent but Important</th>
<th>Schedule</th>
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<table>
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Tool 2: Planning triangle (used to establish aims and links to objectives)
Tool 3:
SMART Objectives (used for establishing measurable objectives)

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<tr>
<td>Attainable</td>
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<td>Realistic</td>
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## Appendix 3: Belbin team roles

<table>
<thead>
<tr>
<th>Team Role</th>
<th>Contribution</th>
<th>Allowable Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plant</strong></td>
<td>Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.</td>
<td>Ignores incidentals. Too preoccupied to communicate effectively.</td>
</tr>
<tr>
<td><strong>Resource Investigator</strong></td>
<td>Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts.</td>
<td>Over-optimistic. Loses interest once initial enthusiasm has passed.</td>
</tr>
<tr>
<td><strong>Co-ordinator</strong></td>
<td>Mature, confident, identifies talent. Clarifies goals. Delegates effectively.</td>
<td>Can be seen as manipulative. Offloads own share of the work.</td>
</tr>
<tr>
<td><strong>Shaper</strong></td>
<td>Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.</td>
<td>Prone to provocation. Offends people's feelings.</td>
</tr>
<tr>
<td><strong>Monitor Evaluator</strong></td>
<td>Sober, strategic and discerning. Sees all options and judges accurately</td>
<td>Lacks drive and ability to inspire others. Can be overly critical.</td>
</tr>
<tr>
<td><strong>Teamworker</strong></td>
<td>Co-operative, perceptive and diplomatic. Listens and averts friction.</td>
<td>Indecisive in crunch situations. Avoids confrontation.</td>
</tr>
<tr>
<td><strong>Implementer</strong></td>
<td>Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done</td>
<td>Somewhat inflexible. Slow to respond to new possibilities.</td>
</tr>
<tr>
<td><strong>Completer Finisher</strong></td>
<td>Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.</td>
<td>Inclined to worry unduly. Reluctant to delegate.</td>
</tr>
<tr>
<td><strong>Specialist</strong></td>
<td>Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.</td>
<td>Contributes only on a narrow front. Dwells on technicalities</td>
</tr>
</tbody>
</table>
Appendix 4: Letter to Me

Dear me,

Something I have learned from this topic is....

Something that inspired me was...

Something I would like to remember at a later stage is...

Something I will do as a result of the learning from this course...

Best regards,

From Me!