

# EVS Learning Notebook



“The Youthpass is not  
only a Certificate,  
it is a learning process”



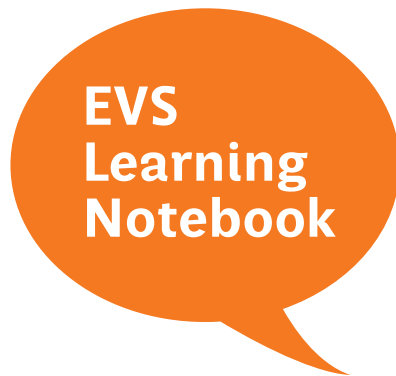
AGENCIJA ZA  
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PROGRAME EU



Erasmus+

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“The Youthpass is not only a Certificate, it is a learning process”

# Congratulations

If you are reading this Notebook, it means that you are participating in the European Voluntary Service (EVS). **Congratulations!**

During your EVS, you will have a **learning experience** while **volunteering and working** within an organisation.

EVS is not only having an international and intercultural experience - it is an entire learning process you have to approach carefully and systematically in order to make the most of it.

This Notebook gives you **tips for planning and gathering up everything you will learn during your EVS**. However, the way you do it is very personal and you are the one to decide which way suits you best.

The methodology used in this Notebook is only a suggestion. It is not compulsory and nobody is going to review it. This is only for you, so, enjoy!



If you want to learn more about the Youthpass Certificate, please visit [www.youthpass.eu](http://www.youthpass.eu)



# How to use this Notebook?

This Notebook has three parts divided into different colours and symbols:



## **ORANGE PAGES - INFORMATION:**

To clarify concepts and encourage you to learn more about each topic.

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## **BLUE PAGES - REFLECTION:**

To encourage you to reflect accordingly on different moments of your EVS.

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## **GRAY PAGES - CALENDAR:**

A time plan to help you collect important learning moments during your EVS. The number of pages you will use have to be equal to the monthly duration of your project (No. pages = No. months).

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# Learning in EVS

Most of our life we are being taught within the framework of **formal education**: in primary school, high school and/or university. Our learning is dictated by the formal education system – it decides what we have to learn, how we have to learn it, and it evaluates the results of our learning. In the end we receive a diploma that validates what we have learned.

Within your EVS experience, you will go through a different kind of a learning process, the so-called **non-formal learning process**. Non-formal learning is an organised and structured learning process that occurs outside of the established formal education system. This means that during your learning process you will not be instructed by a teacher to tell you what to learn or to grade your learning but you will be the one to analyse and evaluate your learning with the support of an accompanying person (your mentor). The learning will adapt to your own interests, since you will participate in the planning, organisation and evaluation of the process.

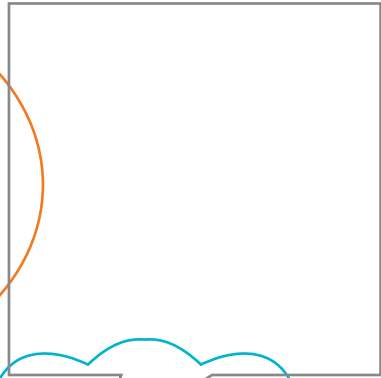


Another form of learning that will be an integral part of your EVS learning experience is **informal learning**. Informal learning goes on in daily life and can be received from daily experiences and other influences in a person's environment (during a conversation, while having a cup of coffee, while watching a movie, while running your errands, through media etc.). It is very important for you to note how daily experiences in a different country influence your learning.

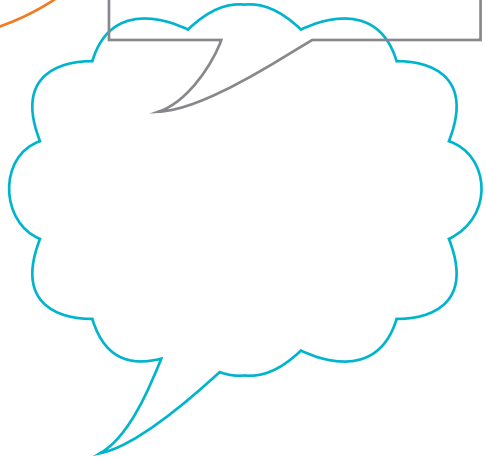


# Before departure

Even before the official start of your EVS adventure you will have already started your learning adventure - for instance, you will have learned how to find a project, how to write your CV and motivation letter, how to contact an organisation, how to organise your travel, etc.



You might not be aware of all the important things you have learned while preparing for the project, so it might be a good start to dedicate a couple of minutes to think about what you have learned by writing everything down in the speech bubbles on this page.



If you want to see what other volunteers have said about what they had learned before departure, visit this webpage:  
[http://youthpassprocess.eu/before\\_departure/](http://youthpassprocess.eu/before_departure/)





*"It is important to reflect on your learning from the beginning of your EVS."*

**Year:** \_\_\_\_\_ **Month:** \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
You can write down whatever you want, whatever has been a significant learning moment for you (e.g. everything from taking the bus in a foreign country, doing a PowerPoint presentation about your country, managing your pocket money in a different currency, living in a new home with peers from different countries, ...)						

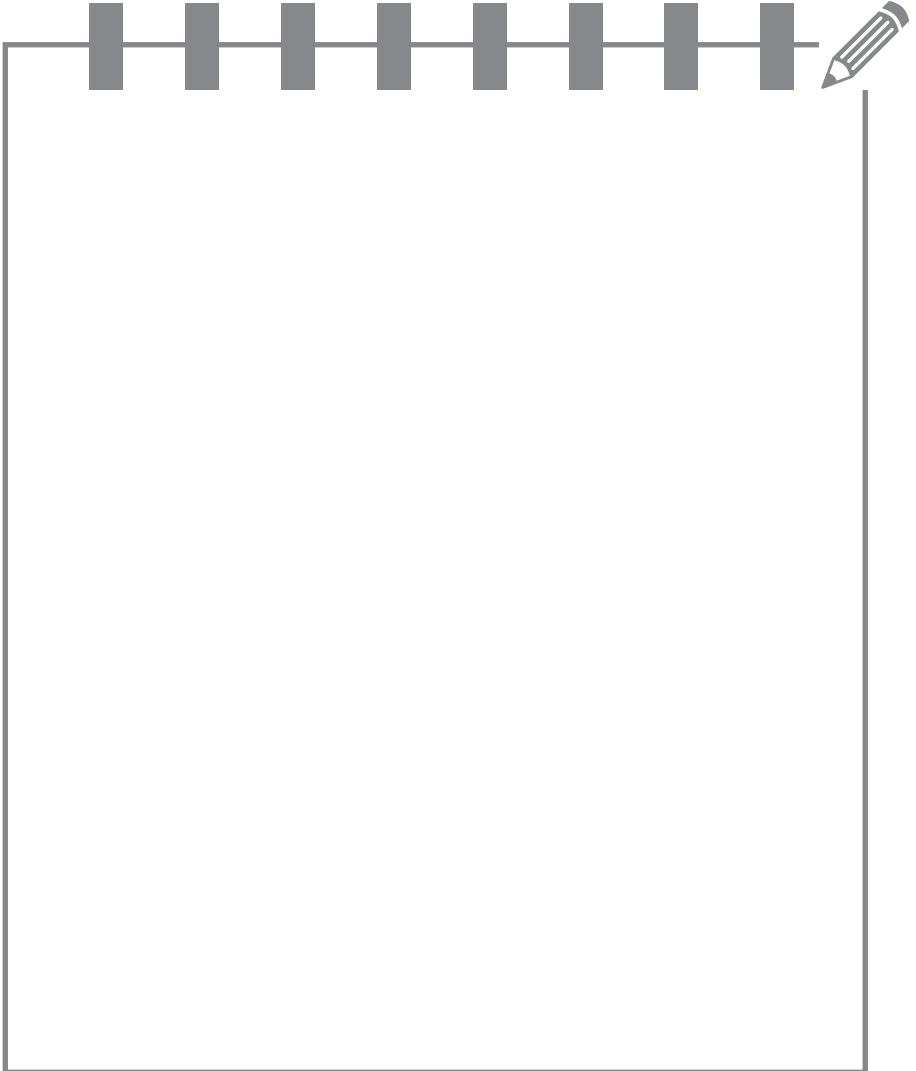


If you want to, you can write down the things you have done since you arrived and during your first EVS moments.



# Notes

The Notes pages are intended to give you more space to note all the things you have learned during all the different phases of your EVS.



# Newcomers

Now that you have written down all significant learning moments you have had during your first EVS month take some time to reflect on what you have learned from these moments – did they influence your personal or professional growth, did you learn something new about yourself, did you gain new competencies, skills or attitudes, etc.



A large rectangular area defined by a dashed line, intended for writing reflections.

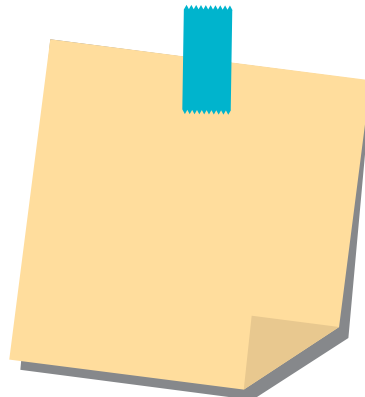
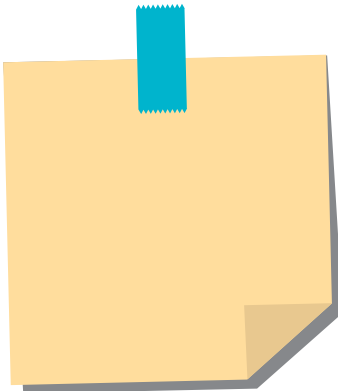
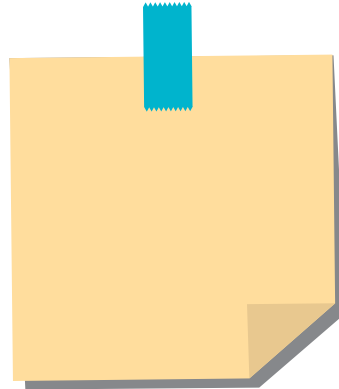
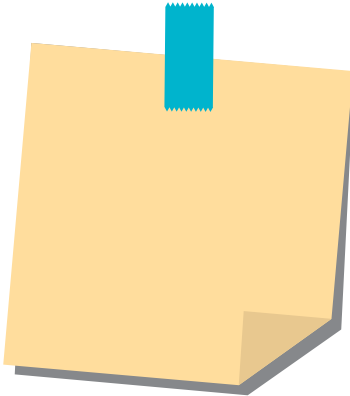


Check the list of Youthpass competencies on [www.youthpass.eu](http://www.youthpass.eu)



# On-arrival Training

The **on-arrival training** is a training intended for you to help you jump start your EVS learning process. The main objective of the on-arrival training is to introduce you to the host country, to prepare you for the entire volunteering period and the EVS experience. On-arrival training helps you adapt to cultural and personal challenges. It allows you to get to know each other and to build a network. The training will equip you with communication skills, including aspects of intercultural learning. The training is also a time for you to plan the coming months and to develop your own personal goals for your EVS. The training is a great opportunity for you to meet EVS peers who are in the same situation as you and to share experiences, goals, motivations and fears.



# L2L Learning to Learn

During your EVS you have the control over what you make out of this experience - **it's not about things "happening to you", it is about things "that you make happen". It is about you taking charge over your learning instead of being a passive observer.**

The same applies for the **learning** outcomes within your EVS. It consists in learning to analyse and set your own learning goals, in reflecting over your learning process and in evaluating whether you are achieving your set goals.



You learn from the activities that you carry out within the organisation but also during your free time ... **During your EVS, you are the one to make the most out of your learning opportunities!**

However, you should not do it completely on your own – you can count on receiving support from your colleagues, your mentor and your supervisor, or other persons from your organisation... **but remember, the most important thing is your personal interest and your own motivation.**



We recommend a video that will motivate you for the L2L (YouTube: Dare to Dream by inKNOWation)

<https://www.youtube.com/watch?v=HhFxQIDPjaY>



# Learning styles

## Why do we talk about learning styles in this Notebook?

Everyone processes and learns new information in different ways. The common characteristics of each learning style listed below can help you understand how you learn and what methods of learning best fits you.



### Active and reflective learners

If you prefer to understand information best by doing something active with it – discussing or applying it or explaining to others and you like group work, you are an active learner.

If you are a reflective learner, you will prefer to think about it quietly at first and you'll prefer individual work.

### Sensing and intuitive learners

Sensing learners tend to like learning facts and are more practical and careful while learning whereas intuitive learners prefer discovering possibilities and relationships, they like innovation and dislike repetition.

### Visual and verbal learners

Visual learners remember best what they see - pictures, diagrams, flow charts, time lines, films, and demonstrations.

Verbal learners get more out of words - written and spoken explanations.

### Sequential and global learners

Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly "getting it."

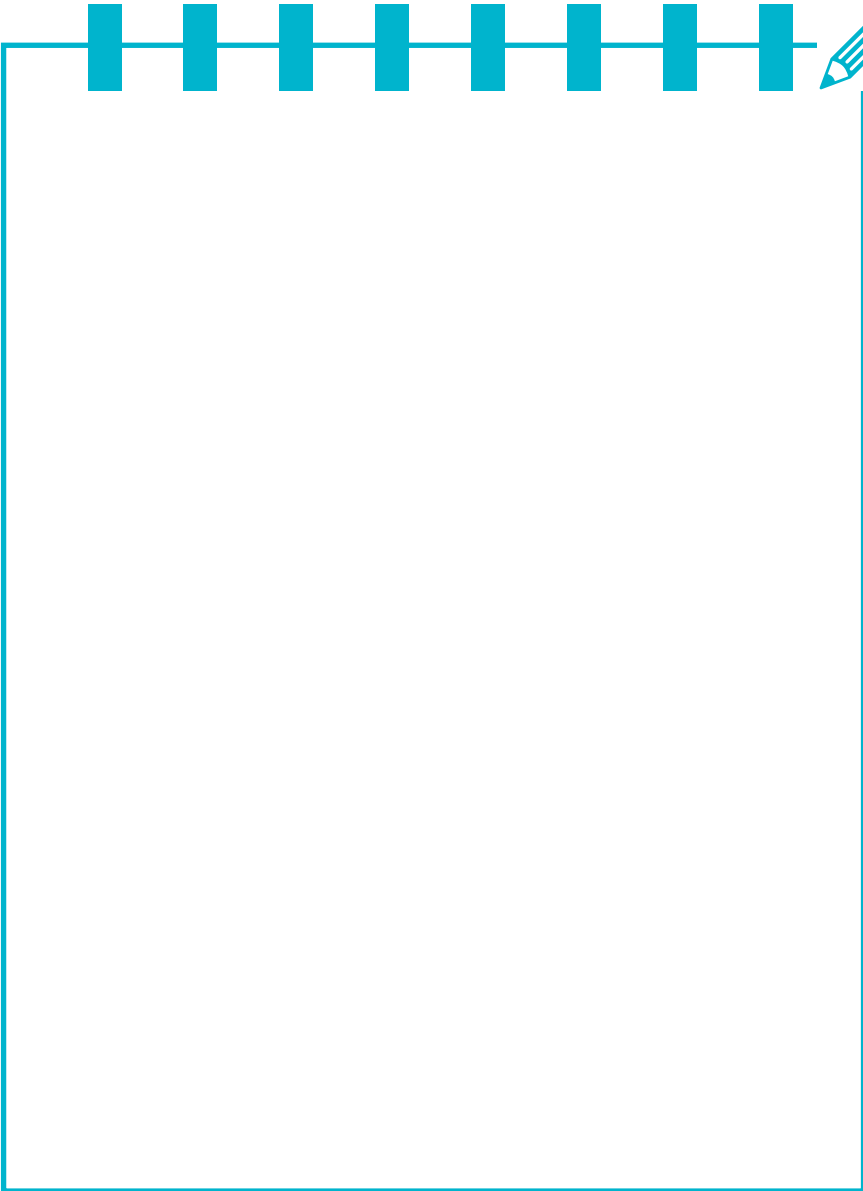
Sequential learners tend to follow logical stepwise paths in finding solutions; global learners may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it.

It is important to understand that all learning styles are valid and people learn using a mixture of the styles.

Although each one of us prefers to learn in one way or another, sometimes we need to adapt to the circumstances of our own reality, and also, we can use this experience in order to learn, even if it is not our favourite learning style.



You can use this space to **reflect on your learning style:**



Remember that you can use this agenda to write down things that have happened to you, but also things you are going to do. It can be useful for planning your activities within or out of your organisation...

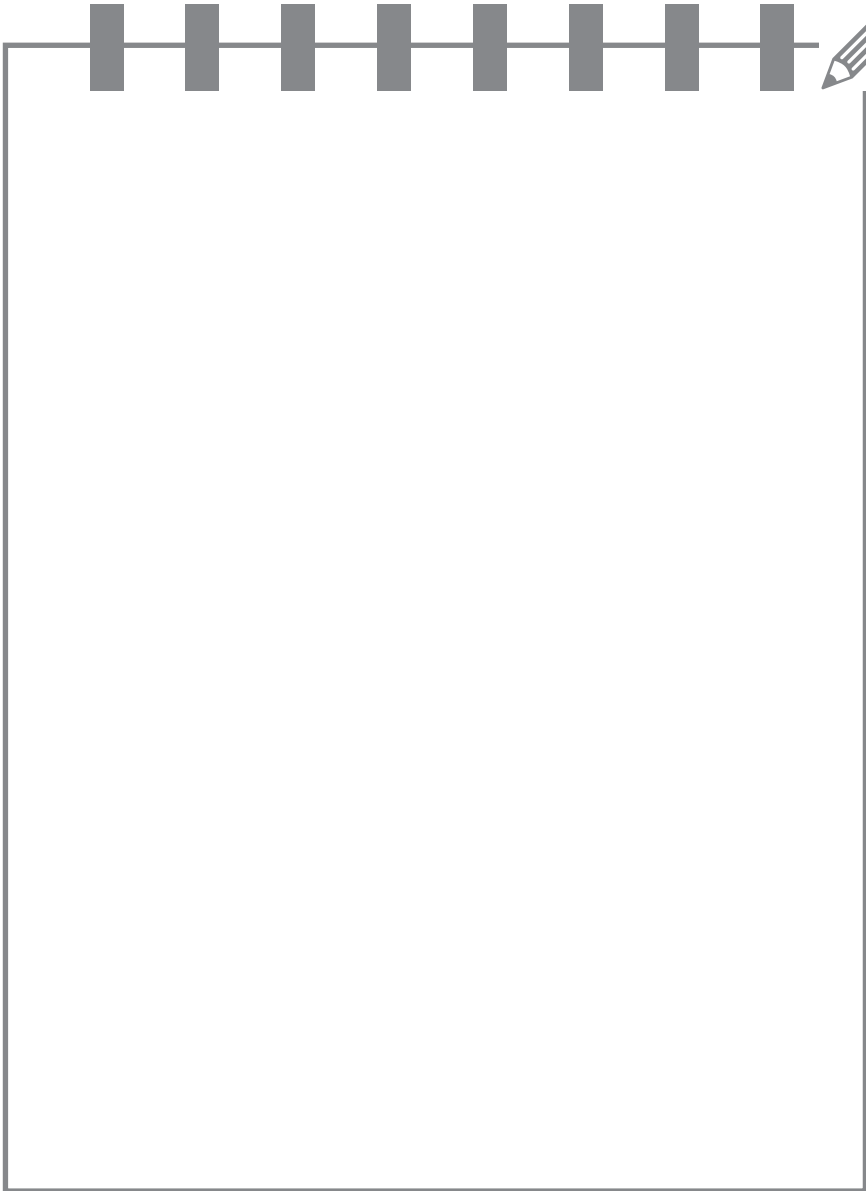
**Year:** \_\_\_\_\_ **Month:** \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

*"In the beginning, you learn more than what you think"*



# Notes





# Partners on the way

Remember that you are not alone in your EVS learning adventure. There are people that have to support you in your learning plan and learning achievements, they can give you feedback, tell you how to improve or ask you questions that may help you to think, get inspired or motivated. To sum up, these people can help guide your learning process.

Your **mentor** plays a very important role in your learning process. According to the Erasmus+ Programme Guide: "The mentor is responsible for providing the volunteer with personal support and support during the learning/Youthpass process."

Moreover, the mentor is going to be the person who, in the end of your project, will validate your learning results in your Youthpass, after having a dialogue with you.

Remember that anyone can start a dialogue... if you need help or feedback...don't wait for the mentor to talk to you about it... **take the first step!**

Draw a list of all the persons (your mentor, supervisor, other colleagues, EVS peers, etc.) that can support you, in which way they can do it, when and how often you are going to meet them to talk about this process...



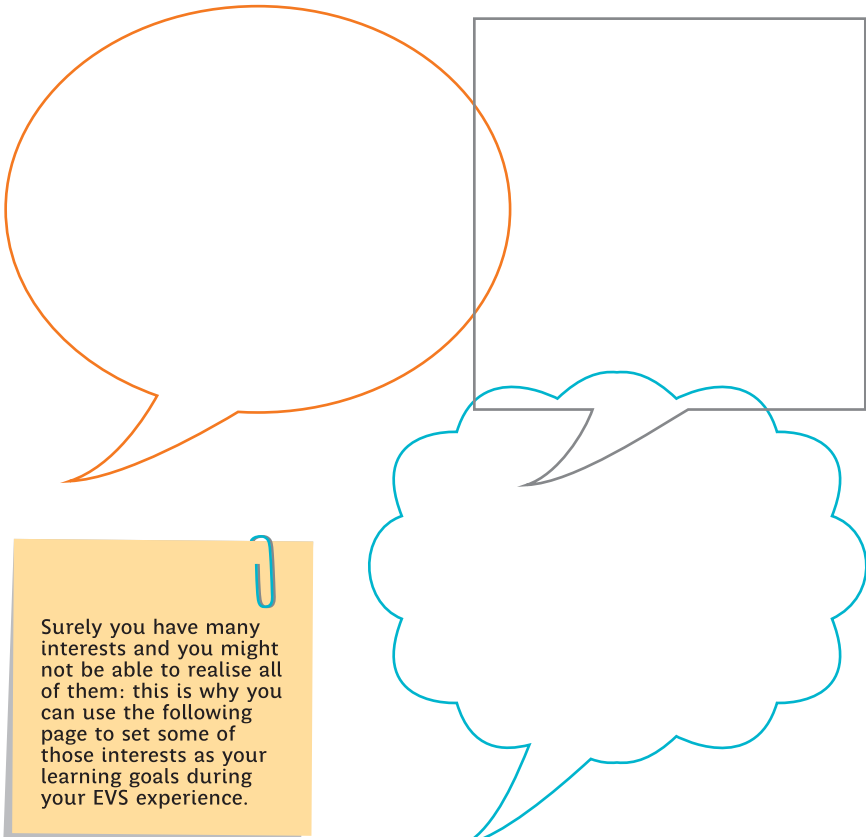
# Learning interests



*"I learn more when I like what I learn."*

It will be useful for you to set your learning interests for your entire EVS experience – what you would like to learn during your activities, during your free time, during your life in a foreign country, etc.).

You can write down your learning interests inside the clouds below.



# Planning my learning goals

## Why plan your learning goals?

Having a plan and setting goals means that you are willing to search and take full advantage of the resources and opportunities.



Interesting things to have in mind when setting your goals:



Relate them with your learning interests and expectations.




Try to make them as concrete and realistic as possible.



Draw them up in a positive way (write what "you want to do", not what "you do not want to do").

In the following page, you can find a table with a method you can use to plan your learning goals, a table taken from the manual "Youthpass in the EVS training cycle".



Obviously, your goals are not fixed. They might change and you will be constantly surprised by new interests you will come up with or set goals that will disappear along the way. Your EVS is an adventure and as such flexibility and adaptability are fundamental.



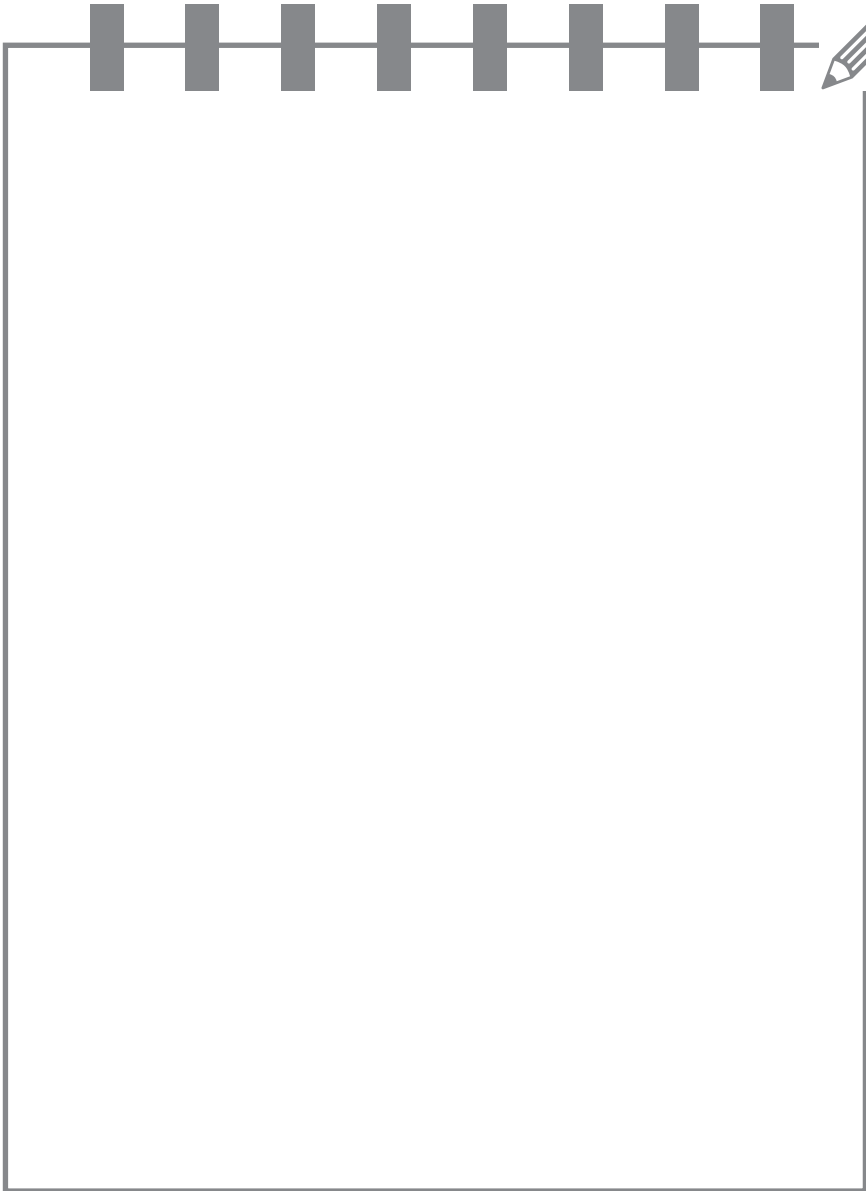
It can be useful to set your goals for every aspect of your EVS, your activities, your free time...

What do I want to learn?	How do I want to learn it?	Who can help me achieve it?	When do I plan to do it?





# Notes





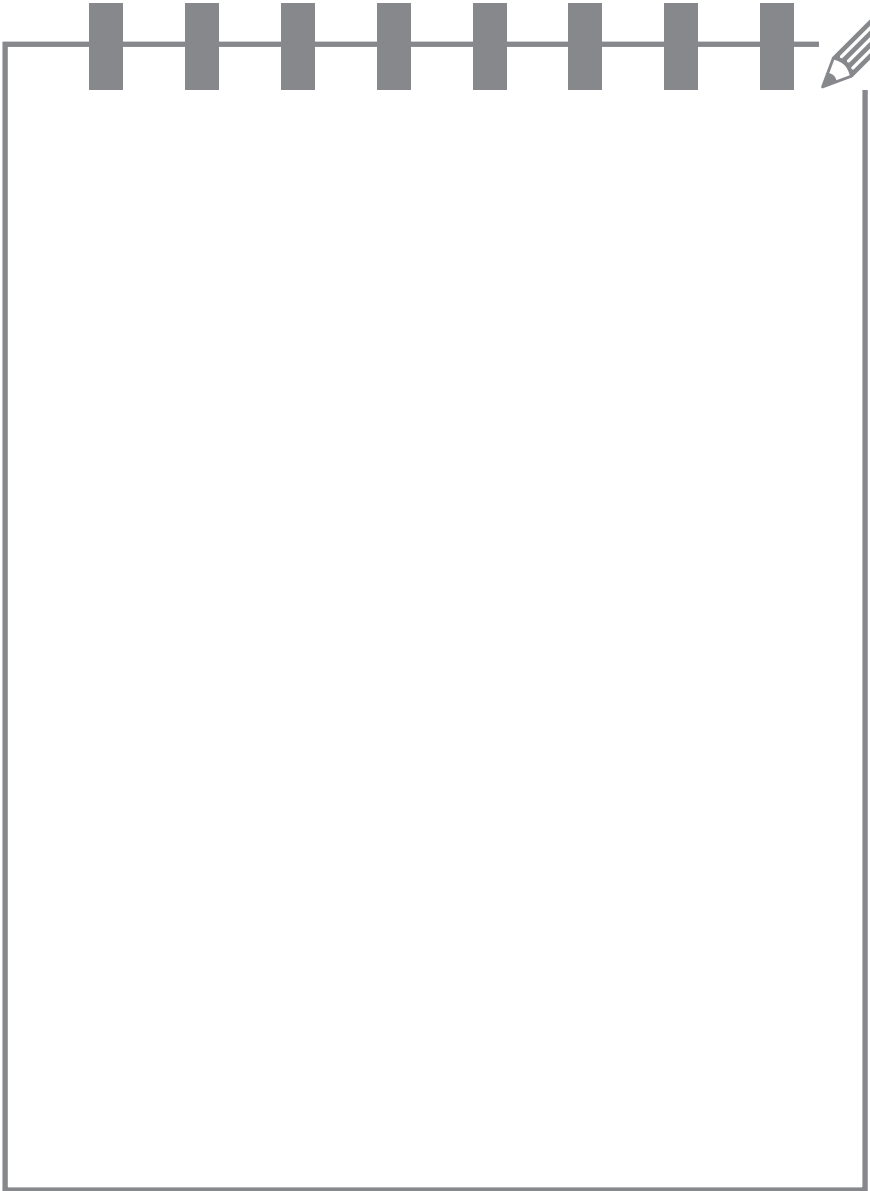
"I never thought of my learning process during my EVS. and now, I regret it a lot".



Year: \_\_\_\_\_ Month: \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

# Notes





# Writing down what I have learned

It is very important to take your time in order to reflect on what you have learned up until now during your EVS. You can look through your agenda and note what you have done, what and how you have learned.

What did I learn?	How did I learn it?	Who helped me in it?	When did I learn it?

“There are two good reasons for identifying and documenting learning:

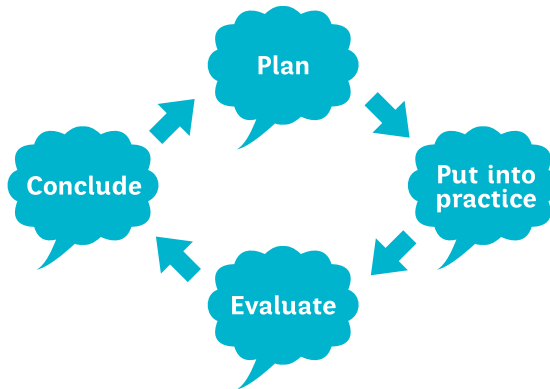
- You become more conscious of your own learning, and this enables you to plan further learning.
- It helps you communicate the learning outcomes to others, e.g. peer-learners, employers, colleagues or educational institutions.”

Youthpass Unfolded Publication.



# Reviewing my learning goals

After reviewing everything you have learned until now, it can be a good moment to review and update your goals.



You can evaluate whether the goals that you wrote on page 19 are getting accomplished.

Goals	Grade of accomplishment (1-5)	Why it was or wasn't accomplished



# Rethinking my learning goals

What do I want to learn?	How do I want to learn it?	Who do I need to help me achieve it?	When am I planning to do it?

It has already been a while since your EVS experience started. Now you are more familiar with your activities and tasks, your new environment and your new reality. Now would be a good moment to, once again, set your objectives, taking also into account the possibilities and limitations within your new reality.



*"The EVS experience is not only about the good moments, bad moments are equally important"*

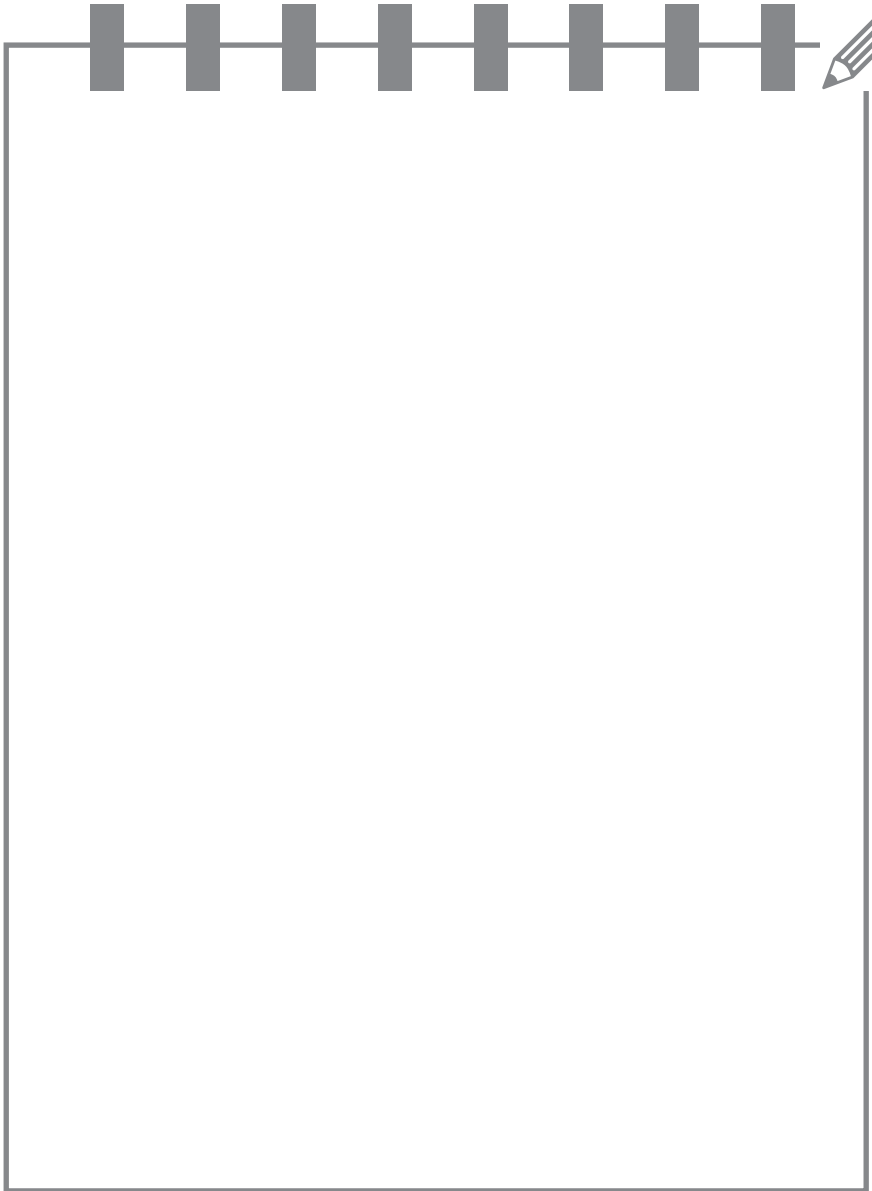
**Year:** \_\_\_\_\_

**Month:** \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

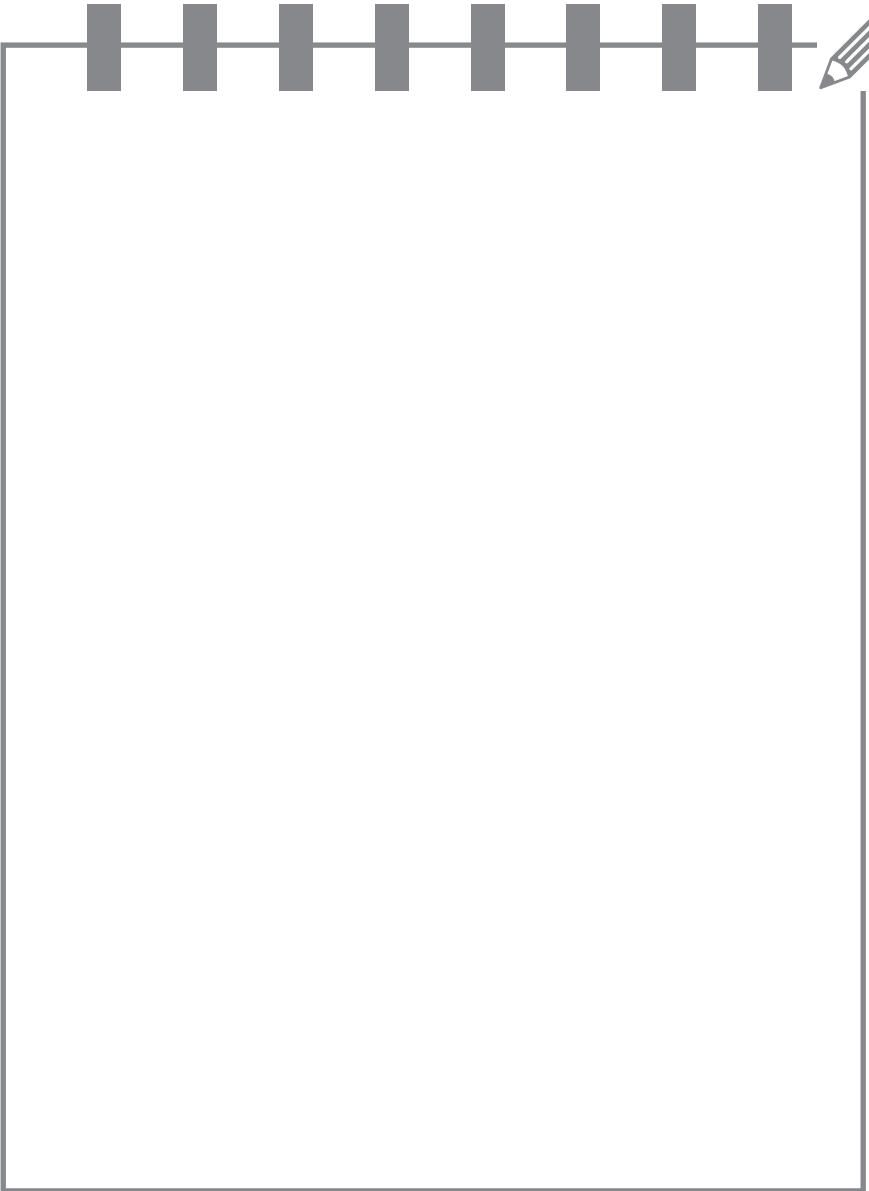


# Notes





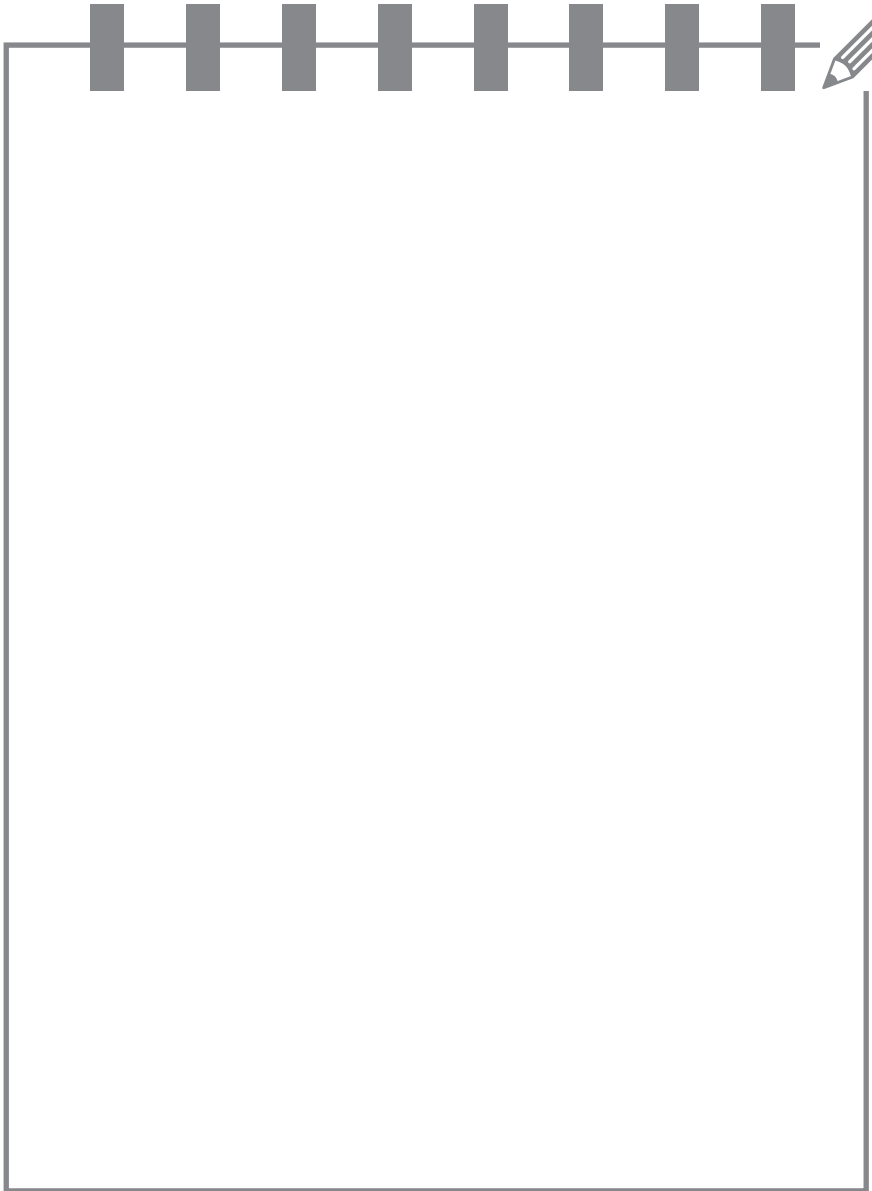
# Notes







# Notes



# Writing down what I have learned

What did I learn?	How did I learn it?	Who helped me in it?	When did I learn it?



# Reviewing my learning goals

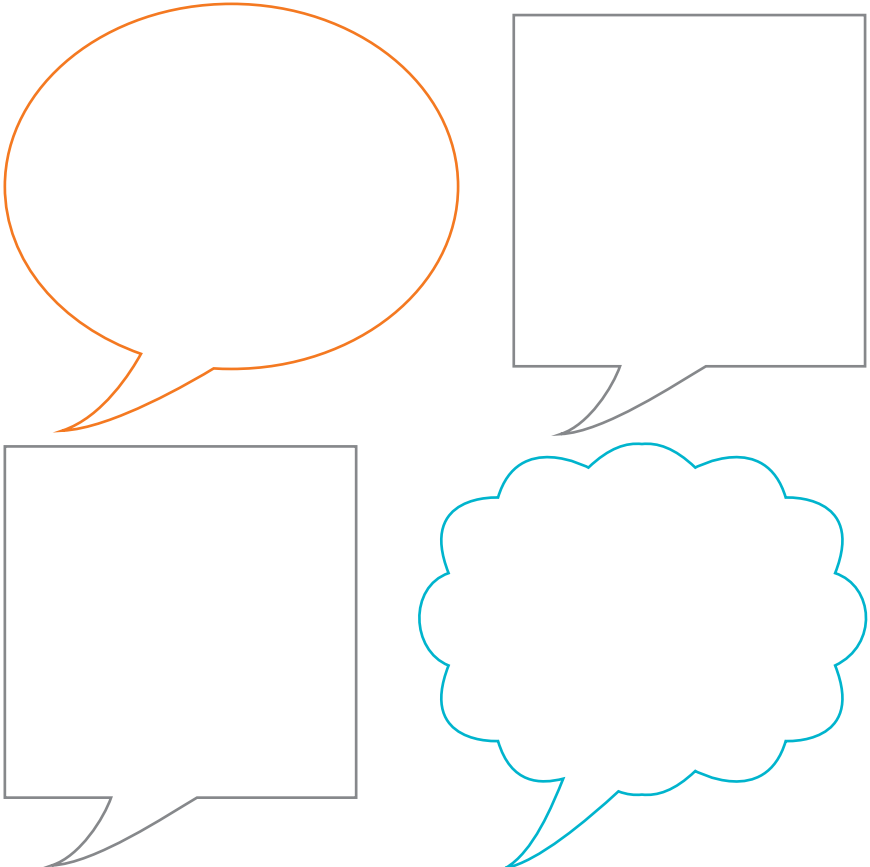
Are your learning goals getting accomplished? Do you think you should change something in order to accomplish them? You already wrote them down on page 19 and you reviewed them on page 26.

Why they have or haven't been accomplished?							
Grade of accomplishment (1-5)							
Objectives							



# After the Mid-Term Evaluation Training

During the Mid-Term Evaluation Training, you will reflect a lot on your project and your learning. During the training you might receive a set of new tools to help further facilitate your learning. You will also have a chance to speak with other EVS volunteers and learn from their learning reflections. The space below is for you to write down what you learned during the Mid-Term Evaluation Training.





*"Difficult situations are the greatest learning opportunities"*



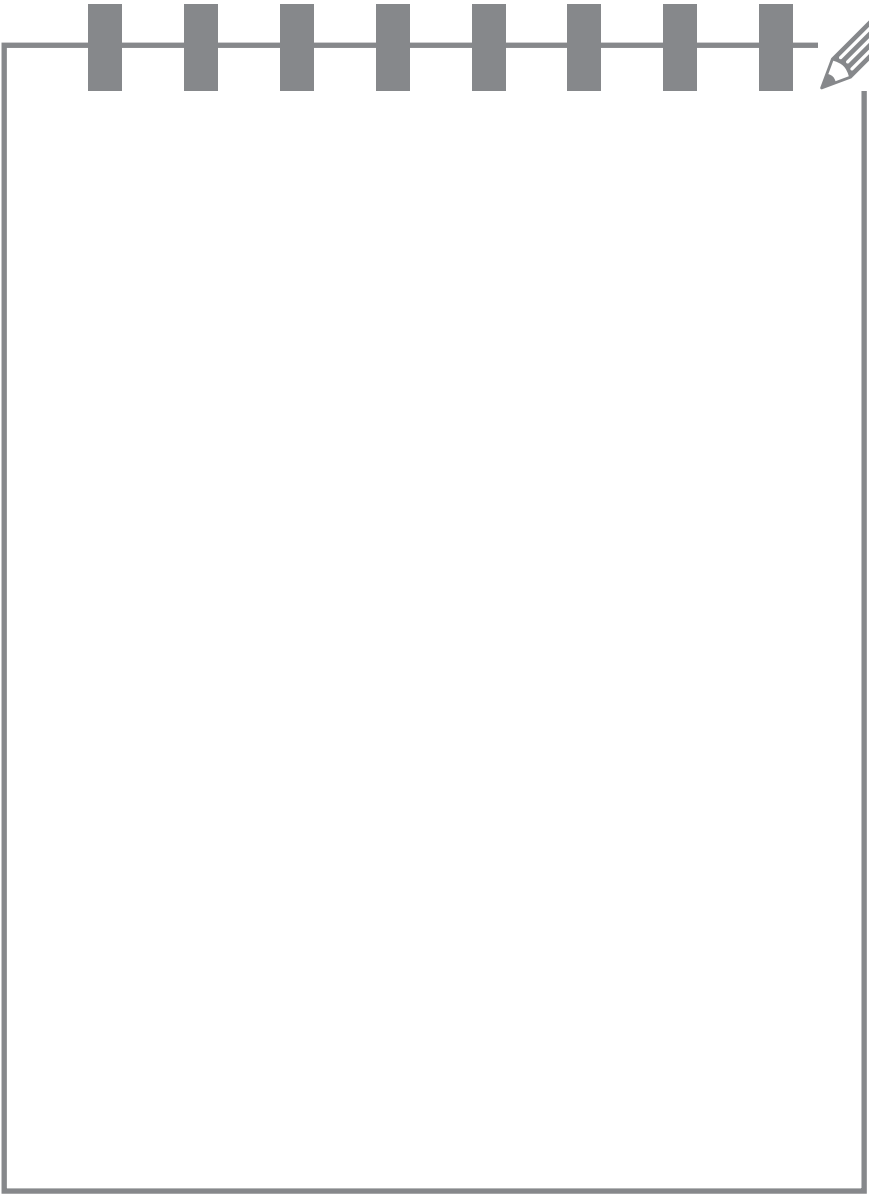
Are you moving forward with your Youthpass process? Are you supported by a mentor?

**Year:**

**Month:**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

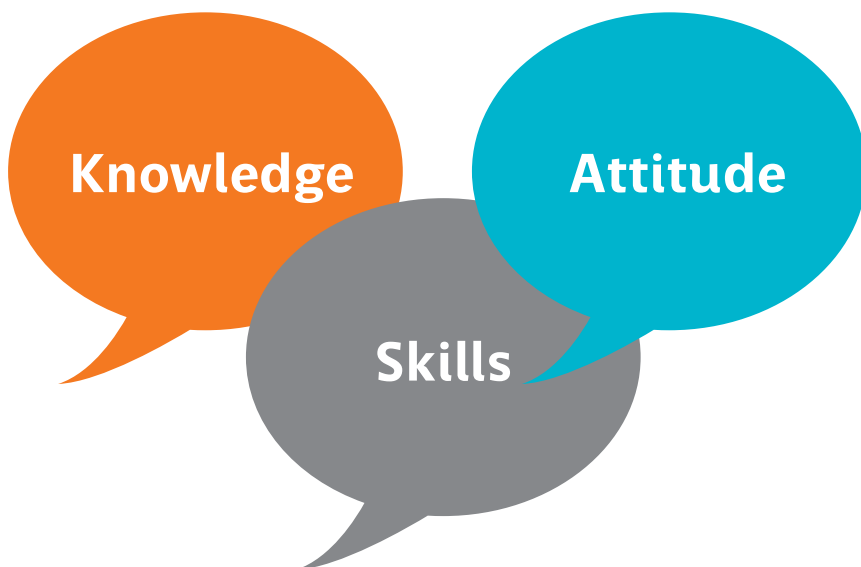
# Notes



# Competences

On December 2006, Life Long Learning European Framework was created. During that meeting all learning acquired through European programmes was structured in Competences.

A competence is developed when learning includes knowledge to do something, **skills** and **attitude** to carry it out.



You can find more information about the competences in this webpage:  
[www.youthpass.eu](http://www.youthpass.eu)



Below you can find an exercise. You need to point out the learning outcomes already written down on pages 6, 9, 10, 24, 33, 35 and review if each one of them has the three necessary components in order to become a competence.

My learning outcomes	Knowledge	Skills	Attitude





# Reviewing my learning goals

Goals	Grade of accomplishment (1-5)	Why it was or wasn't accomplished	How I can use it in the future?



# Rethinking my learning goals

What do I want to learn?	How do I want to learn it?	Who do I need to help me in it?	When do I need to do it?

When rewriting your learning goals, remember that within the EVS, learning goals are classified in competencies (Skills + Knowledge + Attitude)





*"The most important moments were my inspiration".*

**Year:** \_\_\_\_\_

**Month:** \_\_\_\_\_

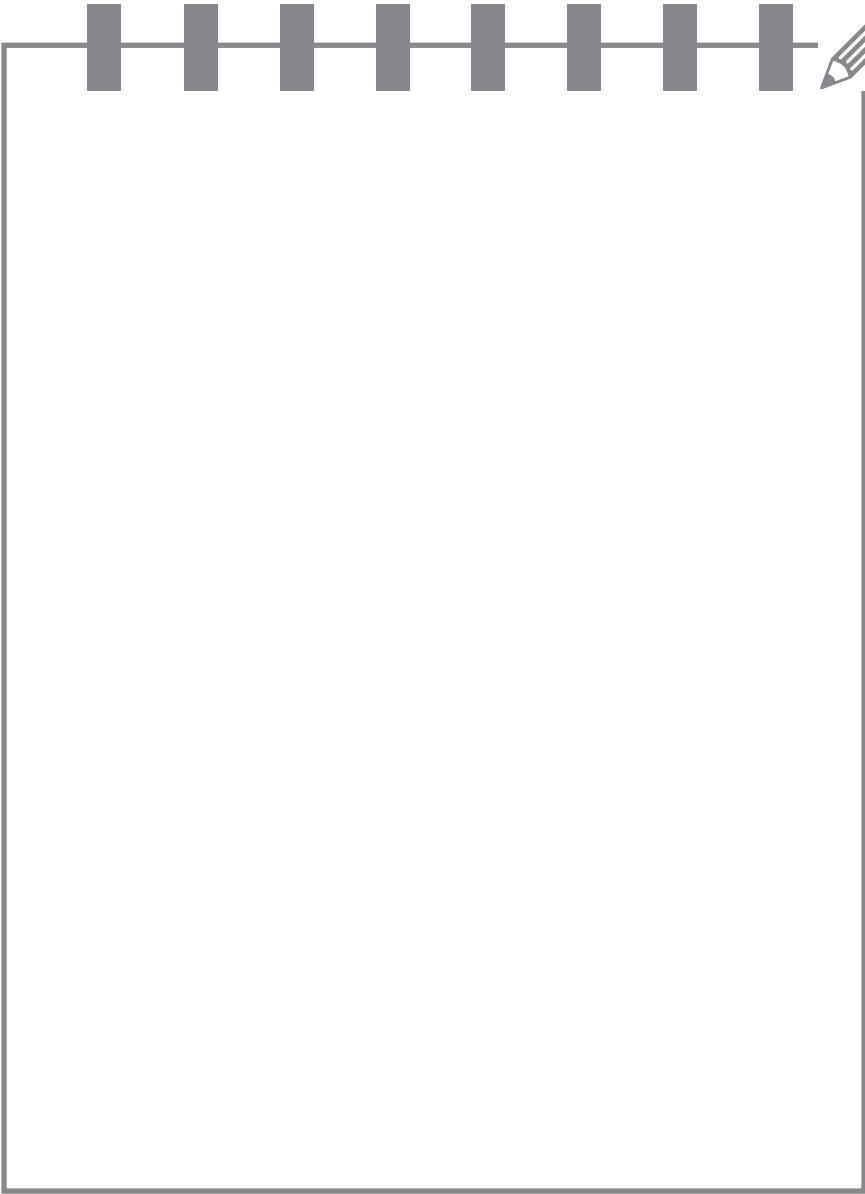
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

# Notes





# Notes



# Writing down what I have learned

If you review what you have done in those weeks, looking through your agenda, you can reflect on what you have learned through those experiences and find the relevant competence. If you have any doubts about the competences, you can always consult them on page 33.

What did I learn?	How did I learn it?	Who helped me in it?	When did I learn it?	What type of competence is it?



# Reviewing my learning goals

Goals	Grade of accomplishment (1-5)	Why it was or wasn't accomplished	How can it be useful in the future?





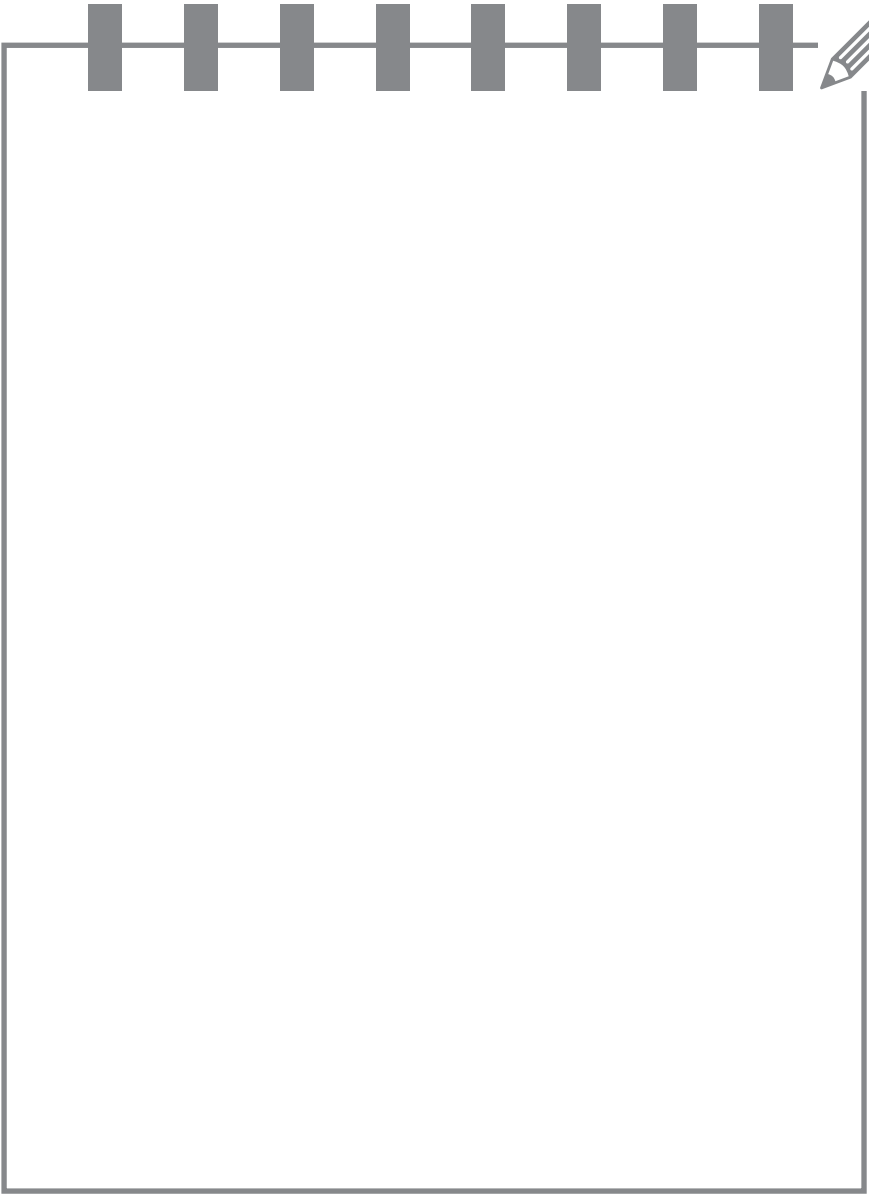


# Notes





# Notes



# Writing down what I have learned

When reviewing what you did during the last weeks by reading your agenda, it can be a good moment to reflect on what you have learned during the last months.

What did I learn?	How did I learn it?	Who helped me in it?	When did I learn it?	What type of competence is it?



# Final evaluation of my learning goals

Goals	Grade of accomplishment (1-5)	Why it was or wasn't accomplished?	How can it be useful in the future?



# Analyse the way you learn

In this Notebook you have reflected on what you learned and **how you learned**. Did your learning style evolve?

You can review the conclusions that you had written about your learning process on page 13 and also review your **answers on the column "how you learned"** in the table where you have reflected on what you learned, on pages 24, 33, 46, 52 and draw your conclusions:



Did your style change?

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How do you see yourself during the learning process?

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Did you learn how to adapt to different ways of learning?  
Did you learn how to adapt your learning style to different situations?

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The answer to these questions is linked to the competence "Learning to Learn".



# Turn your learning outcomes into competences

It's time you write down the competences you have acquired in your Youthpass. It could be useful to draw a list of every learning outcome you have been gathering up on pages 39, 46, 52 and find out which competences they correspond to.

Learning outcome	Learning competence





# Writing my Youthpass

After summing up all the learning you have been doing during your EVS, it's time you write down the competences you have acquired so you can draft your Youthpass Certificate. But, before starting to draft your Youthpass, answer the following:



For whom am I writing my Youthpass? Who is going to read my Youthpass?

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How do I want to use my Youthpass?

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Which language do I want to write it in?

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Remember that your mentor supports you during the process of reflection and writing your Youthpass and he/she is also going to sign the Youthpass as a validation of your learning.

Also remember that it is necessary to write down each competence. Be brief and concise, and most of all, be honest.



**Youthpass**

[www.youthpass.eu](http://www.youthpass.eu)



Communication in your mother tongue	Communication in foreign languages
Mathematic competence and basic competence in science and technology	Digital competence



Learning to learn competence	Social and civic competence
Sense of initiative and entrepreneurship	Cultural awareness and expression



# Use of your learning outcomes

Now that you know which competences you have developed during your EVS experience and you have almost finished your Youthpass process, it is time to take it one step further and think...

How is this learning going to be useful for me?

When you acquire competencies, you can use the results in other future moments of your life such as...

How will this learning be useful for my personal development?

How will this learning be useful in my professional future?



# End of the process

On page 11, while talking about "Learning to Learn", we mentioned that **"within your EVS you can have the control"** to take your own decisions so that your EVS can be a much more complete and intense experience.

You can make this **learning experience much more complete and deeper by experimenting, reflecting, conceptualizing and putting into practice** what you have learned.

Likewise, you can simply go with the flow and let your learning indirectly happen to you.

During your EVS and through this Notebook, we hope that you have experienced a real Youthpass learning process by experimenting, reflecting on your learning and identifying it... This is how **you develop your competence of "Learning to Learn"**.

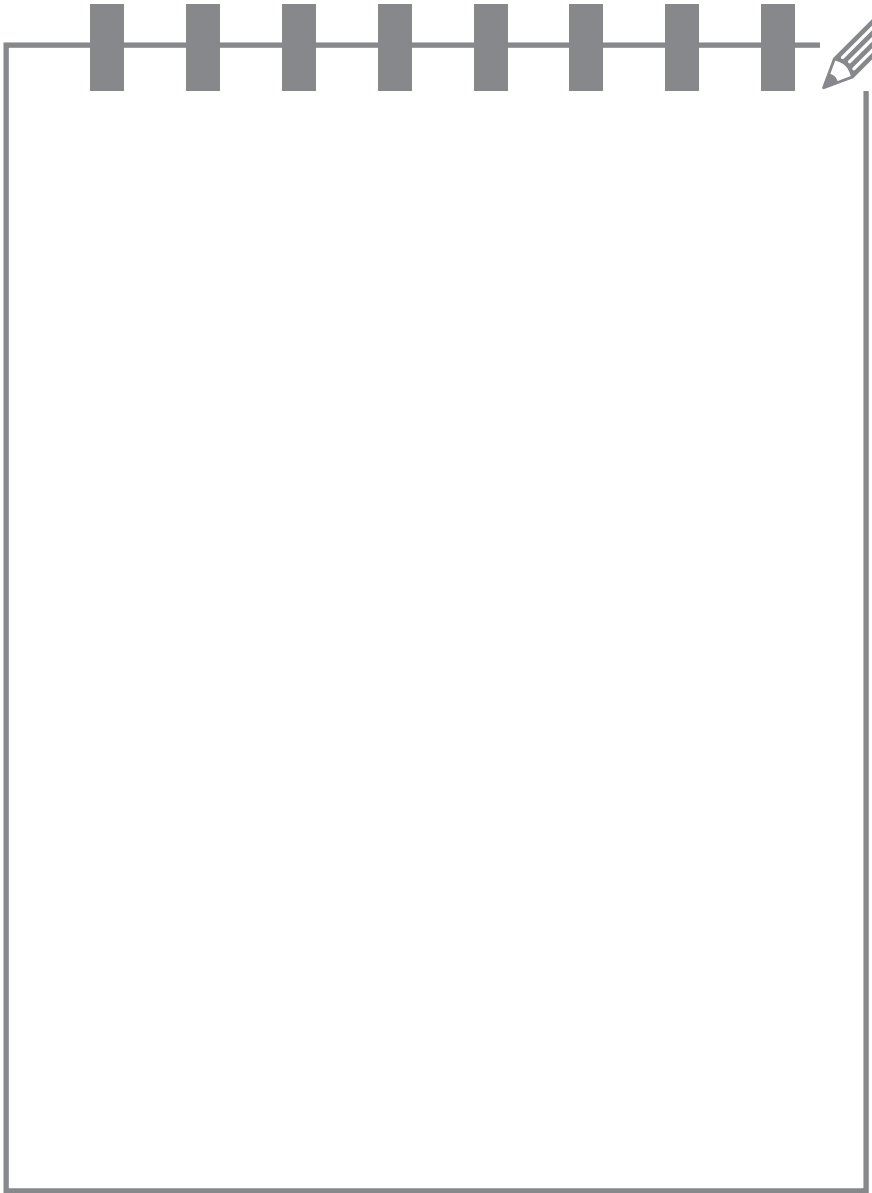
Therefore, now that your EVS experience is over, we encourage you to apply what you have learned during these months in your future life, and, most importantly, to have an organised and conscious learning process during your whole life... **the reflection pathway that you have lived in the "EVS Learning Notebook" won't stop here:** use it for the rest of your life. It is the pathway to lifelong learning.



# Notes



# Notes



# Editorial information

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KO:KE kreativna farma

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