

Table 1: The volunteer cycle - integration of SDGs, weltwärts, volunteer program and pedagogy (by Dr. Malathi Kattampatti Santhamam)

Integration of SDGs, weltwärts, volunteer program and pedagogy.				
	Stage 1	Stage 2	Stage 3	Stage 4
weltwärts cycle	Selection Stage: matching and Profiling- (advertising, applying, shortlisting, interviewing, selecting and finalising)	Orientation-Integration Stage: coaching and learning (preparation seminars at various levels and guidance for integration for key stakes)	Accompanying Stage: reviewing and counselling (mid-term visits, mid-term seminars, reviews and assistance to learn and contribute)	Sustaining Stage: completing, reflecting and planning (valediction in projects, reflection seminars in host country, future steps in life)
weltwärts process	Processes include before finalising agreement such as selection, matching, profiling, awareness building including SDGs) & finalising interest on themes and dimensions of project	Processes include agreeing to participate, preparation, coaching, departing and integration through project exposures and identifying tasks (focus on participation ladder, SDGs)	Processes include exposure to project, observation & participation, reviewing learning, mid-term seminar, counselling, taking stock on thematic areas of SDGs.	Processes include taking motivation from quarter/mid-term review, exploring thematic interests on SDGs, handing over projects to the places of assignment, reflecting in the home country and taking up for self-action.
SDG broadcast	As an initiative and investment cost need to talk about SDGs at all levels to empower and assess youth potential.	Actual partnership begins with key stakes to focus on SDG themes matching with project, volunteers' interest level and scope.	The number meetings for the pedagogical accompaniment can be decided (1 year program: 2 times; 8 months: 1 time) according to the design of weltwärts program. Additionally virtual discussions can be planned to save time and cost.	Real starting point of real action of volunteers. A reflection sheet with details can be shared to gather information. Also the seed sown will germinate in real sense to do something in a known environment.

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<p>Tips for facilitator (What and how)</p>	<ul style="list-style-type: none"> • What level of SDG topic to be presented? (broad framework, vital information, deep dive) • Which mode of learning will motivate? (Auditory, visual or activity based) • What is the expected output? (knowledge spreading, motivating on development topics, know importance of sustainability, volunteers interest level) 	<p>How to integrate preparation of volunteers and SDG? (development dialogues, small video on UN, speech from returnees)</p>	<ul style="list-style-type: none"> • Plan a general handholding and special support according to the volunteers interest in participation, scope of learning SDGs etc. ensure volunteers' interest on other learning exposure are not reduced. • Always keep in mind that it is only a stimulus to encourage and ultimate decision to be made by the volunteer. 	<ul style="list-style-type: none"> • Remind and add SDG focus in final report of the volunteer. • Share a template pointing the importance of SDG for reflection meet. • Facilitate volunteer to share the key learning with other stakes during reflection meet. keep it open for volunteer to approach you in future for support on the chosen theme
<p>suggested methods</p>	<ul style="list-style-type: none"> • SDGs intro film • Thematic discussions and presentations from experts • Peer discussions • SDG Puzzle game 	<ul style="list-style-type: none"> • Participatory workshops • Appreciative inquiry • Presentations of country's view from variety of stakes • Thematic Focus Group Discussion • Field exposure • Project videos and discussions 	<ul style="list-style-type: none"> • hands on task accompaniment • field visits with fixed roles: documentation, photography and observation • mini projects to develop concept note • most significant case studies conduct workshops as resource • participate in development seminars • visit projects for consensus building • world café • self dairy writing - lap book 	<ul style="list-style-type: none"> • Reflection sheet with SDG focus. • Providing space to present ideas and achievements on development. • Become buddy, mentor or coach for upcoming batch. Internships/Fellowships in the INGOs • self-made initiatives: <ul style="list-style-type: none"> ○ continue with interest projects on virtual basis (ex Dhira project) ○ social enterprising activities can begin (fair trade products)

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			<ul style="list-style-type: none"> • virtual medium tools: analysis of blogs, article, writing papers, etc. • skill exchange workshops 	<ul style="list-style-type: none"> ○ start up social initiatives (e.g. Magazine, alumni network)
Objectively verifiable outcomes	<ul style="list-style-type: none"> • mobilise youth power with the right attitude, skill and interest to contribute to development • motivated youth to explore non formal exposure and experience in a different social context. 	<ul style="list-style-type: none"> • all key stakes come on the same page with regard to realistic SDG inclusion • volunteers participate according to their interest, skill, competence in fixing learning and contributing goals of SDG. 	<ul style="list-style-type: none"> • exchange of skills, interests, perspectives, learning intensifies • motivated to take up mini projects and initiate dialogues on the thematic areas • Acquire different values on life, people and products. 	<ul style="list-style-type: none"> • take ownership to do what is possible in their social circle. • Become barefoot buddy, coach and peer socialiser of the community on development • set new goals like no one is left behind; no plastic, no air travel within the country etc.
Validated participation level¹ (this may vary)	3: Tokenism 2: Decoration	1: Manipulation 4: Assigned but informed	5: consulted and informed 6: Adult-initiated, shared decisions with youth 7: begin to try youth initiated and directed	7: continue youth initiated and directed 8: youth initiated shared decisions with adults.

¹ See „Ladder of participation“ → <https://cpb-us-e1.wpmucdn.com/blogs.cornell.edu/dist/f/575/files/2016/09/STSS.Harts-Ladder-of-Participation-19tvldl.pdf>