

JuCiVol

a training for youngsters to support them in their volunteering

iriv Conseil, led partner, October 2017



n° 580398-EPP-1-2016-1-ES-EPPKA3-IPI-SOC-IN



www.jucivol.eu

Main points

- 1. Context of the training- priorities tackled by the JUCIVOL**
- 2. Public addressed by the JuCiVol training- youngsters “at risk”**
- 3. Main theoretical reference for the training- the competence approach & other theoretical references**
- 4. A tool & process to identify and assess skills and competences acquired by youngsters thanks to a volunteering**
- 5. Sessions for the training based on the tool & method for youngsters- Detailing the 5 sessions- theory and practice**

Annexes

- A. Testing & piloting the training in the 5 countries – including the feedback received during the testing**
- B. Glossary**
- C. Bibliography**
- D. Relevant tools & methods**
- E. The European team**

Introduction- general background

The Junior Citizens through Volunteering (JuCiVol) project means to strengthen the culture of democratic values, fundamental rights and raise awareness on an active Citizenship by enhancing volunteering and participation in associations among youngsters. It addresses youngsters “at risk” because they are in a disadvantaged social position – for instance due to their migrant background- or because they are living in underprivileged neighborhoods- the so-called “sensitive urban areas” usually in the suburb of big cities. Both factors may affect an academic success or the overall learning process. It may also have an impact on how these youngsters identify with the democratic values of European societies. Voluntary involvement in the civil society -such as in not for profit organizations - constitutes a powerful means to promote active citizenship among young citizens, especially those who might suffer from discriminatory practices.

The project JUCIVOL subscribes to the Strategy for the Effective Implementation of the Charter of Fundamental Rights by fighting against discrimination in civil society, promoting a better interfaith and intercultural understanding and improving tolerance in the European Union. The main challenge is to promote the inclusion of young citizens both as target groups and as beneficiaries of the Charter of Fundamental Rights.

The focus on participation and volunteering of the JuCiVol also subscribes to the European Commission’s interest in promoting participation and volunteering in associations, platforms and organizations of the civil society as key activities in strengthening the culture of fundamental rights in the EU. In this sense, a reference is made to the associative right and to the benefits that it entails to disseminate and promote them in article 12 of the Charter of Fundamental rights of the Union as well as in the outputs of the European Year of Citizenship in 2013. Moreover, taking into account the recommendations outlined by the Commission in the European Agenda for the Integration of Third-Country Nationals, the main goal of the JuCiVol is to contribute to broaden the culture of fundamental rights by making social integration and cohesion a shared responsibility of young citizens especially those with migrant backgrounds and/or living in disadvantaged areas. Last but not least the project JUCIVOL intends to complement the efforts of the EU in the area of fundamental rights engaging with the first general objective of the present call: “Preventing violent radicalisation and promoting democratic values, fundamental rights, intercultural understanding and active citizenship”.

In this perspective, the JUCIVOL designs both a training for Youngsters focused on a voluntary experience and a mentoring- an educative support for professionals working with youngsters. The training for youngsters designed by the JuCiVol- this present document- combines both a theoretical and a practical approach through Volunteering as an informal and formal learning that enhances both social inclusion and improves one’s professional future. In the first place a theoretical background is designed and in the second part it is tested among the relevant target groups. In this spirit, the practical part will be enriched and improved during the testing- some main results and added tools or main references will be included in the annex as illustration of such improvement.

Main objectives of the training program for youngsters

The main objectives tackled by the training for youngsters are:

- Identifying the best strategies to enhance cooperation among young volunteers
- Insisting on potential benefits for participants (e.g. labour market access), and methods to extract high-quality data and knowledge that can facilitate further engagement.
- Providing youngsters new employment or Vocational Education and training opportunities on the basis of their experiences in volunteering considered as an informal and non-formal learning

This training is the first output expected by the JUCIVOL project. Its main theoretical reference is the Key competence approach enhanced by the European framework “8 key competences” (EC, Brussels, 2006). It is mainly focused on two key competences - KC 6- “social and civic competences” and KC7- "sense of initiative and entrepreneurship"

The training for youngsters together with the mentoring for educators will be tested among relevant target groups. The feedbacks collected will be included in the final version of the training as illustration of examples of difficulties faced by trainers, testimonies gathered among youngsters will be useful basis for the sustainability of the training and its implementation in the different partners countries but also in a wider way in all the countries of the European Union willing to enhance Volunteering among youngsters at risk. They will be included in the annexes detailing country per country the profiles of youngsters involved together with their feedbacks during the implementation of the training sessions among them- 5 expected sessions gathering 20 youngsters.

All along the process, many tools & methods might be identified in order to complete the pedagogical support for the training among youngsters with a focus on tools & strategies aiming at identifying and assessing a voluntary experience. They will complete this first output- training for youngsters- with the spirit to keep it as simple and user-friendly as possible in order to meet the needs expressed by both youngsters and tutors & trainers working with youngsters.

Last but not least, this training is a dynamic process and should be enriched by the educators and trainers who have delivered it among youngsters depending on the profiles of their learners- youngsters may have different needs and diverse expectations considering the context of the training. It might be “education and training” oriented especially in countries with high level of early school leaving (ESL) or “job” oriented in countries with high unemployment rates among youngsters. Therefore requirements and expectations may differ- for instance the length of time to be dedicated to the training might be more demanding if a certification is expected.

Main points for designing the training program for youngsters

The framework of training is divided in 8 main parts :

1. **Environment of the training** – it is reminded in the first place as the training is designed to tackle special priorities in the framework of a European programme- an Erasmus + project.
2. **Public of the training-** the profiles of the youngsters addressed by the JuCiVol training with a focus on the issues they are faced to deserve to be better explained.
3. **Theoretical reference of the training** - The competence approach is more and more known and applied in the labour market. The European framework of the 8 key competences is also a main reference in the European Education and Training systems
4. **Pedagogical approach of the training-** a tool & process is designed as the theoretical basis for the training
5. **Content of the JUCIVOL training for youngsters-** it details the theoretical content of the 5 sessions together with some practical proposals

Annexes

- A. **Youngsters involved in the JuCiVol process-** recruiting relevant profiles of youngsters combining youngsters potentially “at risk of exclusion” together with “integrated” youngsters (in Education or Training or Employment)
- B. **Testing** – feedback received both from youngsters and collected by educators & teachers during the testing as concrete and meaningful illustrations
- C. **Definition & key notions** relevant to go into further information for educators & teachers
- D. **Bibliography** - relevant for designing the training
- E. **Presentation of the JuCiVol team** in order for professionals- educators and teachers -to have an more information on their legitimacy

Priorities tackled by the JuCiVol project

The JuCiVol combines both a theoretical and practical approach. It gathers :

- 1- **partners with different profiles**- research institutes; labour oriented organisations, training bodies and higher education institutions
- 2- **5 EU countries with diverse traditions in the field of volunteering** - developed in France, Italy, Spain and Slovenia less in Cyprus
- 3- **high unemployment rate among the younger population** especially in Cyprus (29.1%), Italy (37.8%) and Spain (44.4%) less in France (24.6%), or Slovenia (15.2%) according to Eurostat , Luxembourg, 2016.
- 4- **High rate of Early school leavers** especially in Spain (19%) and Italy (14%), less in France (9%), Cyprus (7%) or Slovenia (5%)- Eurostat, 2016.
- 5- **High proportion of youngsters living in sensitive areas** (underprivileged neighborhoods) is high with the issue of social and economic inclusion it may imply

The JuCiVol project addresses **3 specific objectives**:

- a) Improving the acquisition of social and civic competences and fostering knowledge, understanding and ownership of democratic values and fundamental rights;
- b) Supporting professionals- teachers and educators in handling conflicts and dealing with diversity;
- c) Encouraging youth participation in social and civic life and developing outreach practices that are appealing to young people

Main theoretical references



Charter of Fundamental rights (2000)- (2000/C364/01)

The main goal of the JUCIVOL is to subscribe to the Strategy for the effective implementation of this **Charter** by fighting against discrimination in civil society, promoting a better interfaith and intercultural understanding and improving tolerance in the European Union. The main challenge is therefore to promote the inclusion of youngsters living in sensitive areas and/or sharing a migrant background who are faced to social and economic exclusion as target groups and beneficiaries of the Charter.

Handbook on European non-discrimination law (2010)

According to the **European Non-Discrimination Law**, with the entry into force of the Lisbon Treaty, the Charter of Fundamental Rights of the European Union became legally binding. Furthermore, the European Convention on Human Rights also fostered increased knowledge of common principles developed by the Court of Justice of the European Union and the European Court of Human Rights, which have become central principles for the proper national implementation of the standards on non-discrimination.

European Year of Citizenship (2013)- EYC 2013

JuCiVol aims to contribute to broadening the culture of fundamental rights by making social integration and cohesion a shared responsibility. Participation and active citizenship subscribe to the Commission's interest in promoting participation and volunteering in associations, platforms and organizations of the civil society as key activities in strengthening the culture of fundamental rights in the EU. The European Commission has also made a reference to this associative right and to the benefits that it entails to disseminate and promote them in the **EYC 2013**

Public of the JuCiVol training- youngsters

The JuCiVol project addresses youngsters as an indirect public. In the training they are the first public of the trainers- educators who deliver it. The profile of youngsters to be involved are aged between 18 (instead of 15 to avoid minority issues) and 30 years, balanced gender (female/ male), graduate or unqualified, having a voluntary experience or willing to have one (still volunteers or not), living in sensitive areas , with an education or training or job perspective (especially for the so-called NEET-nor in education nor in employment nor in training)

The JuCiVol is targeted at young European Union citizens who are of migrant background and/or live in depressed neighborhoods. The diversity of their profiles (graduate/unqualified, women/men, with/without volunteering experience) constitutes a further asset as they will be able to share their knowledge, experience, competences to build a professional future. Nevertheless the audience must be mixed and not only focused on youngsters who have dropped out or early school leavers.

For youngsters, who couldn't have a relevant "paid activity", a voluntary experience may be considered as a real "professional experience" depending on the activities fulfilled and competences acquired (European Commission, European Year of Volunteering 2011). Volunteering, thus, constitutes a main asset for social and professional inclusion that has been officially recognised as relevant work experience and as basis for informal and non-formal learning (EU, 2011). Indeed, the positive results of previous European projects which have privileged this innovative approach have confirmed the relevance of the skills and competences acquired and developed thanks to volunteering, both among employers and individuals actively seeking for a job

Issues faced by youngsters in Europe

According to Eurostat, youth unemployment rates are generally much higher than unemployment rates for all ages. Although the data show the "difficulties faced by young people in finding jobs", they do not necessarily mean that youth unemployment rate is so high. Indeed, it has to be taken into account that many of them are studying full time (neither working nor looking for a job). Thus, Eurostat suggests that youth unemployment ratios will give a more accurate picture of how unemployment affects European youth - 14.7% in Spain, 10.7% in Cyprus, 10% in Italy, 9% in France and 5.1% in Slovenia. Nonetheless, youth unemployment constitutes a serious issue, especially in countries such as Spain, Cyprus and Italy. The case of Spain is particularly notorious with a ratio of youth unemployment more than doubles the EU28 media. Unemployment among young people in the EU28 affects member states in a very different way. Thus, it seems that youth unemployment constitutes a relevant issue both for those countries with the higher ratios and for the EU as a whole, given that one of the aims of EU policies is the (economic) convergence of all the member states. Another way to measure the difficulties faced by the younger population is the number of young people neither in employment nor in education and training (NEET). According to Eurostat, in 2016, the share of such a population in the 20-34 years was 30.7% in Italy, 22.8% in Spain, 21.3% in Cyprus, 18.9% in France and 13.4% in Slovenia. The EU has developed different programmes that have addressed youth unemployment in order to know first-hand what may be the sociocultural, economic and political factors that have a direct and indirect influence on it. However, although the economic and cultural aspects have been thoroughly researched, much little attention has been given to specific sociocultural features that may influence how people look at youth unemployment among different EU member states and across the EU.

A main theoretical reference – the competence approach

Each citizen needs a wide range of key competences to adapt flexibly to a rapidly changing and highly interconnected world. Education in its dual role, both social and economic, has a key role to play in ensuring that Europe's citizens acquire the key competences needed to enable them to adapt flexibly to such changes. Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

The main aims of the EU Reference Framework are to :

- 1) identify and define the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society;
- 2) support Member States' work in ensuring that by the end of initial education and training young people have developed the key competences to a level that equips them for adult life and which forms a basis for further learning and working life, and that adults are able to develop and update their key competences throughout their lives;
- 3) provide a European-level reference tool for policy-makers, education providers, employers, and learners themselves to facilitate national- and European-level efforts towards commonly agreed objectives
- 4) provide a framework for further action at Community level both within the Education and Training 2010 work programme and within the Community Education and Training Programmes

The emphasis of the EU policies since 2006 with the development of key competences may provide some answers and pathways to improve the situation among member states with high ratios of youth unemployment or high share of NEET in their 20-34 years population.

The JuCiVol focusses on two main key competences “Social and Civic Competence” & “Sense of initiative and enterprise”. They refer to transversal competences most necessary to participate in an effective and constructive way in social and working life. They are particularly significant as a means to address and eventually to solve conflict. They are valued in a variety of social & economic contexts, from everyday life to artistic activities to the labour market, contributing to social dynamism, promoting resilience and facilitating governance. They support individuals by making them aware of the context of their lives and their work, helping them to seize opportunities and to respond creatively to current challenges such as youth unemployment. They may also constitute a foundation for the development of further specific skills and knowledge required to establish and/or to contribute to entrepreneurial activities

Volunteering constitutes a way to acquire an experience and gain special competence, especially on key competences 6 & 7, social & civic competences and sense of initiative and entrepreneurship. This is commonly shared in many European countries - volunteering has become a main trend. Taking into account that the average profile of volunteer is still a man, aged 35-55 years, qualified, employed, living in medium sized cities, the challenge to be faced is to include other and diverse profiles: younger, less qualified and living in sensitive areas (mostly in the suburb) thanks to relevant stakeholders in the different countries.

Explaining the 8 Key Competences (EC, 2006)

The first four Key competences - **basic or simple**:

KC1- Communication in the mother tongue: *the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure*

KC2- Communication in foreign languages- *the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs.*

KC3- Mathematical competence and basic competences in science and technology- *the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts)*

KC4- Digital competences - *the confident and critical use of information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet*

The four other Key competences - **transversal or complex**

KC5- Learning to learn- *Learning to learn is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information both individually and in groups*

KC6- Social and civic competences- *These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary.*

KC7- Sense of initiative and entrepreneurship- *It refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.*

KC8- Cultural awareness and expression: *Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.*

There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking, and constructive management of feelings play a role in all eight key competences...

Source: European Commission (2006), Recommendation of the European Parliament and of the Council, December 2006, Key competences for lifelong Learning

This typology- 4 basic/simple key competences and 4 transversal/complex competences was suggested by B.Halba (iriv Conseil), Key Tutors (2015-2017)- www.keytutors.eu

Key competences adapted to youngsters and professionals working with them –

On the basis of the SALTO paper, the eight key competencies for lifelong Learning are reviewed considering how they can be interpreted in relation to the competencies required by European level youth work trainers, if they are to be considered to be doing a quality or professional job. Some key competencies have more importance for the trainers' competence profile to be promoted than others, and as a result some are dealt with in more depth than others. Training and learning objective of any process to qualify for this competence should be:

KC1 & 2- *To enable learner/trainers to communicate and develop intercultural discourse in the group educational setting through the practice of a structured and culturally sensitive use of language, in their mother tongue and/or the foreign language they habitually use in European non-formal educational activities with young people and trainees.*

KC3- *To enable learner/trainers to coherently apply non-dogmatic reason and the ethical principles of the field of European youth work in their educational practice (with young people and trainees), thereby empowering their participants and themselves for reflected social interaction in both learning settings and daily life*

KC4- *to enable learner/trainers to function as knowledge managers and brokers with a view to developing the competence of their participants for active participation in all spheres of life (social, political, economic, cultural), from the local through the European level*

KC5- *To enable learner/trainers to function as motivators and facilitators of the learning to learn process of the participants of their educational work, with a view to the development of a positive attitude to learning throughout the life course among those participants*

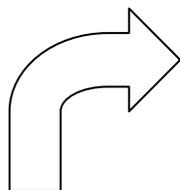
KC6- *To equip learner/trainers with capacities for developing and implementing intercultural, non-formal educational processes that encourage their participants' ability to develop the motivation and competence of the young people they work with for active democratic (European) citizenship*

KC7- *To equip learner/trainers with the knowledge and skills they need for participating actively in the community of practice to which ongoing debates on quality, professionalisation, qualification, validation and quality development relate and to manage the emerging market aspects of the European youth field*

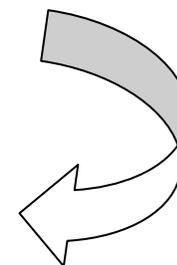
KC8- *To enhance the learner/trainers' capacity for the development and implementation of holistic learning experiences that make full use of the senses and creative potential of the participants and of their own imaginations and creative talents, that raise the cultural awareness of participants and that enhance their ability for cultural reflection.*

Source: Otten H. & Ohana Y., IKAB (2009), The Eight Key Competencies For Lifelong Learning: An Appropriate Framework Within Which To Develop The Competence Of Trainers In The Field Of European Youth Work Or Just Plain Politics ? SALTO: Brussels.

Designing a tool & process to identify and assess skills and competences acquired by youngsters thanks to a volunteering



1st step- defining a voluntary experience
*précising the environment: profile of association
detailing the tasks fulfilled- 2-3 lines per task
telling the duration (time) & any evidence of work*



4th step- building an action plan

Option 1- *experience to be improved to achieve a better level of competence*

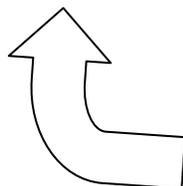
Option 2- *training to be followed to validate a competence in order to enrich a resume*

Option 3- *VPL process to express experience in terms of diploma/qualification*

2nd step- identifying competences achieved focusing on

KC6- social & civic competences

KC7- sense of initiative & entrepreneurship and KC



3rd step- Assessing key competence

Level 0- I am incompetent

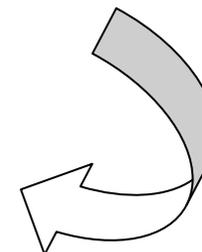
Level 1- I am able if I am supported- level of assisted competence

Level 2- I am able if I work with others- level of collective competence

Level 3- I am able alone - level of autonomy

Level 4- I am able to transfer my knowledge & experience - level of expertise

Level 5- I am able to create a new activity or experience - level of creation



Step 1- example of volunteering- Sample of a Volunteer Job Description

Source: <https://www.thebalance.com/how-to-write-job-description-volunteers-will-love-2502599>

Job Title: Day Chair

Purpose: The Day Chair serves as the receptionist for the Charles County Agency on Aging, supporting the Agency's mission of supporting the elderly population of Charles County. The Day Chair represents the agency to members of the public who visit its offices Monday, Weds, and Friday from 9 a.m. - 4 p.m.

Location: The Day Chair works in the public reception area of the agency's central office at 567 N. Oak St in Tulsa, OK.

Key Responsibilities: answers the phone and directs calls ; Greets guests and directs them to other offices or locations ; Answers questions about the agency and provides forms when necessary ; Prints out a list of activities that take place that day at the agency's offices and satellite locations ; Makes reminder phone calls to other volunteers who assigned to projects for the following day; Opens the mail and distributes it ; Enters donations received by mail in the database ; Proofreads brochure copy when time allows ; Aids in the preparation of bulk mailings ; Prepares correspondence as needed ; Other duties as assigned ; Reports to Assistant Director of the Charles County Agency on Aging

Length of Appointment: The Day Chair serves one day per week for three months. After three months, the Day Chair may be reappointed for another three months at the discretion of the supervisor. After six months, the person who serves as Day Chair may rotate to another position within the agency.

Time Commitment: One day per week (M, W, or F) for six hours (9-12 am and 1-4 pm), for a minimum of three months.

Qualifications: Basic knowledge of computer and data entry. Pleasant manner, patience, problem-solving ability, dependability.

Support: Training for this position will be provided. Also, the Assistant Director will be available for questions and assistance.

Dress Code: Business Casual

Step 2 - further information on KC6 & KC7- requirements - knowledge, attitudes, skills- to be trained for – source: Otten H. & Ohana Y., IKAB (2009)

KC6 :

- Familiarity with concepts of and approaches to education for democratic and European citizenship with young people-reference to key documents
- Commitment to the added value of an intercultural approach when working with young people on the development of civil and social competence
- Skills and attitudes essential for conducting intercultural learning activities: empathy, distance from social roles, tolerance of ambiguity (and the ability to represent one's own identity)
- Understanding of European youth work as an intercultural context requiring approaches and methods appropriate to the diversity of the groups of young people taking part

KC7-

- Ideas and concepts of quality development and maintenance within educational processes
- Concepts and methods of evaluation, monitoring, quality assessment, quality management and service culture appropriate for the field of non-formal education
- Project management
- Up to date information and ideas emanating from European (and national) level debates on quality, professionalisation, qualification and validation for the field of European youth
- Information about the political-institutional framework within which the debate takes place Concepts of organisational culture, ideas about how to work and communicate effectively across differences in organisational culture, ideas about creativity and initiative taking

- Security checks required, such as criminal history check or fingerprint check.
- Benefits, such as a certificate of service, free parking, or tuition

Step 3- how to assess a voluntary experience in terms of competence

Source: portfolio VAEB (2006) & portfolio Migrapass (2012)

Experience	Competence	Level of competence achieved
Lecturer in a loud voice	I am able to select a relevant paper to be read at a loud voice among a group of 10 youngsters aged 6-7 years old and to be understood by the audience	Level 3
Designer for the communication of the association	I am able to design a poster to inform the member of the association of a special event (show, play, concert...)	Level 2
Cooker and delivery person for elderly	I am able to cook with others some special meals for elderly people to be dispatched in a shelter for retired people in my city	Level 1

Minimum level of competence required to be efficient and for the experience to be considered as being available: level of autonomy (level 3)

Step 4 – how to build an action plan

On the basis of the level of competence achieved an action plan is suggested

Level of competence	Experience available	Action plan recommended
Level 3	Lecturer in a loud voice	VPL to certify the availability to work with children (aged 6-7 years) with job opportunities in the field of youth work on the basis of the certification achieved
Level 2	Designer of communication supports	Training to assess the competence by an external organization relevant to deliver official training
Level 1	Cooker and delivery person among elderly	A more developed experience in Volunteering in the same association or in another to be more autonomous in my activity and to be aware of the health & security requirements

Sessions for the training based on the tool & method for youngsters- methodology

5 sessions are expected –

- sessions 1 & 2 for step 1
- session 3 for step 3- focus on the competence approach
- session 4 for step 4- focus on the assessment
- session 5 for step 4- from the assessment to action plan

Suggestion of points to be followed in the learning session

- **1st point:** explaining Volunteering as an alternative opportunity to renew with Education or Training or Employment
- **2nd point-** explaining the competence approach and the framework of the 8 key competence – EU
- **3rd point :** explaining more in detail the two competences selected for the JuCiVol – KC6- social & civic competence and KC7- sense of initiative and entrepreneurship with illustration based on the socio-professional environment
- **4th point :** working in small groups with the youngsters on the voluntary experience, problems faced to find a job and/or to participate, and how far the Competence approach offered by the JuCiVol could help them
- **5th point :** presenting the work done in small groups in plenary session in order for youngsters to explain the process - from the description of the voluntary experience to the identification of the competence and its assessment
- **6th point:** discussing the different ways to assess a competence- self assessment, assessment by a tutor/trainer and criteria to be taken into account
- **Learning outcomes expected for youngsters:** being able to self-assess competence linked to a voluntary experience

Main objectives of the training

The JuCiVol training means:

1. To analyse the implications of defining the associative right as a fundamental right for Union citizens with a focus on youngsters with a migrant background and/or living in disadvantaged neighborhoods in order to improve their access to political, economic, cultural and educational rights;
 2. To enhance the role of volunteering and participation in strengthening active citizenship among youngsters who are not familiar with Volunteering;
 3. To promote close cooperation between different levels of governance through the configuration of networks of stakeholders that include a broad level of agents - local, municipal, national and the European institutions and NGOs ;
 5. To design a pedagogical strategy to be used by professionals working with these youngsters that enables them to identify, assess and internalize two key competence “social and civic competence” and “sense of initiative and entrepreneurship”;
 6. To promote Volunteering and Active Citizenship among youngsters to struggle against any violent radicalization and promote democratic values thanks to the empowerment process. In complement a focus should also be made on the “autheurization” as each youngster is a single person with a singular background and personal expectations
- Work to be done by professionals during the sessions:** synthesis of the feedback received from youngsters and problems faced

Session 1 – what is Volunteering- definitions

Depending on the languages, there are many different terms used for volunteering. In the English language the term is relatively straight forward but still there are quite different views of what volunteering encompasses and many different meanings connected with the word. Generally five dimensions of volunteering are referred to in definitions

- The activity must be carried out of one's own free choice (idea of freedom),
- It is unremunerated, it means it doesn't include any remuneration (idea of gratuity, disinterest),
- It must not only be for the benefit of the individual or his/her family, this is a "gift to foreigner"(idea of altruism, otherness)
- It is usually taking place in an organized or formal frame (in a nonprofit organization)
- The action is for the general purpose and not for the interest of a small group of people (idea of general good/general purpose)

It is important to stress that a voluntary activity that takes place in an isolated, sporadic or individual way, outside the framework of public or private non-profit organisations, or motivated by family relations or friendship, is expressly excluded from the concept of voluntary work .

This distinction between family/friendship and volunteering means to insist on a volunteering as a social activity.

Source: Halba B (2003), "Bénévolat & volontariat en France et dans le monde", Paris: LA Documentation française

Practical way to proceed

The hours to be dedicated are indicative depending on the education or job orientation expectation- **Duration:** 45 minutes to 2-3 hours

Roundtable among youngsters : presenting themselves and asking their representation on volunteering-

- **Positive representations** such as involvement, active citizenship....
- **Negative representations** such as something for nothing, being liked to more privileged people with certain profiles

Brain storming with youngsters

- **What is the average profile of a volunteer in my country-** female/male ? young/old ? in urban/rural areas ?
- **How many volunteers in my country ?** involved in which field of activity (social services, environment, sport...)?
- **Could I be able to name at least 2 or 3 associations** in my neighbourhood ? in my country ?

After a short concertation among youngsters, the educator gives key data on volunteering in the country : Legal framework of the volunteering ; Number of volunteers and dispatching among gender, age... ; Main fields of activity

Learning outcomes

- general knowledge on volunteering
- being able to be part of a collective work and to express one's views in a group

Session 2 – why being a volunteer- motivations

Volunteering is closely linked to the concept of altruism which may be defined as “*the principle or practice of unselfish concern for or devotion to the welfare of others as opposed to egoism*” (Larousse, 2011). The term is of French origin (1850-1855). For English economist David A. Kenett (1980), “pure altruism” doesn’t exist- he suggests six different types of quasi-altruism that correspond to immaterial goals: with intangible compensation ; the Theory of Games perspective, the sociobiological context, the Rotten Kid Theorem, social pressure and sponsorship. According to John Wilson (2000) volunteering is “any activity in which time is given freely to benefit another person, group or cause”. It is “part of a cluster of helping behaviors, entailing more commitment than spontaneous assistance but narrower in scope than the care provided to family and friends”. Louis A. Penner (2002) similarly explains that volunteering “involves long-term, planned, prosocial behaviors that benefit strangers, and usually occur in an organizational setting”. Allen M. Omoto and Mark Synder (1995) provide an even more “compact” definition and explain that volunteerism can be defined as an “ongoing activity aimed at improving the well-being of others.” Trevor M. Knox (1999) who calls into question the meaning of volunteering when we dedicate time to an activity for which we are not specially trained. Seemingly it is an irrational use of time, since such work, if it is evaluated only with money, is in fact “worth” less than work in a job that is usually better mastered – and the money could be then donated to those who need help. This dilemma may be solved by introducing a “socio-economic man” who is “moderately deontological, path-dependent, nonmonetary, non-rationally motivated, and community-minded”. From this perspective, volunteering is not a rational activity in which an individual (“homo oeconomicus”) would constantly weigh the costs and benefits of her or his actions and try to evaluate the work done with finances. Instead, the donations and giving are less calculated, more emotion-based and often irrational.

Practical way to proceed

The hours to be dedicated are indicative depending on the education or job orientation expectation- **Duration:** 45 minutes to 2-3 hours

Plenary session: explaining the main motivations to be a volunteer together with the main barriers faced (lack of time, motivation, interest, self-confidence...)

In small groups: asking youngsters to explain why they would be a volunteer with questions such as

- Being useful to my community/country
- Meeting people with different profiles- different age, gender, education & professional background
- Defending a cause – environment, rights of a minority (migrant, ethnic or cultural group, language...)
- Being useful to vulnerable people such as elderly, sick people, isolated minors...
- Acquiring an experience on the ground in a field of activity I would like to work in

Presenting the results of the small groups in plenary session

- Each group (2 to 3 youngsters) has 10 to 15 minutes to present the result of the work done in small groups
- Each presentation is followed by a general discussion in order for the other youngsters to ask any question

Learning outcomes

- general knowledge on the motivations for being a volunteer
- better understanding of the main barriers faced and reasons preventing from being a volunteer

Session 3 – what are the competences acquired thanks to a volunteering- Education & Training

Volunteering is a way to act as an individual, through collective action, for the general good. On a collective level, volunteering is linked to the idea of active citizenship and social participation (social capital). On an individual level, volunteers acquire and develop specific skills and competences (human capital). A voluntary experience is an example of non-formal and informal learning, most valued in the EU Lifelong Learning Programme. A very important issue in the lifelong learning process is the acquisition of competences: “{...} *key competences in the shape of knowledge, skills and attitudes appropriate to each context are fundamental for each individual in a knowledge-based society. They provide added value for the labour market, social cohesion and active citizenship by offering flexibility and adaptability, satisfaction and motivation {...}*” (European Commission, 2006).

As underlined by the European Commission in 2011, at the end of the European Year of Volunteering, “*recognition of the competences and skills gained through volunteering as non-formal learning experiences is essential as a motivating factor for the volunteers and one that creates bridges between volunteering and education*”. A European project, under the framework of the Lifelong Learning programme, the VAEB project (iriv et alii, 2003-2006) has been pioneer in this spirit. It has designed a portfolio to identify and assess a voluntary experience. A tool and method, a portfolio and a guide, have been implemented by a European team gathering 7 EU members (France, Austria, Germany, Hungary, Italy, Poland and UK) to identify a volunteer’s experience, to express it in terms of competences in order for the volunteers to enhance a professional or educative future. It is important to stress that competences gained through volunteering were equally assessed. The learning outcomes gained through a voluntary action enhance the empowerment process among vulnerable or fragile publics. Being aware of one’s ability reinforces self-esteem and self-confidence and so facilitates an opening to other (altruism).

Practical way to proceed

The hours to be dedicated are indicative depending on the education or job orientation expectation- **Duration:** 45 minutes to 2-3 hours

Plenary session : explaining the competence approach and the 8 key competences on the basis of the table - 4 simple competences & 4 complex competences (page 12)

In small groups: asking youngsters to focus on key competences 6- social and civic competence & key competence 7- sense of initiative and entrepreneurship

Presenting the results of the small groups in plenary session

- Each group (2 to 3 youngsters) presents in 10 to 15 minutes the result of the work done in small groups
- Each presentation is followed by a general discussion in order for the other youngsters to ask any question

At the end of the session, a roundtable among youngsters asking them if they think they have acquired/developed KC6 or KC7 thanks to the JUCIVOL training

Learning outcomes

- general knowledge on competence
- understanding of the European framework of key competence (8 KC and their definition)
- work in small group to be able to defend one’s idea and to express them in a way understandable by other
- practising critical thinking with the questions asked to other youngsters and the questions they have also to answer

Session 4 – from the experience to the competence- assessing a volunteering

The tool designed for the purpose of the JUCIVOL project is the main reference to assess a voluntary experience.

It suggest a 4 step approach:

- 1- **detailing a voluntary experience** on the basis of missions usually fulfilled by volunteers in association such as networking (among members, publics, partners), designing tools for the communication (website, weblog, flyer...), building a plan, raising fund (finding relevant potential supporters), communicating among the general public...
- 2- **selecting 2 to 3 missions and making the link between these missions and Key competence** 6- social & civic competence or Key competence 7- sense of initiative and entrepreneurship
- 3- **assessing the level of master of the competence according to a 5 level grid** - I am not able (for now), I am able when I am supported by someone (assisted competence), I am able in a group (collective competence), I am able alone (competence of autonomy), I am able to create my own mission/activity (competence of creation)
- 4- **building an action plan taking into account different scenarios-** the first is based on an experience to be acquitted (to have a relevant professional experience), the second is focused on an educative or formative path to be followed to value the competence, the third scenario is the most demanding one as it requires to follow all the steps of Valuing Prior Learning process: from an experience to the acquisition of a diploma or qualification

Practical way to proceed

The hours to be dedicated are indicative depending on the education or job orientation expectation- **Duration:** 45 minutes to 2-3 hours

Plenary session : explaining the 4 step approach of the tool designed by the JUCIVOL

In small groups: youngsters are asked to identify an association/ a project they would like to defend and to identify 2 to 3 missions required to support such an association/ a project. They must detail them by giving concrete examples of such missions on the ground

Presenting the results of the small groups in plenary session

- Each group (2 to 3 youngsters) presents in 10 to 15 minutes the result of the work done in small groups
- Each presentation is followed by a general discussion in order for the other youngsters to ask any question

Brain storming with youngsters on the basis of the selected missions and the link with KC6 and KC7

- They are asked to select one mission per group
- They explain how far this mission is linked to KC6 or KC7
- They suggest the level of master that should be required
- They anticipate a potential action plan

Learning outcomes

- Applying concretely tool to identify & assess a competence
- Being able to build an action plan
- Being able to anticipate on an educative or professional future

Session 5 – SWOT analysis – action plan

Last session is dedicated to an assessment of the sessions followed by youngsters. The educators & teachers are asked to suggest both a self-assessment of the learners and a general assessment to remind them the different learning outcomes they have achieved through the process:

- 1- **LO1**- they have experienced the competence approach implemented by the Lifelong learning perspective with a discovery or better understanding of the 8 key competences.
- 2- **LO2**- they have enriched their knowledge on Volunteering and have understood the difference between formal learning (at school or in a training body) and non-formal and informal learning.
- 3- **LO3**- they have identified the main obstacles faced by youngsters who mean to become volunteers and have clarified the main motivations for becoming a volunteer
- 4- **LO4**- They have experienced a specific tool & process to identify and assess a voluntary experience on the basis of the JUCIVOL tool – a 4 step approach – inspired by the portfolio process
- 5- **LO5**- They have built an action plan including 3 scenarios- finding a voluntary experience to gain a relevant professional experience (scenario 1), thinking of an educative or formative fitting with their professional expectations (scenario 2), looking for a job linked to the relevant professional experience gained thanks to their voluntary experience (scenario 3).
- 6- **LO6**- They have been active participants, on a voluntary basis, to an experimental training program meant to enhance citizenship and democratic values

If youngsters have followed at least 3 out of the 5 sessions, they will be delivered an official attestation (signed and stamped by the European team) including a description of the training, activities fulfilled and focus on KC6- social & civic and KC7- initiative and entrepreneurship.

Practical way to proceed

The hours to be dedicated are indicative depending on the education or job orientation expectation- **Duration:** 45 minutes to 2-3 hours

Plenary session : reminding of the different topics tackled by the training and explaining the SWOT analysis process applied to the JUCIVOL training

- **Strength** - Being able to identify and assess a voluntary experience
- **Opportunities**- a voluntary experience may be an opportunity for youngsters for a training or education plan
- **Weaknesses** - the many obstacles for youngsters to become a volunteer, the image youngsters may have from themselves/volunteers, the experience of youngsters in previous voluntary or social experience
- **Threat**- youngsters reluctant to school or any institution might be as well reluctant to re-engage in a voluntary activity if it is too formal or traditional

In small groups: asking the youngsters to identify the strength /opportunities/weaknesses/threat of the different sessions of training they have been following

Brain storming with youngsters

- plan in the short term (1 month),
- plan in the mid-term (3 months)
- plan in the longer term (6 months)
- means: finding a mission in an association, researching a training opportunity, looking for a job... How far the JUCIVOL project may have supported them to clarify their thoughts and ideas, open doors or perspectives

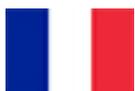
Annexes

- A. Profiles of youngsters involved in the JuCiVol process
- B. Testing the training in the 5 partners countries
 - a. Spain
 - b. France
 - c. Cyprus
 - d. Italy
 - e. Slovenia
 - f. Common points in the feedbacks
- C. Glossary & key concepts
- D. Bibliography relevant for the training
- E. European team

Youngsters' profiles for the JuCiVol in the 5 countries



- rate of unemployment among youngsters: 44.4%
- rate of ESL in 19-24 years: 19%
- share of NEET in 20-34 years : 22.8%



- rate of unemployment among youngsters: 24.6%
- rate of ESL in 19-24 years: 9%
- share of NEET in 20-34 years : 18.9%

Source: Eurostat, 2016



- rate of unemployment among youngsters: 29.1%
- rate of ESL in 19-24 years: 7%
- share of NEET in 20-34 years : 21.3%



- rate of unemployment among youngsters: 37.8%
- rate of ESL in 19-24 years: 14%
- share of NEET in 20-34 years : 30.7%



- rate of unemployment among youngsters: 15.2%
- rate of ESL in 19-24 years: 5%
- share of NEET in 20-34 years : 13.4%

Testing & Piloting the training & mentoring

1st step- selecting 20 participants – youngsters with relevant profiles (deadline- September 2017) but combining criteria

2nd step: learning session implemented among youngsters to train them. It aims to: identify specific problems faced; explain the concept of Volunteering & Competence approach; discuss the most relevant tool & method; enrich the tool & process designed for the training on this basis. Methods: Practical exchanges, theoretical contributions (October 2017 – June 2018)

3rd step – selecting 15 educators-tutors/trainers working with youngsters with the relevant profiles (best deadline- September 2017)

4th step - learning session implemented among educators-tutors/trainers. It aims to: identify specific problems faced; explain the concept of Volunteering & Competence approach; discuss the most relevant strategy among youngsters ; enrich the mentoring designed. Methods: Practical exchanges, theoretical contributions ; learning by doing strategy (October 2017 – June 2018)

5th step – gathering the feedbacks received through the national learning sessions ; completing the training & the corresponding tool & method ; identifying common issues ; exchanging good practices on the basis of problems encountered ; enriching the training for youngsters ; enriching the mentoring for educators. Methods: Conceptual contribution, workshops, pedagogical productions- (Best deadline- May 2018)

6th step – validating the final outputs for work package 2- a training for youngsters & mentoring for educators. It aims to: analyze more deeply the testing conducted in the different countries ; conceptualize the elements of practices exchanges ; capitalize good practices and methods ; select additional pedagogical tools & strategies to enhance Volunteering among youngsters for the acquisition of key competences KC6 and KC7. Methods: analysis of practices, conceptualization, theoretical contributions (best deadline- June 2018)

Outputs to be achieved during the learning sessions:

Feedbacks expected from youngsters– a short profiles asking for their experience (personal, social & professional), qualification & diploma, skills & competences with a format to be respected (10 à 15 lines- 300 words maximum) in order to train them to the competence approach by experimenting it on the basis of their own experience- learning by doing

Feedbacks expected from educators they are asked to think of the main difficulties faced by youngsters they are working with , the methods they have already experimented to overcome the difficulties and the usefulness of the JuCiVol approach to facilitate their transition in the labour market or in a n educative path in order to promote empowerment process and citizenship

Among both target groups collecting all relevant tools & strategies to identify and assess a voluntary experience in terms of competence in order to enhance inclusion and citizenship among youngsters

Testing in the different countries- the partners are asked to gather information on the following items

Professional profiles of the people in charge of the training among volunteers

- **Tutors/trainers belonging to the JuCiVol team** short description
- **Other tutors/trainers** short description of their profiles and reasons for involving them

Feedback received from youngsters

- 1st feedback
- 2nd feedback
- 3rd feedback
- Other...

Methods or tools relevant for the JuCiVol approach

- **1s method:** a portfolio
- **2nd method :** a learning program
- **3rd method :** a pedagogical tool
- **4th method :** another
- **5th method :** xxxxx





Citizenship- a right and indeed a responsibility to participate in the cultural, social and economic life and in public affairs of the community together with others (Convention of the Protection of National Minorities, 1995)

Competence – 3 main ways to define it: proven and demonstrated ability to apply knowledge, know-how and associated knowledge in a usual and/or changing work situation (CEDEFOP) combination of knowledge, skills and attitudes appropriate to the context. (EC, 2006) key competences are those which all individuals need for personal fu and development, active citizenship, social inclusion and employment. (EC, 2006)

Diversity- it has become a major political-cultural issue with the post-enlargement Union (since 2004) with a need of a common European identity and set of values. At the same time the earlier emphasis on “integration” was substituted with the current one on “identity”.. The “united in diversity” motto of the European Union and the idea of “forging a common destiny” imply interaction and dialogue between diverse cultures (Blokker, 2006). Since 2007, many charters for diversity were adopted all around Europe following the adoption in 2000, of two directives: the Employment Equality Directive prohibited discrimination on the basis of sexual orientation, religious belief, age and disability in the area of employment; the Racial Equality Directive prohibited discrimination on the basis of race or ethnicity in the context of employment, but also in accessing the welfare system and social security, and goods and services (Halba, 2014)

Employment it covers all those who have been in paid work for at least one hour in the reference week of the survey or were temporarily from such work (OECD/ILO Guidelines)

Employability - the degree of adaptability an individual demonstrates to find a job, keep it and update occupational competences (it does not depend only on the adequacy of knowledge and competences of individuals but also on the incentives and opportunities offered to individuals to seek employment) – (CEDEFOP, 2002)

Know-how- practical knowledge or skills expertise (CEDEFOP, 2002)

Knowledge - definitions of knowledge are legion, nevertheless, modern conceptions of knowledge rest broadly on several basic distinctions : (a) declarative (theoretical) knowledge differs from procedural (practical) knowledge ; (b) various forms of knowledge correspond to different ways of learning : objective (natural/scientific) knowledge ; subjective (literary/ aesthetic) knowledge ; moral (human/normative) knowledge ; religious (divine) knowledge ; (c) knowledge encompasses tacit (the learner is not necessarily aware of having it) and explicit (knowledge a learner can consciously inspect) knowledge- (CEDEFOP, 2002)

NEET- Young people who are not in employment, education or training as a percentage of the total number of young people in the corresponding age group, by gender. NEET youth can be either unemployed or inactive and not involved in education or training. Young people who are neither in employment nor in education or training are at risk of becoming socially excluded – individuals with income below the poverty-line and lacking the skills to improve their economic situation. (OECD, 2017)

Volunteering - it is characterised by three things. 1st volunteering is an activity people choose to do of their own free will; 2nd there is not a financial payment to the volunteer; and 3rd volunteering is for the for the benefit of people (or the environment) other than (or in addition to) the volunteer’s own family and friends. is accessible by anybody, irrespective of their age, gender, race, education or financial status. It usually happens in organisations settings that are set-up as not-for-profit organization (Iriv & allii , 2006)

4. Bibliography



Anheier, H. K. (2005), *Nonprofit organizations- Theory, management, policy*, London: Routledge

Blokker P., “The Post-Enlargement European Order: Europe “United in Diversity”?”, *European Diversity and Autonomy Papers*, EDAP 1/2006, Academia Europea Bolzano, Bolzano

Cedefop (2010), *Knowledge, skills and competences for recovery and growth Work programme*, Luxembourg, Education and Training 2020 Work programme

European Commission (2010)- Bruges *Communiqué on enhanced European Cooperation in Vocational Education and Training* for the period 2011-2020 – Bruges, December.

European Union Agency for Fundamental rights & Council of Europe, (2010) “*Handbook on European non-discrimination law*”, Luxembourg.

European Commission (2000), *Charter of Fundamental Right*, signed and proclaimed by the Presidents of the European Parliament, the Council and the Commission at the European Council meeting, Nice, 7 December

European Commission (2006), *Key competences for lifelong learning Recommendation of the European Parliament and of the Council*, December 2006,

European Commission (2013), *European Year of Citizenship*, <http://europa.eu/citizens-2013/>

GHK (2010), *Study on Volunteering in the European Union*, Brussels: European Commission, DC EAC.

Halba (B), *Enhancing the Diversity approach among migrant learners & tutors to struggle against discrimination in the labour market in Europe*, EAPRIL:University of Luxembourg, 2016.

Halba, B. (2014), *From altruism to otherness*, Traditiones- Ljubljana: Institute of Slovenian Ethnology SRS SASA, (Slovenia), 2/2014, pp 67 à 83.

Halba, B. et al. (ed), (2001) *Volunteering : an opportunity for youngsters in Europe*, Paris: iriv

Halba, B. et al (ed), (2007), “*Vaeb- Assessing a Voluntary Experience*”, Paris: iriv, VAEB project

Kennett (D. A), (1980), *Developments in the Theory of Public and Private Redistribution*, New York: American Journal of Economics and Sociology

Knox, Trevor M. 1999. *The Volunteer's Folly and Socio-Economic Man: Some Thoughts on Altruism, Rationality, and Community*. *Journal of Socio-Economics*. 28. 475–492.

Omoto, Allen M., and Mark Synder. 1995. *Sustained Helping without Obligation: Motivation, Longevity of Service, and Perceived Attitude Change among AIDS Volunteers*. *Journal of Personality and Social Psychology* 68(4): 671–686.

Penner, Louis A., 2002: *Dispositional and Organizational Influences on Sustained Volunteerism: An Interactionist Perspective*. *Journal of Social Issues*. 58/3. 447–467.

Wilson, John. 2000. *Volunteering*. *Annual Review of Sociology* 26(1): 215–240

Schröer, R. (2004) « *Voluntary service : opening doors to the future – The integration of Young People from Disadvantaged Backgrounds in Transnational Voluntary service* », Brussels : Association of Voluntary Service organisations (AVSO)

Key EU projects & videos available

1. **Pioneer project VAEB-** Assessing Voluntary Experience in a professional perspective (Vaeb, www.eEuropeassociations.net, Leonardo da Vinci, 2003-2006) initiated and led by iriv in 7 EU countries: Its innovative approach consisted in valuing non-formal and informal learning on the basis of a voluntary experience. It addressed mainly youngsters. It used self-evaluation of skills and competences by volunteers themselves thanks to a portfolio.
2. **Success at school through Volunteering – SAS** (Comenius, 2012-2014); initiated by iriv and led by the University of Northampton in 6 EU countries): it used the Volunteering approach as an alternative pedagogical approach to struggle against Early School Leaving (ESL). It has designed training sessions for youngsters 14-20 years who might be faced to difficulties at school to re-engage with school
3. **The Key Tutors project (2015-2017)** is an Erasmus+ project (2015-2017). It offers both a pedagogical tool & training for tutors in the field of Key competences. Its main issue of the Key Tutors is to design a tool to identify and assess key competences among learners with fewer opportunities.

YouTube

The Power of Volunteering: <https://www.youtube.com/watch?v=aS-mAz34NA0>

Benefits of Volunteering: <https://www.youtube.com/watch?v=DuD8Rd61q18>

What's Wrong with Volunteer Travel?: <https://www.youtube.com/watch?v=oYWI6Wz2NB8>

Youth Volunteerism: <https://www.youtube.com/watch?v=q4je9N26ouY>

Volunteers: Passion, Action, Impact: https://www.youtube.com/watch?v=W4_gjgh-pac

Volunteer Action Counts for Sustainable Development: <https://www.youtube.com/watch?v=7mDamhDO8F4>

TED Talks

Joyce Bertram: How Volunteerism Can Change Your World: <https://www.youtube.com/watch?v=wXb6bDX9FDo>

Hajira Khan: What Volunteering Taught Me: <https://www.youtube.com/watch?v=TCgXEP9oFmc>

Madara Žgute: Volontourism: When You Take More Than You Leave Behind: <https://www.youtube.com/watch?v=qNch2WwBnh8>

Holly Simones: Volunteering: You Get More Than You Give: <https://www.youtube.com/watch?v=jtJD4R6XpC0>

Anne Melanson: Volunteers: Leading Change: <https://www.youtube.com/watch?v=hb06Rzjue3o>

Kevin White: Be Selfish. Volunteer!: <https://www.youtube.com/watch?v=V3L5oNQHyIg>

Bobby Sager: Be Selfish, Go Help Someone: <https://www.youtube.com/watch?v=jY0hARbzfeg>

Ian Breckenridge-Jackson: Getting More Than We Give – Realities of Volunteerism: <https://www.youtube.com/watch?v=5hXfWMyK1KE>

Eric Bartha: The Value of Volunteering: <https://www.youtube.com/watch?v=qmsDhWww6gA>

Timothy Lann: The Power of Youth Volunteerism: <https://www.youtube.com/watch?v=xp1j8UCY3Rg>

Darryl Byrd: The ROI of Volunteerism: https://www.youtube.com/watch?v=cbz04L_Y9m4

Richard Dictus: The Future of Volunteerism: <https://www.youtube.com/watch?v=SdQcihmIvu0>

Jennifer Armstrong: Volunteering Collaboratively with Community: <https://www.youtube.com/watch?v=CCLyGVjd3kk>

Ben Rigby: Micro-Volunteering: Giving Back for Busy People: <https://www.youtube.com/watch?v=M7-utwTAsPM>

A European team



UNIVERSIDAD DE BURGOS

The University of Burgos (UBU) was founded in 1994 and has assumed its role in the local and regional economy and in the larger scientific development responding to market demands (e.g. new grades in accordance to the needs of the labour market) and developing wide research networks (e.g. integrated research between the university, the private sector, public institutions, and civil society organizations). According to the ranking of normalized impact on research production elaborated by the CyD (Foundation for Knowledge and Development, 2011), the University of Burgos holds the 13th position among Spanish Universities with a 1,22 impact index.



iriv Conseil (www.iriv.net) is a free private institution, nonprofit, independent of public administrations and economic interests, with the aim to improve knowledge and practice within the nonprofit sector. Focused on volunteering between 1997 and 2003, it has enriched its field of research since 2003 to migration. The pilot project Leonardo da Vinci, *iriv* initiated and led - VAEB (Assessing a Voluntary experience) was awarded in Helsinki, in 2006, for “excellent practice in addressing the priorities of the Copenhagen process and promoting an enhanced European cooperation in vocational education and training”. Results of *iriv*'s projects are available on : www.iriv-vaeb.net for Volunteering and www.iriv-migrations.net for Migration issues. It has published a Newsletter since September 2004- *les rives de l'iriv* (www.benevolat.net) on issues on Volunteering. It has designed a portal open to the general public: www.iriv-publications.net to make available the tools & strategies designed.



ΙΝΣΤΙΤΟΥΤΟ ΕΡΓΑΣΙΑΣ ΚΥΠΡΟΥ

Cyprus Labour Institute (INEK-PEO) is a trade union initiative of the Pancyprian Federation of Labour (PEO) established in 2002. INEK's core business is both research and training activities mainly in the fields of labour relations and working conditions. Since its establishment in 2002, INEK has built up an expertise in different areas of interest, including among other fields of observation: industrial relations, working conditions, employment and social policy, and company restructuring.



(Ente per la Ricerca e Formazione) is a no profit organization with a strong experience in LLP and Erasmus+ Programmes; it has also carried on mobility programmes for staff, for both VET and Youth Entrepreneurship. It is an accredited VET provider and it offers, among others, educational and social services. In the framework of Youth Guarantee, Erifo has been providing training, apprenticeship, job counselling and job placement to migrants and refugees, who account for 50% of the service users.



ZRC SAZU Research Centre of the Slovenian Academy of Sciences and Arts (ZRC SAZU) is the leading Slovenian research Centre in humanities and a cutting-edge academic institution in central, eastern, and south-eastern Europe. It has a multidisciplinary character; in addition to the humanities, its spheres of research also cover the natural and social sciences. The research network of ZRC SAZU consists of researchers working at eighteen institutes. Researchers also conduct their studies at three regional research stations which connect the research network across Slovenia.



This first output is implemented for the

- First framework designed by iriv conseil – May 2017
- Feedback received from other partners and included by iriv conseil-May-June 2017
- Final version – July 2017
- Testing among youngsters in the 5 countries – September-December 2017
- Feedbacks collected and synthetised by iriv conseil – January-March 2018
- Final version of the training for Youngsters - October 2017

Final version of the training after the testing- June 2018

The first users of the training are professionals – educators & teachers supporting youngsters in their social and professional inclusion



© iriv conseil with feedback from the JuCiVol team , Paris, October 2017