



JUNIOR CITIZENS THROUGH  
VOLUNTEERING



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

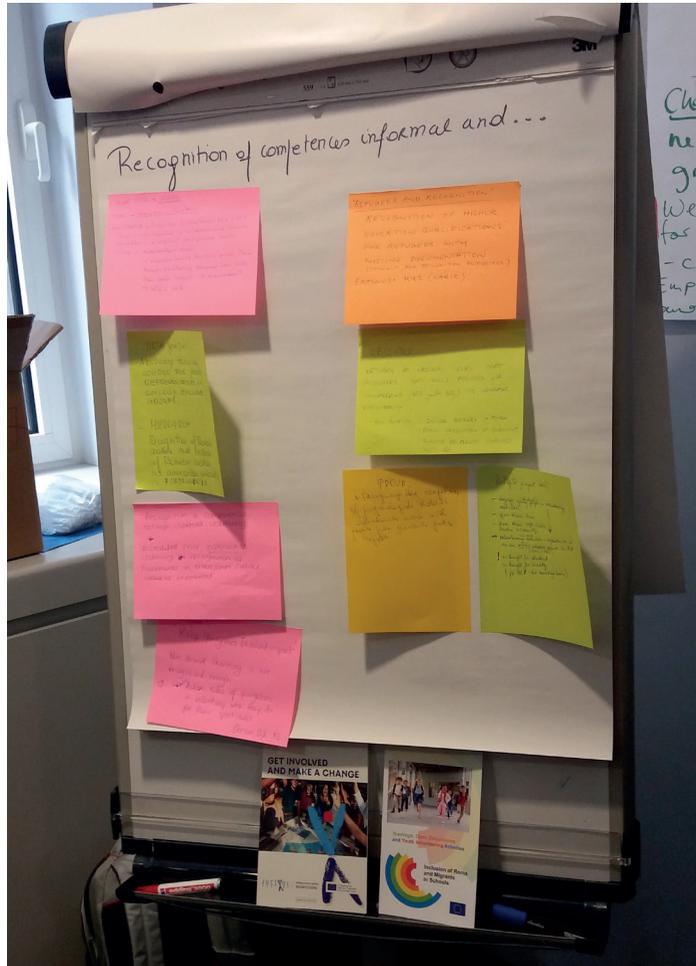
# Guidelines for Youngsters



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

[www.facebook.com/jucivol](https://www.facebook.com/jucivol)

[JUCIVOL ErasmusPlus](https://www.linkedin.com/company/jucivol-erasmusplus)



Edited by **Dr. Bénédicte HALBA**- Iriv Conseil

Co-authors:

- **Dr. Mónica Ibáñez Angulo**,  
Universidad de Burgos - Spain
- **Dr. Bénédicte Halba**,  
Institute for Research and Information on Volunteering - France
- **Dr Andrea Cenderello**,  
ERIFO, Ente per la Ricerca e Formazione - Italy
- **Dr. Marjeta Pisk**,  
Research Centre of the Slovenian Academy of Sciences and Arts  
(ZRC SAZU) - Slovenia
- **Dr. Loucas Antoniou**,  
Cyprus Labour Institute (INEK-PEO) - Cyprus

November 2018

Junior Citizens through Volunteering (JUCIVOL)

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



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

Disclaimer: The information and views set out in this publication are those of the author(s) and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.



## **Summary**

- 1 Volunteering: What is it? What it is not
- 2 Who can be a volunteer / Who can't be a volunteer
- 3 Benefits/Rewards of being a volunteer: for the self, for the community, for the association...
- 4 From experience to competences
- 5 Formal / Non Formal / Informal Volunteering
- 6 Where and how to volunteer in my country
- 7 Volunteering abroad- in Europe and worldwide
- 8 My "own Volunteering"- check list
- 9 Some Literature to go on
- 10 Going on with the JuCiVol process



# 1

## Volunteering: what is it - what it is not?

*Any activity which involves spending time, unpaid, doing something which aims to benefit someone (individuals or groups) other than or in addition to close relatives, or to benefit the environment (Davis Smith, 1998)*

**Volunteering is:** five dimensions of volunteering (Halba, 2006)

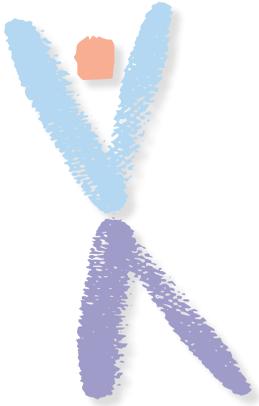
- An activity carried out of one's own free choice - idea of freedom.
- Unremunerated as it doesn't include any remuneration - idea of gratuity, disinterest.
- Not for the benefit of the individual or his/her family but a "gift to foreigner"- idea of altruism.
- For the general purpose and not for the interest of a small group of people - idea of general good/general purpose.
- Taking place in an organized or formal frame – most of the time a nonprofit organization (NGO or association).

**Volunteering is not:**

- A compulsory unpaid activity meant to punish someone for a fault , a mistake or a felony.
- an activity fulfilling only personal interests even though a friend or a member of the family may be concerned.
- An activity providing a material reward – even though some financial contribution maybe accepted if it is justified.
- A "free" counterpart of any other "free" service - a "free activity" (unpaid) is not enough to define a voluntary activity.
- An "unpaid" work in a for profit organization can't be considered as a "volunteering"- it may be an internship but not a voluntary activity.

# 1

## Volunteering: what is it - what it is not?



### In Spain

According to the most recent Spanish legislation (Law 45/2015 on Volunteering), volunteering activities will be officially recognized if these activities:

- Have a supportive nature.
- Must be done freely and voluntarily.
- Do not receive any kind of economic remuneration.
- They must be carried out within an organization.

### In France

There is a difference between “Bénévolat” and “Volontariat” even though both notions include 5 main principles: freedom (free to join), not for profit (unpaid work), altruism (for an “other” different from family and friends, for the general interest (notion of common purpose), in a not for profit (public or associative) body (supported by public funding as addressing general public or publics with special needs).

## In Italy

The main reference for Volunteering activities in Italy is the Law n. 266 of 11 August 1991, also called *Legge Quadro sul volontariato*. As stated in ART. 2 of the aforementioned law.

- Volunteering activities is recognized as the one that is provided in a personal, spontaneous and gratuitous way, provided on a non-profit basis.
- The voluntary activity cannot be paid in any way even by the beneficiary.
- The voluntary status is incompatible with any form of subordinate or autonomous employment relationship and with any other relationship of patrimonial content with the organization of which it is a part.

## In Slovenia

Volunteering in Slovenia has been legislated in 2011 by Volunteering Act, but there is no specific law on youth volunteering, only the Act on Public Interest in the Youth Sector (Zakon o javnem interesu v mladinskem sektorju) that introduces youth volunteering as one of the core areas of youth policy.

An organisation hosting volunteers needs to set up a record of volunteers and voluntary activities, as well as to issue a certificate recognizing voluntary experience. Volunteering inside formal frame is (usually) formally agreed with the contract between the organisation and individual volunteer.

## In Cyprus

Volunteering activity in Cyprus reflects a concept that includes a diverse array of formal, informal, ad-hoc and systematic activities undertaken by single individuals, or collectively by groups or organizational structures supporting the individual, societal groups and communities serving the wider public benefit/ societal goal.



## 2

## Who can be a volunteer Who can't be a volunteer

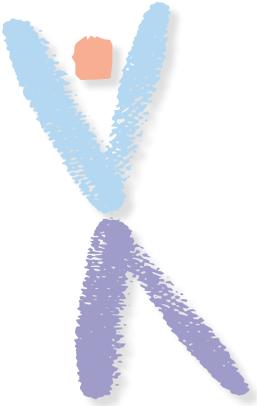
### A Volunteer is:

- A woman or a man- diversity in gender is enhanced especially in sectors known as being too "male" oriented (sport) or too "female" oriented (social services).
- Whatever the age but preferably at the age of professional work (for insurance reason).
- Whatever the religion, culture or nationality- any religious, political or cultural belief or belonging is accepted under the condition that it is not openly expressed among public addressed during their volunteering (to avoid any proselytism).
- Respectful of other's opinions and thoughts (open minded).
- Respectful of confidential and personal information they might be informed of by people they are supporting (neutral mediator).

### I can't be a volunteer if:

- I don't have a minimum of time to dedicate to others.
- I want to be paid for all the activities I am involved in.
- I am always asking for support from others and don't know how to deal with unexpected events or with a new activity.
- I know everything on anything and wouldn't listen to anyone who would provide me any suggestion or proposal.
- I feel very superior to people in need, they inspire me only indifference, despise or angry feeling.

## 2 Who can be a volunteer Who can't be a volunteer



### In Spain

The Law 4/2015 considers the possibility of minors to participate in volunteering activities as long as their interest is respected and volunteer activities do not harm their integral function. It distinguishes minors between the ages of 16 and 18, who only need the consent of a parent or legal guardians, and minors between 12 and 16 years old who, besides the consent of a parent or legal guardians, will need an external assessment to determine if the voluntary activity could harm their development and comprehensive training.

The Law also establishes two exemption clauses for individuals with a criminal record. In consequence, any individual willing to be a volunteer has to provide an official certification from the Spanish authorities.

### In France

The legal age for having a professional activity is 16 years (end of the compulsory education) therefore a voluntary experience may officially begin only at 16 years even though younger people may be volunteers but under the legal authority of an adult and with the agreement of their parents.

There has been an initiative implemented by the Ligue de l'Enseignement (Education for all) since 1998 called "Junior associations" meant to enhance the creation and leadership of associations by youngsters- a special website was published on the occasion of its 20th birthday- [https://juniorassociation.org/20\\_ans](https://juniorassociation.org/20_ans).

The main idea is to overcome the exception of minority allowing young volunteers to have an executive role in the association.

## In Italy

The ART. 37 of the Italian Constitution states that “the Republic protects the work of minors with special rules”, allowing in this sense minor to participate in volunteering activities. The Law n. 266 of 1991 says “the voluntary status is incompatible with any form of subordinate or autonomous employment relationship and with any other relationship of patrimonial content with the organization of which it is a part”.

## In Slovenia

No specific group within the youth population is defined in the official documents in Slovenia apart from the Article 18 of the Volunteering Act which requires a legal representative or custodian to sign a volunteer agreement if a child is under the age of 15.

These minors can engage in voluntary activities only if these activities contribute to their educational and personal development, if they do not pose a threat to their health and do not prevent them to fulfil school obligations. In general secondary schools organised voluntary work is a compulsory elective content and in vocational schools an optional elective content.

## In Cyprus

According to the PVCC Law (2006), a volunteer in Cyprus means every person who offers, without any financial or other exchanges, services or means to individuals or groups or to the society in confronting social needs.



## 3

## Benefits for being a volunteer

# Main obstacles to be overcome

### The benefits for being a volunteer:

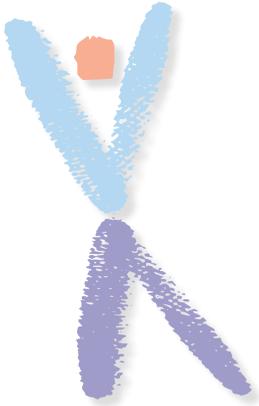
- 1- I am reliable as I have been able to involve myself for a certain period of time, on a regular basis, for someone who is not a member of my family or my friend and without asking for any material reward.
- 2- I am able to share with others my experience & competences and to transfer them to people who may need them or benefit from them at a certain time of their life.
- 3- I am sensitive to difficult issues people may face (disease, addiction, social or economic difficulties, integration...) and try to contribute as much as I can.

### The main obstacles to be a volunteer:

- 1- Lack of confidence in my ability, skill or competence because I haven't had any practical experience.
- 2- Lack of information provided by relevant people - mainly people who have been volunteers themselves or who are well informed on associations and not for profit organisations.
- 3- Lack of time as I am a student and I must have a paid work to pay for my studies , my housing and my food as my family cannot afford it.

# 3

## Benefits for being a volunteer Main obstacles to be overcome



### In Spain

**Benefits:** “Thanks to my volunteering activities I learned to organize my time better and take responsibilities more seriously”; “Volunteering has helped me to work in culturally diverse settings”; “We welcome young volunteers in our association because they bring fresh air”; “Youngsters who volunteer are more mature than youngsters who do not”; “Young volunteers are of great help with the new technologies... they have been born with them”.

**Obstacles:** The main obstacle to become a volunteer is the lack of time. According to the study carried out by the Spanish Volunteering Platform, this is especially the case for people from 25 to 34 years, with medium education and/or who live with children; this is particularly the case of women who more often than men find it difficult to reconcile volunteering activities with the rest of their lives, especially activities linked with maternity. Furthermore, in a context of high levels of unemployment, such as the case of Spain, volunteering may play an ambiguous role. On the one hand, it can violate labor rights and hinder the creation of gainful employment; and on the other, it can be a very important factor in the activation of people and on their access to the labour market.

### In France

The main benefit for youngsters for involving in Volunteering is to acquire a relevant professional experience as under the Law of 2002 (social modernisation) a volunteering may be considered as such an experience under the Valuing Prior Learning Process (VPL) if the involvement is representative (number of time dedicated to the activity and outputs achieved).

Moreover a voluntary experience may also be a meaningful support for a compulsory internship students have to achieve in the framework of many studies in Higher Education (level of education: mainly in Master 1 & Master 2). A third benefit is to enhance a citizen awareness as the more youngsters are involved in a volunteering, the more they are inclined to vote (whatever their political opinion).

## In Italy

**Benefits:** Performing volunteer work increases the chances of being very satisfied with your own life - in subjects who are very different from the point of view of income, the level of education, of place of residence, religious affiliation or personal dispositions such as propensity individual to optimism: the positive impact on the well-being. Volunteering favors the political participation of the most disadvantaged, and increases the trust in others.

**Obstacles:** lack of time, money, freedom and favorable structure of the family unit may be discouraging. In addition, there are some psychological attitudes that may represent an obstacle for such type of activities: excessive momentum, impulsiveness, indiscretion, opportunism, conformism, and exhibitionism.

## In Slovenia

Volunteers recognize mostly benefits affecting people they work with and express happiness because of their gratitude. Besides benefits enriching interpersonal relations they mostly assess their volunteer experience as an important mean in gaining self-confidence, improving their communication and soft skills. Expanding the social network sometimes eases them to find after school or contract job. Legislative frame provides the insurance of a volunteer in case of unemployment.

Many young NEETs (among them many with migrant background) lack motivation to hunt a job or to get involved in volunteering activities because of the the welfare benefits that they are satisfied with and they don't demand anything. Traditional way of life of certain groups of Muslim women which limit them to parental role and a keeper of household combined with long absences of their employed husbands and an insufficient social network don't allow them to participate in volunteering activities.

## In Cyprus

**T**estimonies from volunteers: 'When I first arrived in Cyprus I literally knew anyone. Working as a volunteer in this organization, it was like a means to connect with so many other people in my age sharing the same interests'; 'During my graduate year from high school, I volunteered in the Family Planning Association. It was a rewarding experience; it was then that I made the decision to study social policy. I'm at the second year of my studies and very happy with my decision'.

**Obstacles** according to the participants of the 'World Volunteering Café' among the obstacles that young people face are:

1. Lack of time (often however is used by youngsters as an excuse).
2. Lack of volunteering culture among youngsters.
3. Lack of encouragement and motivations.
4. The political identity of many organizations.
5. Inadequate information about the volunteering needs.
6. Young people do not recognize and/or appreciate the benefits of volunteering.
7. Urbanization, the numbers of youngsters in many rural areas are restricted due to the mass movement of people in urban centres. Therefore, the volunteering organizations in rural areas have difficulties to staff their actions.
8. The language skills of many youngsters with migrant backgrounds.



# 4

## From experience to competences

### Understanding the Portfolio Approach & the Four-Step Approach

#### 1st step- defining a voluntary experience

describing its components & tasks



#### 2nd step- identifying competences achieved

focusing on **KC6- social & civic competences**  
and **KC7- sense of initiative & entrepreneurship**



#### 3rd step- Assessing key competence

on the basis of a scale from level 0- not competent to 5- creator



#### 4th step- building an action plan

**Option 1-** experience to be improved to improve the level of competence

**Option 2-** training to be followed to validate a competence (in a resume)

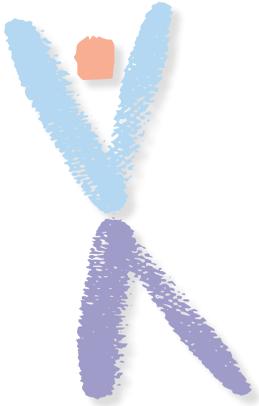
**Option 3-** VPL process to acquire a diploma or qualification



**Back to 1st step for each new voluntary experience**

# 4

## From experience to competences



### In Spain

The Spanish Council for Youth and the youth organizations of the autonomous communities approved in 2017 the project to develop a system of recognition of non-formal education in the field of youth. This project is based on the development, modification and expansion of the current "Reconoce System" which certifies the skills acquired through youth volunteering (<http://www.injuve.es/empleo/noticia/aprobado-el-nuevo-sistema-de-reconocimiento-de-la-educacion-no-formal>).

The project is mainly oriented to improve the employability of young people, to encourage their involvement in volunteer activities by accrediting the knowledge they have acquired through their participation in youth activities. During 2018 modifications are being carried out and will be available in 2019.

### In France

Many tools have been designed since 2002- several guides published by the Ministry for Youth and Sports (in charge of associations and therefore in charge to support volunteers) and by the National organisation in charge of Volunteering (France Benevolat since 2001), didactical tools such as the first portfolio designed for assessing a voluntary experience under the VAEB project (iriv & allii, 2003-2006), it was adapted to students together in partnership with the network of students associations ANIMAFAC, a guideline published by the Direction for Youth and Sports in Brittany (2004) to value Volunteering, a tool kit for keeping track of voluntary experiences (published by associations in the field of Youth).



## In Italy

The recognition of formal and non-formal education is represented by the Decree n.139 of 22nd August 2007 "Regulations containing norms in matter of fulfillment of compulsory education" that has identified the 8 key skills of citizenship. The validation system of the learning gained during the exercise of voluntary public assistance activities can be used in the context of the search for a job or also for the recognition of training credits. On the other hand, recreational activities aimed at young people (sports associations, scouts, etc.) on the basis of a decree issued by the Ministry of Education can count as training credits in the higher education.

## In Slovenia

The biggest national volunteering service Slovenska filantropija (Slovenian Philanthropy) provides different trainings for volunteers (introductory, on different topics ...) and for mentors (solving conflicts in volunteering, volunteering of children and youngsters ...). Mentors are also trained to validate the volunteers' involvements and achievements. Most of the volunteers keep records on their volunteering using some kind of personal portfolio, the best known among them are Electronic portfolio (eP), MEPI, Youthpass, Learning diary, Personal profile based on reflective reports ...

## In Cyprus

Most of the volunteering training in Cyprus is provided by the 'Training Development Research Center' of the 'Pancyprian Volunteering Coordinative Council' targeting different groups of individuals and NGOs. They have developed many tools during the years of operation including tools of 'capacity building training', 'volunteer skills and management' and 'funding methods and strategies'. The JuCivOL approach, however, is a new concept for the Island with many potentials for further work.



## 5

## Formal /Non Formal Informal Volunteering

Official statistics take into account volunteers who are involved in not for profit organisations (formal volunteering). Nevertheless a more and more significant proportion of volunteers are involved outside organisations- according to UN volunteers (UN, 2018), 70% of volunteering would be informal. These new forms of involvement give a full picture of volunteering for youngsters as they may start on a more informal basis - as this is less demanding but also more difficult to be valued- before involving in a formal Volunteering that will be officially recognised.

**Formal volunteering** implemented in a typical not for profit institution, legal and structured (association, NGO, local authority) and leading to an official attestation of activity. Formal volunteering is intentional from the volunteer's perspective.

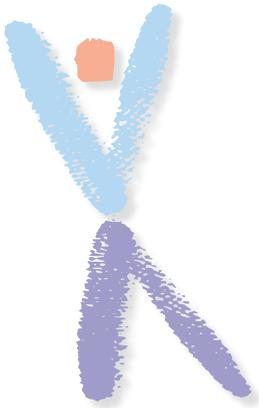
**Non Formal volunteering** results from social life activities related to ones' neighborhood or community. It is not structured (in terms of activities to be fulfilled or objectives to be achieved, time to be dedicated or support to be provided) and does not lead to any attestation. Informal volunteering is intentional even though sometimes it is directly asked by the neighbors or the community (the idea is inspired by others).

**Informal volunteering** embedded in planned activities that are not explicitly designated as volunteering, but which contain an important voluntary experience (semi-structured volunteering). It is intentional from the volunteer's perspective. it does not lead to any attestation.

**Source** inspired by the definitions provided by the CEDEFOP (2002) for formal, non-formal and informal learning.

# 5

## Formal /Non Formal Informal Volunteering



### In Spain

As regards to the official recognition of volunteering activities, the Law 45/2015 devotes a section (Title VI, Articles 20-24) to the "Promotion and Recognition of Voluntary Action":

- Art. 20 on the Measures to promote volunteering.
- Art. 21 on the Promotion of volunteering among private business.
- Art. 22 on the Promotion of volunteering among universities.
- Art. 23 on the Measures of recognition and social assessment of volunteering.
- Art. 24 on the Accreditation and recognition of voluntary actions.

### In France

More and more people are involved in voluntary actions outside associations because they are more demanding, better informed and therefore more critical when they don't receive the answer they expected. From "one shot" volunteering to "regular" volunteering with neighbours, informal and non-formal volunteering includes a wide diversity of involvement.

The difference between a formal volunteering (in an association or any not for profit organisation) and an informal/non formal volunteering (outside any kind of organisation) is the level of responsibility and commitments in the organisation and the sustainability of one's involvement. Sometimes it doesn't deserve any formal commitment.

## In Italy

According to the research “Volontari e attività volontarie in Italia. Antecedenti, impatti, esplorazioni” (Bologna, Il Mulino, 2016), in Italy 6.63 million (12.6%) of people commit themselves to others for free: 4.14 million (7.9%) of them do it within organizations and 3 million (5.8%).

Individually (Istat 2013 data). Two categories very heterogeneous, where it is difficult to define a “common” type of volunteering and the, to define a common regulation. The heterogeneity of the picture regarding volunteering, makes that in Italy there is not a definitive procedure for what concerns the validation of formal and non-formal competences.

## In Slovenia

Formal volunteering in Slovenia embraces obligations of volunteers, their right to complain and the organized structure of assessing a complaint. Moreover, it provides the insurance of a volunteer in case of unemployment, liabilities of voluntary organisations and requires responsibility of the volunteer organization for any damage caused. It also prescribes the guidelines of an appropriate training, requires mentoring and predicts an award for special achievements of a volunteer. Formal volunteering is exceeded in numbers of participants by non-formal and informal volunteering.

## In Cyprus

In the Cypriot context, there is not a distinction between formal, non-formal and informal volunteering activity and the Statistical Service of Cyprus counts only the reports of volunteers performing volunteer work in formal settings. However, a variety of volunteering activities occur in non-formal settings within small communities, neighborhoods and churches often on the spot to meet immediate needs of people in suffering including cases of people suffering from poverty and illnesses.



# 6

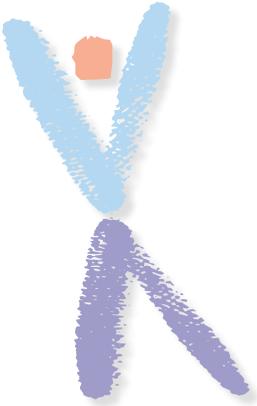
## Where and how to volunteer in my country

### Main advise for a fruitful and successful volunteering:

- 1- **Select** an association nearby your home according to your inclination for a special field of activity (school mentoring, sport practice, cultural knowledge).
- 2- **Compare** associations thanks to a research by Internet to have a clear idea of the actions fulfilled by the association and actions already implemented.
- 3- **Contact** directly the association and ask for meeting someone to explain you the work to be done and the requirements for becoming a volunteer.
- 4- **Ask for** a person of reference to answer your questions and to guide you in the first weeks of your volunteering in the association.
- 5- **Don't underestimate** your skills and competences according to your personal or educative background.
- 6- **Don't overestimate** the time you will be able to dedicate to the action especially if you have to look for an employment or a training.
- 7- **Don't hesitate to suggest** any action or activity taking into account the public the association addresses and the potential financial requirement for fulfilling such actions or activities.
- 8- After one month, **ask to make a debriefing** with the person of reference dedicated to you.
- 9- **Keep track** of all the actions or suggestions you have made in the first step with a critical approach.
- 10- **Don't hesitate to leave** if you don't find any relevant person to answer your questions or to support you in the first steps in the association.

# 6

## Where and how to volunteer in my country



### In Spain

Besides the webpages of the largest organizations with volunteering programs (Red Cross, Caritas), **The Volunteering Platform of Spain** (<http://www.plataformavoluntariado.org/>) is, without a doubt, the main reference for the coordination of voluntary action in Spain.

**The Youth Institute** (<http://www.injuve.es/participacion-y-voluntariado>) also constitutes a good source to find information on and access to official volunteering programs available to youngsters.

At the regional level, each Autonomous Community has its own legislation regarding volunteering and volunteering platforms comprised of local associations: <https://juventud.jcyl.es/web/jcyl/Juventud/es>

### In France

**The national center for volunteering** (France Bénévolat since 2000) has implemented a website gathering a general presentation for France with some studies and bibliographies: <https://www.francebenevolat.org/>

In complement, another platform has been implemented which provides alternative information on the many ways to be involved: <https://www.tousbenevoles.org/>

A special platform is focused on youngsters and dispatch more customized information: <https://www.jeuneetbenevole.org/>

On a local level, the example of the platform implemented by the City hall in Paris might be a good example of more practical approach: <https://jemengage.paris.fr/>

## In Italy

Besides the webpages of the largest organizations with volunteering programs (Red Cross, Caritas), there are several platforms that provides volunteering services in the national territory.

- **CESVOT:** national organization which is organized at territorial level. The centers have to organize, to manage and to provide technical, training and information support services to promote and strengthen the presence and role of volunteers in all Third Sector bodies.
- **volontariperungiorno.it:** is an association located in Milan. It actually represent the biggest association in Italy for what concerns supply and demand matching.
- **PROVACI:** is a project of volunteering developed mainly in the South of the country. The objective of the project is to promote volunteer experiences through a system of research, allocation and valorization of the voluntary service.

## In Slovenia

- **Slovene Philanthropy.** Association for promotion of voluntary work (<https://www.filantropija.org>) un umbrella organization for voluntary work, active in awareness raising and changes in volunteer policy.
- **www.prostovoljstvo.org** web volunteering service
- **Voluntariat institute** (<http://www.zavod-voluntariat.si>) provides support to jobseekers volunteering and volunteers at the international level.
- **Young Dragons Public Institution.** A center for quality leisure time of young people (<https://www.mladizmaji.si>), a network offering place for active and creative free time of youngsters.
- **Youth Information Advisory Center of Slovenia** (<http://www.miss.si>), implements counseling, non-formal education and training, promotes active participation and volunteering.
- **BOB institute.** (<http://www.zavod-bob.si>), association in the field of fighting early school leaving through volunteerism.

## In Cyprus

**The Volunteering Centre of the PVCC** is the official structure for promoting volunteering actions, training volunteers and educators, identifying volunteering needs, registering volunteers and matching the availability of needs with registered volunteers. However, one may register directly or locate volunteering advertisements in volunteering organizations with larger structures such as the Red Cross in Cyprus and the Anticancer Association.



## 7

## Volunteering abroad in Europe and worldwide

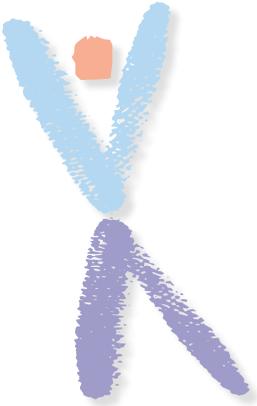
European Voluntary Service (EVS) is an international volunteer program funded by the European Commission. It enables all young people legally resident in Europe, aged between 18 and 30 years, to carry out an international volunteer service in an organization or in a public body in Europe, Africa, Asia or South America for a period ranging from 2 to 12 months. It provides the reimbursement of travel expenses and complete coverage of the costs of food and accommodation for the international volunteer. Thanks to the intercultural dimension and its non-formal approach, European Voluntary Service is a unique opportunity to come into contact with cultures different from your own and to acquire new skills and abilities useful for your personal and professional growth.

Source: [https://europa.eu/youth/volunteering\\_en](https://europa.eu/youth/volunteering_en)

The 2030 Agenda for Sustainable Development explicitly recognizes volunteer groups as stakeholders to achieve the 17 Sustainable Development Goals (SDGs, also known as the Global Goals) to end poverty, fight inequality and injustice and tackle climate change (United Nations Sustainable Development Summit September 2015). This Agenda situates Volunteerism as a vehicle for sustainable development, showing that these global goals are universal, inclusive and signal a bold commitment to people and the planet.

Source: <https://www.unv.org/become-volunteer>

## 7 Volunteering abroad in Europe and worldwide



### In Spain

Spanish legislation on Volunteering does not limit the territorial scope of volunteering activities (in Spain or abroad), given that these activities are part of a volunteering program. The Injuve provides useful information on International Volunteering programs. Recently, Spanish universities are becoming more and more relevant in developing volunteering and cooperation programs abroad. Thus, for instance the University of Burgos has several volunteering programs in International Cooperation (<https://www.ubu.es/voluntariado>).

### In France

The agency in charge of Youth Volunteering abroad in the field of Youth and Sport is the Agence Erasmus France Jeunesse et Sport. It supports: youngsters from 18 to 30 years willing to involve in a European Voluntary service (EVS since its launching in 1996) on a European level; youngsters from 16 to 25 (and up to 30) willing to involve in a Civic voluntary service on a national level. There are also a variety of websites dedicated to Youth Volunteering (such as the one implemented by the United Nations) that are very useful for French youngsters.

## In Italy

In Italy international mobility for volunteering is allowed, and expressly encouraged by the Ministry of Labour. Among the number of associations that promotes this kind of mobility, one of the most important examples is represented by Scambieuropei, a platform involved for what concerns volunteering supply and demand matching all around Europe.

## In Slovenia

The main organization providing information and helping young people to get involved in short or long term international volunteering is Zavod Voluntariat, Service Civil International (SCI) Slovenia (<http://www.zavod-voluntariat.si>).

## In Cyprus

Cypriot Volunteers interested to provide their volunteering services outside of the Island usually act within the structures of organizations/agencies reside outside of the country usually within organizations located or branched in Greece as no such agencies reside in the Island. Alternatively, one may perform volunteering activities outside of the country through participation in particular funded projects, under the Erasmus+ programme for example.



# 8

## My "own Volunteering"- check list

**After going through all the different points presented in the guideline I feel ready to become a volunteer:**

**1- I know the time I can dedicate to a volunteering**

per week- 2 to 3 hours (Wednesday, Saturday, Sunday...);  
per month – 2 to 3 days.

**2- I know the experience I would like to acquire**

in Culture, I would like to read stories to elderly in libraries;  
in Sport, I would like to be a referee in football;  
in Environment, I would like to protect birds in my city;  
in Art, I would like ....

**3- I know the competence I could share with other even though it is still theoretical for the moment as I haven't had yet the opportunity to have a practical approach**

After some studies in law, I guess I could support migrants in their administrative process.

**4- I know the use I could make of such a voluntary experience-**

for my studies;  
for my professional future;  
for my personal benefit:  
for my family or my friends.

**5- I know the level of competence that would be useful or required to be such a volunteer and to value it as a consistent experience**

Level 1- assisted competence.

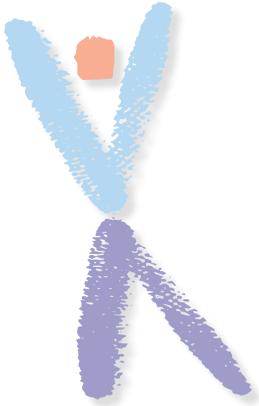
Level 2 - collective competence may be enough.

Level 3- autonomous competence may be required.

Level 4- expert competence- would be a plus .

Level 5- creator competence- would be a long term expectation.

## 8 My "own Volunteering"- check list



### In Spain

**Yinelda** is from the Dominican Republic. She reports that once she participated in a volunteering program organized by the school she attended there helping elder, such as doing errands for them and talking walks. She considers that was the most "fulfilling experience of her life".

### In France

**Abdoulaye** has been a volunteer since his childhood in Senegal. His mother was quite involved in associative and political activities. When he came to France for his studies he began a volunteering in his city (Les Mureaux, Yvelines) to teach English to youngsters as he was studying Applied Foreign Languages at the University. He dedicated at least one afternoon per week to his activity. It helped him a lot to succeed in, hi studies and to acquire a first professional experience.



## In Italy

**Alessio**, from Italy. He spent six months in Thailand, teaching French in a small school in the suburbs of Bangkok, the capital city. The activity was developed four days a week, and it involved all the mornings, teaching and correcting homework's. This experience represented a fundamental step both in his professional and personal enrichment.

## In Slovenia

**Aisha** is a young Moroccan woman living in small city of northwest Slovenia. Despite being a divorced mother she volunteers regularly in Community centre House of Happiness led by the people of migrant background themselves. This volunteering has helped her to expand her social network and to get to know more women from the town. They recognized her skills and she was offered a job.

## In Cyprus

**Yianni** as a high school student in rural Nicosia, inspired by other school projects, initiated a volunteering project in his area. They started to collect caps of plastic bottles for recycling and in collaboration with the Anti-rheumatic Associate exchange the caps with wheel- chairs for children with disabilities that they cannot afford to buy a wheel-chair. Today Yianni feels very proud because this initiative is still implemented and expanded by many youngsters in his area.



# 9

## Some Literature to go on

Since 1990s, many books have been published in the field of Volunteering with the Not for profit Survey launched by the Johns Hopkins University (Baltimore, USA), for the preparation of the International Year of Volunteering (IYV, 2001) and lately for the European Year of Volunteering (EYV, 2011).

Association of Voluntary Service Organisations (AVSO) (2005), Youth Civic Service in Europe- Policies and Programmes: France, Germany, Italy, the Czech Republic, Poland and at a European level. Pisa: Plus-Pisa University Press 426 pp.

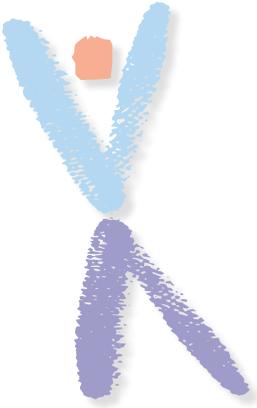
Dingle A. (editor) (2001) Measuring Volunteering: A Practical Toolkit. Bonn: Independent Sector and UNV.

Davis Smith J., Ellis A., Gaskin K., Howlett S. and Stuart J., (\*\*\*\*)  
"Volunteering Impact Assessment Toolkit- A practical guide for assessing the difference that volunteering makes" London: NCVO 60 pp.

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

Salamon L.M. & Sokolowski W. (2001) "Volunteering in Cross-National Perspective: Evidence From 24 Countries." Working Papers of the Johns Hopkins Comparative Nonprofit Sector Project, no. 40. Baltimore: The Johns Hopkins Center for Civil Society Studies, 34pp.

## 9 Some Literature to go on



### In Spain

Recent publications that address the main issues for youth volunteering.

**Arias, B.** et al. (2015) "El voluntariado transforma si sabemos cómo". Ed. Ongawa.

**Arias Careaga, S.** (2016) "El fomento y la promoción del voluntariado en las universidades españolas". Revista Española del Tercer Sector. N. 34: 39-63. (New areas of volunteering).

**Cedena, B.** (2015) "Vol+: certificación de competencias a través del voluntariado". Revista Española del Tercer Sector. Nº 31: 149-156. (Certification of competences through volunteering).

**Castellano Garrido, I.** (2015) "Así somos. El perfil del voluntariado social en España". Revista Española del Tercer Sector. Nº 31: 37-63 (Sociodemographic characteristics of volunteers in Spain)

**Medina Ruiz, E.** (2016) "El voluntariado en España: situación actual, tendencias y retos". La Razón Histórica, N.33: 110-129.

**Sajardo Moreno, A. & Ribas Bonet, M.A.** (2014) "La inversión social de las empresas: el voluntariado corporativo en España". CIRIEC-España, Revista de Economía Pública, Social y Cooperativa, nº 80: 161-186.

### In France

**France Bénévolat,** Reconnaissance et valorisation de l'engagement bénévole, compte-rendu des Ateliers du bénévolat d'octobre 2017, avril 2018.

**Halba B** (2018), « Les bénévoles d'accompagnement : accompagner & valoriser un engagement singulier et une expérience spécifique », Grenoble : revue JALMALV, 2018/4 , nº135 ?

**Halba, B.** (2014) - Volunteering – an alternative pedagogical strategy to combat Early School Leaving and to enhance Success at School, - review Šolsko polje , Ljubljana: Educational Research Institute, septembre 2014.

**Halba B.** (2011), Guide pratique du Bénévolat, Paris : Larousse.

**Halba B.** (2006), Gestion du bénévolat et du volontariat, Bruxelles : De Boeck.

**Pujol L.** (2009), Management du bénévolat, Paris : Vuibert.

## In Italy

Recent publications and researches:

“Volontari e attività volontarie in Italia. Antecedenti, impatti, esplorazioni”, by **Riccardo Guidi, Ksenija Fonović and Tania Cappadozzi**, Bologna, Il Mulino, 2016.

“Il ruolo dei volontari del terzo settore: verso una qualificazione professionale?”, **Giovanna Boccuzzo**, Department of Statistics, University of Padova, 2008.

“Volontariato e innovazione sociale oggi in Italia”, by **Ugo Ascoli and Emmanuele Pavolini**, Bologna, Il Mulino, 2017.

## In Slovenia

**Bezjak, Simona, Eva Klemenčič, Dan Podjed, Alenka Mlakar.** Medkulturni odnosi, dialog in kompetence: strokovni priročnik. Ljubljana: Ergo inštitut, inštitut za uporabo znanosti, 2014.

**Blazinšek Domenis, A.** (2010). ABC prostovoljstva: priročnik za mentorje. Ljubljana: Slovenska filantropija, Združenje za promocijo prostovoljstva.

**Gladek, N. A.** (2015), ABC prostovoljstva v šolah: priročnik za mentorje in koordinatorje prostovoljcev v šolah. Ljubljana: Slovenska filantropija, Združenje za promocijo prostovoljstva.

**Gril, Alenka.** Prostovoljstvo je proizvodnja smisla. Ljubljana: Pedagoški inštitut, 2007.

**Podjed, Dan.** 2014. In Search of Lost Volunteering. Traditiones 43(3): 7–13. Prostovoljstvo mladih: programski dokument. (2012), Where Ljubljana: Mladinski svet Slovenije = National Youth Council of Slovenia.

**Škoberne, Jan.** Prostovoljstvo. Mladinski svet Slovenije, 2012. <http://www.dlib.si/?URN=URN:NBN:SI:doc-ONPBM8IZ>

## In Cyprus

Pancyprian Guide of Programmes and Services of the Volunteering Organizations/NGOs (in Greek) (2010). Nicosia: **Pancyprian Volunteering Coordinative Council.**

Charter of Active Citizenship (in Greek) (2017). Nicosia: **Office of the Commissioner of Volunteering and NGOs.**

Declaration of the rights and responsibilities of volunteers (in Greek) (2017). Nicosia: **Office of the Commissioner of Volunteering and NGOs.**



# 10 Going on with the JuCiVol process

The JuCiVol project is a European project under the Erasmus + programme which has designed two main tools:

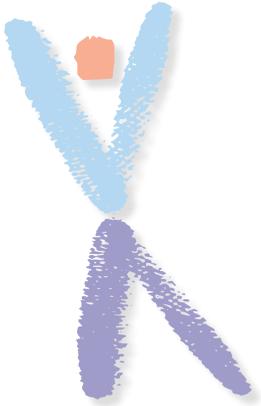
- 1- A training for youngsters with a focus on those living in sensitive urban areas.**
- 2- A mentoring for tutors working with youngsters to identify and assess competences gained.**

The training was tested among youngsters in the 5 countries partners of the project. It consists of a document of 28 pages explaining:

- 1- The context in which the training was designed- priorities tackled by the JUCIVOL.**
- 2- A presentation of the public addressed by the JuCiVol youngsters living in sensitive urban areas willing to be involved in a volunteering.**
- 3- An explanation of the main theoretical reference - the competence approach & some main points to be taken into account to value a voluntary experience.**
- 4- The 4 step approach suggested: a process to identify and assess skills and competences acquired by youngsters thanks to a volunteering (with a focus on 2 key competences).**
- 5- The 5 sessions suggested – from theory and practice to understand and apply the JuCiVol process.**

# 10

Going on  
with the  
JuCiVol  
process



The training is translated in the 5 national languages and available among the partners:

► **Contact in Spain**

**Dr. Mónica Ibáñez Angulo**

Universidad de Burgos

[www.ubu.es](http://www.ubu.es)

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

► **Contact in France**

**Dr. Bénédicte Halba**

Institute for research and Information  
on Volunteering

[www.iriv.net](http://www.iriv.net)

► **Contact in Italy**

**Dr. Giovanna D'Alessandro**

ERIFO - Ente per la Ricerca e Formazione

[www.erifo.it](http://www.erifo.it)

► **Contact in Slovenia**

**Dr. Dan Podjed and dr. Marjeta Pisk**

Research Centre of the Slovenian Academy  
of Sciences and Arts (ZRC SAZU)

[www.zrc-sazu.si](http://www.zrc-sazu.si)

► **Contact in Cyprus**

**Dr. Loucas Antoniou**

Cyprus Labour Institute (INEK-PEO)

[www.inek.org.cy](http://www.inek.org.cy)