

**Protocol for implementation of mentoring for educators to support youngsters in volunteering**

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# AIMS OF THE MENTORING

**The main aim of the mentoring for professionals designed by JUCIVOL is to empower teachers and educators with knowledge that will help them support youngster in their volunteering experience.**

Mentoring combines both the theoretical approach in reference to the European framework, and practical approaches, which can help professionals identify and assess experience and competence linked to voluntary involvement based on training for youngsters designed in complement to this mentoring and addressing youngsters.

The first aim of the mentoring for professionals – teachers and educators – is to be able to identify, and have knowledge about main **obstacles and barriers to more effective volunteering of youngsters** or more generally to the application of the associative right among youngsters who are less sensitive to this fundamental right for European citizens. Volunteering may improve their access to political, economic, cultural and educational rights.

The second aim of the mentoring is **enabling teachers and educators to be familiar with the Copenhagen process** meant to combine the formal learning – acquired at school or in any formal training – with the non-formal and informal learning acquired outside school or in untraditional learning environment such as associations. Informal learning is complementary to formal learning especially in the Valuing Prior Learning process that might be much relevant for the profiles of youngsters that have a migratory background or live in sensitive areas as they are reluctant to traditional form of learning - in classrooms.

The third main aim of the mentoring is for **educators to apply properly the training designed for youngsters** considered at risk of exclusion. The training is therefore a constant reference of the mentoring. All along the process, many tools and methods might be identified in order to complete the pedagogical support suggested by both the training and mentoring designed for the JUCIVOL. Any relevant tool or strategy they may be used to achieve the goal of the JUCIVOL – offering an alternative strategy to youngsters at risk to be included both socially and professionally thanks to volunteering.

# KNOWLEDGE ABOUT VOLUNTERING

**1. Inform yourself about legal framework for volunteering in your country.**

The first step for any professional willing to apply the innovative pedagogical approach suggested by the JUCIVOL (training for youngsters), is to **be informed on the general context of volunteering** in their respective countries. The more a voluntary experience is valued and officially recognized in your country, the easier it will be for you to be convincing among youngsters but also among people in charge of employment or training to offer opportunities on the basis of a voluntary experience.

**TIP:**

**Read national report about volunteering.**

**2.** **Professionals must know the different kinds of NGOs in their country.**

1. The umbrella organization is called also the “national volunteering center”. Each national body is member of the European Volunteering Center
2. Single organizations on a local, regional or national level - they are managed by a board of volunteers - a list is usually available online.
3. Organizations of international solidarity – their volunteers are usually highly qualified and older than the “average” volunteers.

**TIP:**

**Check which organization in your country is an “umbrella” organization for volunteering and inform yourself which volunteering organizations are working in your country, region, city or town.**

**3. Inform yourself about importance and value of non-formal and informal learning and about other relevant topics.**

Professionals must be familiar with the Copenhagen process meant to value non-formal and informal learning as a volunteering is a main example for such a learning (Halba, 2014). The implementation of learning activities takes place in varying degrees of formality in the three kinds of education: informal, non-formal and formal (Huber and Reynolds, 2014). Therefore volunteering and voluntary activities should be explained as being part of alternative educative strategies for youngsters “at risk” to reengage in educative or professional opportunities to struggle against the “NEET” issue.

**TIP:**

**Read more about altruism in connection to volunteering. Some suggestions:**

[Bénédicte Halba, Volunteering from altruism to otherness](http://isn.zrc-sazu.si/index.php?q=sl/node/432)

# 3 STEP APPROACH OF MENTORING

**Step 1 *Being able to implement the formal and informal learning process,***

***and being aware of the role of informal educator identifying difficulties faced by youngsters and supporting them in a voluntary experience*(Sessions 1 and 2)**

**Step 2 *Being able to identify and assess the skills and competences acquired by volunteering and on the basis of training for youngsters (tool designed as 1st output of the JuCiVol)***

*connected to educative reasons*

*connected to social reasons*

*connected to economic reason*

**(Sessions 3 and 4)**

**Step 3 *Reflexive process***

***Question 1*** *What have I learnt through JuCiVol approach?*

***Question 2*** *What have been the positive and negative points?*

***Question 3*** *What is the most relevant achievement?*

**(Session 5)**

Three-step approach in 5 sessionsfor being able to support youngsters with special profiles in an innovative learning process (volunteering based on a concrete experience).

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| **1st step** | **SESSION 1**: **being aware of the role of educators and teachers as non-formal educators** | explaining the general context of mentoring taking into account the specificities of the JuCiVol – explaining non formal and informal learning and informal education to educators to help them support youngsters | * AIM: Being able to understand volunteering as an innovative learning process and the competences gained thanks to voluntary activities as a way to acquire non-formal and informal learning by youngsters. |
| **SESSION 2: supporting educators to identify difficulties faced by youngsters** | supporting educators to identify the main difficulties faced by youngsters “at risk” | * AIM: Being able to identify the main difficulties faced by youngsters considered “at risk” as they are in a disadvantaged social position - because of their migrant background or because they are living in underprivileged neighborhoods. |
| **2nd step** | **SESSION 3**: **introducing the 4step approach JUCIVOL training for youngsters** | introducing educators or supporting them to apply properly the tool and process designed by the training - from a voluntary experience to relevant skills and competences | * AIM: Being able to apply a pedagogical guidance within existing associations insisting using properly a tool and process designed for the training of youngsters to support them in their volunteering (1st output of the JUCIVOL). |
| **SESSION 4**: **building the action plan** | supporting educators to build an action plan for youngsters on the basis of the identified competences based on the voluntary experience | * AIM: Being aware that supporting youngsters “at risk” in their voluntary experience is therefore a way to behave as non-formal educator with the benefits it may imply (comparable to more traditional or other learning |
| **3rd step** | **SESSION 5: reflexive process** | being able to conduct an appropriate self-assessment after having supportied educators- a reflexive approach | * AIM: Being able to implement a reflexive approach on the basis of the feedback mentors and tutors have received or will receive from youngsters (during their testing) and after having been through the three-step approach of the mentoring. |

# PROTOCOL 1 - INTENSIVE MENTORING

PROTOCOL 1 is designed in the form of intensive, few hours long training in which participants get to know basic information and approaches which can help them better support youngsters in their volunteering experience.

**Time frame:** 5 sessions (30 min to 50 min long), together 4-5 hours

**Group size:** any

## SESSION 1 – BEING AWARE OF THE ROLE OF EDUCATORS AND TEACHERS AS NON-FORMAL EDUCATORS

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| **Short description:** | explaining the general context of a mentoring taking into account the specificities of the JuCiVol- explaining non formal and informal learning and informal education to educators to help them support youngsters |
| **Group size** | Any |
| **Duration time of the session** | 50 min |

**Implementation step by step**

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| **Learning outcomes** | **Content** | **Materials needed** |
| * Understanding of concepts of non formal and informal learning and informal education. * General knowledge on volunteering with clear information on the institutional framework. * Clear understanding on the legal/official recognition of a voluntary experience. | STEP 1: Introduce yourself and the team (max. 5 min)  STEP 2: Ask participants to introduce themselves. (15 min)  *You can use an INTRODUCING GAME.*  STEP 3: Introduction of the JUCIVOL project (very brief - 5 min)  - objectives  - target group  - activities  *Note questions if they occur, and return to them later.*  STEP 4: Mini lecture about topics: (10 min)  - informal and non-formal learning,  - informal education  - role played by volunteering in this perspective  *Last point can be the starting point for open discussion. (For more information’s about topics look in TIPS).*  STEP 5: Discussion with educators on: (15 min)  - volunteering as a form of non-formal and informal learning  - educators supporting volunteers as a part of non-formal education  - volunteering and its recognition in their respective countries  *Incorporate into discussion some data from your national reports to give educators information on the institutional framework and legal/official recognition of a voluntary in your country.* | STEP 2: Material or tools for chosen introducing game.  STEP 3: PP presentation of JUCIVOL project.  STEP 4: Visual presentation (e.g. Power Point) with concepts of non formal and informal learning and informal education.  STEP 5: Prepare a handout with most important (national) information’s regarding volunteering.  (Optional!) |

## SESSION 2 – SUPPORTING EDUCATORS TO IDENTIFY DIFFICULTIES FACED BY YOUNGSTERS

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| **Short description:** | supporting educators to identify the main difficulties faced by youngsters “at risk” as they are in a disadvantaged social position -because of their migrant background or because they are living in underprivileged neighborhoods. |
| **Group size** | Any |
| **Duration time of the session** | 45 min |

**Implementation step by step**

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| **Learning outcomes** | **Content** | **Materials needed** |
| * Being aware of the main motivations and main obstacles to become a volunteer * Better understanding of the assets and drawbacks of such an activity for youngsters “at risk” | STEP 1: Debate with educators what they think are the main difficulties faced by youngster’s “at risk” (max. 10 min)  *Moderate the discussion or show some data connected to the topic.*  STEP 2: Identifying main motivations and main obstacles for youngsters to become a volunteer: *(30 min)*  Draw on board or flipchart two columns; one for pros and one for cons.  Divide educators in smaller groups (if needed). Give each group at least 10 post-it notes or other pieces of paper. Ask every group to prepare 5 reasons why youngsters would become volunteers (give them 5 min).  Ask each group to read their reasons*.* *React actively on their suggestion, ask other groups to comment, encourage a discussion (10 min).*  Add every “approved” reason on the board or flipchart.  Repeat the procedure with reasons why youngsters wouldn’t become volunteers. *(5 min preparation, 10 min discussion)*  STEP 3:Present educators why is important for them to know the motivation of their volunteers *(for more information’s look at TIPS;5 min)* | STEP 1: Visual presentation (e.g. Power Point) with information about main difficulties faced by youngster’s “at risk”.  STEP 2: board or flipchart, pens for educators, post-it notes or paper, adhesive tape  STEP 3: PP presentation with information why is important for them to know the motivation of their volunteers. |

## SESSION 3 – PRESENTATION OF 4 STEP APPROACH IN JUCIVOL TRAINING FOR YOUNGSTERS

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| **Short description:** | introducing educators the tool and process of JUCIVOL training for youngsters - from a voluntary experience to relevant skills and competences |
| **Group size** | Any |
| **Duration time of the session** | 45 min |

**Implementation step by step**

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| **Learning outcomes** | **Content** | **Materials needed** |
| * Getting to know the training for youngsters developed in the JUCIVOL project. | STEP 1: Explain the approach of the training for youngsters designed in JUCIVOL project *(30 min)*.  *Hand out the tool with all relevant information’s (8 KC and their definitions, 5 level grid of assessing the level of master of the competences, action plan* …)   * Present each session of training. * Take more time for presenting the general framework of competences and European framework of key competences, especially key competences 6 and 7. * Present assessing the level of master of the competence acquired by youngsters according to the 5 level grid. * Explain the importance of building an action plan with youngsters.   STEP 2: Discuss the tool as a group *(15 min)*.  Ask educators questions such as:  -Which part of the tool in potentially the most attractive for you?  - How can you use the tool at your work?  - Do you have any suggestions for improvement?  - What would you do different? …  *If you have a larger group, split educators in smaller groups and ask them to discuss the tool among themselves and then report their conclusions. Take notes of responses of educators.* | STEP 1: PPT presentation with information on training for youngsters  Handouts with description of JUCIVOL training for youngsters. |

## SESSION 4 – BUILDING THE ACTION PLAN

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| **Short description:** | supporting educators to build an action plan for youngsters on the basis of the identified competences based on the voluntary experience |
| **Group size** | Any |
| **Duration time of the session** | 50 min |

**Implementation step by step**

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| **Learning outcomes** | **Content** | **Materials needed** |
| * Being able to build an action plan with youngsters considered “at risk” on the basis of the voluntary experience they have acquired and to make concrete suggestions | STEP 1: Show the template of action plan of volunteering and introduce the questions needed to be answered and steps needed to be done in order to help the youngster to prepare the plan. *(15 min)*  STEP 2: Divide educators in smaller groups (3 to 5 person). In each group determine the volunteer to play the youngster. Give the volunteer a portfolio with some basic information’s about the youngster that he/she will play.  Ask each group to prepare an action plan for the “youngster”. (20 min)  STEP 3: Discuss the process of building an action plan with educators.  *Ask them if they had any difficulties, suggestions for improvement...* | STEP 1: Printed templates of action plan and instructions.  STEP 2: Prepare a portfolio of imaginary youngster for each group. Adjust them to the profile of educators. |

## SESSION 5 – REFLEXIVE PROCESS

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| **Short description:** | being able to conduct an appropriate self-assessment after having supported educators - a reflexive approach |
| **Group size** | Any |
| **Duration time of the session** | 30 min |

**Implementation step by step**

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| **Learning outcomes** | **Content** | **Materials needed** |
| * Being able to assess a training activity. * Being able to apply to oneself the assessment. * Being able to anticipate a change in the role I play - from mentee to mentor. | STEP 1:Final, discussion session (30 min).  *Tray to encourage discussion, ask educators to think about different questions:*  **Step back:** What they think about different sessions and support provided? (Positive and negative aspects.)  **Go into further details and prepare a SWOT analysis:** What they think that are Strengths/ Opportunities/ Weaknesses/ Threats of the mentoring?  **Apply the assessment to themselves:** What have they learnt or what should they change in the future to improve their support to youngsters?  **Brain storming:**   * How far the JUCIVOL project may have helped them to clarify their thoughts and ideas, open eddoors or perspectives on a specific kind of learning (non -formal and informal) - or volunteering ? * How far they can improve their professional practice with a focus on the support provided to youngsters “at risk”? * How they have appreciate being informal educators” and how would they define this pedagogical approach? | STEP 1: PPT presentation with guidelines for discussion (optional). |

## CONCLUSION

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| --- | --- |
| **Short description:** | the conclusion is intended to fulfil the evaluation questionnaire, clarify the rules and conditions for obtaining a certificate of attendance |
| **Group size** | Any |
| **Duration time of the session** | 15 min |

**Implementation step by step**

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| **Learning outcomes** | **Content** | **Materials needed** |
|  | STEP 1: explain to educators that they can obtain a certificate of attendance by the organisation habilitated to support them (one of the 5 partners of the European team) if they implement the training for youngsters and send backs a feedback.  STEP 2: Ask participants to fill out an evaluation questionnaire.  STEP 3: Final round and conclusion. | STEP 1: PPT presentation with feedback template.  STEP 2: Printed evaluation questionnaires. |

**ORGANISATIONAL TIPS AND SUGGESTIONS:**

* find a room that is large enough for the group that you are hosting
* prepare a timetable
* include breaks
* stick to the proposed timing and be flexible within the framework
* keep people in the focus and give them an opportunity to speak out

# PROTOCOL 2 – EXTENSIVE MENTORING

PROTOCOL 2 is designed in the form of extensive, few days long training in which participants get knowledge and information about approaches which can help them better support youngsters in their volunteering experience.

**Time frame:** 5 sessions (each 2 hours long), together 10 hours

**Group size:** any

## SESSION 1 – BEING AWARE OF THE ROLE OF EDUCATORS AND TEACHERS AS NON-FORMAL EDUCATORS

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| --- | --- |
| **Short description:** | explaining the general context of a mentoring taking into account the specificities of the JuCiVol- explaining non formal and informal learning and informal education to educators to help them support youngsters |
| **Group size** | Any |
| **Duration time of the session** | 2 hours |

**Implementation step by step**

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| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * understanding of concepts of non formal and informal learning and informal education * general knowledge on volunteering with clear information on the institutional framework * clear understanding on the legal/official recognition of a voluntary experience | STEP 1: Introduce yourself and the team (max. 5 min)  STEP 2: Ask participants to introduce themselves. (20 min)  *Use an INTRODUCING GAME, which can help you gain more information’s about them.*  STEP 3: Introduction of the JUCIVOL project (10 - 15 min)  - objectives  - target group  - activities  *Note questions if they occur, and return to them later.*  STEP 4: Lecture about topics: (20 min)  - informal and non-formal learning,  - non-formal education *(show a video about those topics)*  - role played by volunteering in this perspective  *Last point can be the starting point for open discussion. (For more information’s about topics look in TIPS).*  STEP 5: Discussion with educators on: (30 min)  - Volunteering as a form of non-formal and informal learning  - educators supporting Volunteers as a part of non-formal education  - Volunteering and its recognition in their respective countries  *Incorporate into discussion some data from your national reports to give educators information on the institutional framework and legal/official recognition of a voluntary in your country.* | STEP 2: Material or tools for chosen introducing game.  STEP 3: PP presentation of JUCIVOL project  STEP 4: Visual presentation (e.g. Power Point) with concepts of non formal and informal learning and informal education  STEP 5: Prepare a handout with most important (national) information’s regarding volunteering.  (Optional!) |

## SESSION 2 – SUPPORTING EDUCATORS TO IDENTIFY DIFFICULTIES FACED BY YOUNGSTERS

|  |  |
| --- | --- |
| **Short description:** | Goal of this session is to supporting educators to identify the main difficulties faced by youngsters “at risk” as they are in a disadvantaged social position -because of their migrant background or because they are living in underprivileged neighborhoods. |
| **Group size** | Any |
| **Duration time of the session** | 2 hours |

**Implementation step by step**

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * Being aware of the main motivations and main obstacles to become a volunteer * better understanding of the assets and drawbacks of such an activity for youngsters “at risk” | STEP 1: Show the educators a video about the problems of youngsters with migratory background. (10 – 15 min)  *Two suggestions can be found in TIPS, but is recommended that you find video in your language.*  STEP 2: Debate with educators what they think are the main difficulties faced by youngster’s “at risk” in your country (15 - 20 min)  *Incorporate into discussion or show some data connected to the topic.*  STEP 3: Identifying main motivations and main obstacles for youngsters to become a volunteer: *(50 min)*  Draw on board or flipchart two columns; one for pros and one for cons.  Divide educators in smaller groups (if needed). Give each group at least 10 post-it notes or other pieces of paper. Ask every group to prepare at least 5 reasons why youngsters would become volunteers (give them 10 min).  Ask each group to read their reasons*.* *React actively on their suggestion, ask other groups to comment, encourage a discussion (15 min).*  Add (past) every “approved” reason on the board or flipchart.  Repeat the procedure with reasons why youngsters wouldn’t become volunteers. *(10 min preparation, 15 min discussion)*  STEP 4:Motivation of volunteers (max 30 min)   * to round up the previous discussion, show educators a video in which youngsters talk about their motivation. Add quick discussion *(some suggestions can be found in TIPS)* (*max. 10 min*) * Talk with educators and present them why is important for them to know the motivation of their voulunteers *(for more information’s look at TIPS)*. *(20 min)* | STEP 1: Video material.  STEP 2: Visual presentation (e.g. Power Point) with information about main difficulties faced by youngster’s “at risk”  STEP 3: board or flipchart, pens for educators, post-it notes or paper, adhesive tape  STEP 4:   * Video material. * PP Presentation with information why is important for them to know the motivation of their volunteers. |

## SESSION 3 – PRESENTATION OF 4 STEP APPROACH IN JUCIVOL TRAINING FOR YOUNGSTERS

|  |  |
| --- | --- |
| **Short description:** | introducing educators the tool and process of JUCIVOL training for youngsters - from a voluntary experience to relevant skills and competences |
| **Group size** | Any |
| **Duration time of the session** | 2 – 3 hours |

**Implementation step by step**

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * Getting to know the training for youngsters developed in the JUCIVOL project | STEP 1: Explain the approach of the training for youngsters designed in JUCIVOL project.  *Hand out the tool with all relevant information’s (8 KC and their definitions, 5 level grid of assessing the level of master of the competences, action plan* …)   * Present each session of training. * Take more time for presenting the general framework of competences and European framework of key competences, especially key competences 6 and 7. *You can also show a video in which key competences approach in explained or play a key competences oriented game with educators (look in TIPS).* * Present assessing the level of master of the competence acquired by youngsters according to the 5 level grid. *You can also show a video in about Key Principles of Assessing Key Competences (look in TIPS).* * Explain the importance of building an action plan with youngsters.   STEP 2: Discuss the tool as a group *(30 min)*.  Ask educators questions such as:  -Which part of the tool in potentially the most attractive for you?  - How can you use the tool at your work?  - Do you have any suggestions for improvement?  - What will you do different? …  *If you have a larger group, split educators in smaller groups and ask them to discuss the tool among themselves and then report their conclusions. Take notes of responses of educators.* | STEP 1: PPT presentation with information on training for youngsters  Handouts with description of JUCIVOL training for youngsters.  Video material and accessories for games. |

## SESSION 4 – BUILDING THE ACTION PLAN

|  |  |
| --- | --- |
| **Short description:** | supporting educators to build an action plan for youngsters on the basis of the identified competences based on the voluntary experience |
| **Group size** | Any |
| **Duration time of the session** | 2 hours |

**Implementation step by step**

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * being able to build an action plan with youngsters considered “at risk” on the basis of the voluntary experience they have acquired and to make concrete suggestions | STEP 1:mentors are asked to : prepare a list of missions commonly offered in association trying to illustrate them with concrete examples for instance by interviewing associations; express the missions in terms of competences ; suggest an assessment on the basis of a tangible experience  STEP 2:Presenting the results of the small groups in plenary session   * Each group (2 to 3 mentors) 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 mentors to ask any question   STEP 3: Brain stormingamong mentors   * 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   STEP 4: Show the template of action plan of volunteering and introduce the questions needed to be answered and steps needed to be done in order to help the youngster to prepare the plan. *(15 min)*  STEP 5: Divide educators in smaller groups (3 to 5 person). In each group determine the volunteer to play the youngster. Give the volunteer a portfolio with some basic information’s about the youngster that he/she will play.  Ask each group to prepare an action plan for the “youngster”. (20 min)  STEP 6: Discuss the process of building an action plan with educators.  *Ask them if they had any difficulties, suggestions for improvement...* | STEP 1: Printed templates of action plan and instructions.  STEP 2: Prepare a portfolio of imaginary youngster for each group. Adjust them to the profile of educators. |

## SESSION 5 – REFLEXIVE PROCESS

|  |  |
| --- | --- |
| **Short description:** | being able to conduct an appropriate self-assessment after having supporting educators - a reflexive approach |
| **Group size** | Any |
| **Duration time of the session** | 1 hour |

**Implementation step by step**

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| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * Being able to assess a training activity * Being able to apply to oneself the assessment * Being able to anticipate a change in the role I play - from mentee to mentor | STEP 1: Talk with educators about recognizing competences. Present which the formal possibilities in your country. *For more information’s look in TIPS.*  STEP 2:Final, discussion session (30 min).  *Tray to encourage discussion, ask educators to think about different questions:*  **Step back:** What they think about different sessions and support provided? (Positive and negative aspects.)  **Go into further details and prepare a SWOT analysis:** What they think that are Strengths/ Opportunities/ Weaknesses/ Threats of the mentoring?  **Apply the assessment to themselves:** What have they learnt or what should they change in the future to improve their support to youngsters?  STEP 3:Brain storming (30 min)   * How far the JUCIVOL project may have helped them to clarify their thoughts and ideas, open doors or perspectives on a specific kind of learning (non -formal and informal) - volunteering ? * How far they can improve their professional practice with a focus on the support provided to youngsters “at risk”? * How far they have appreciated being informal educators” and how would they define this pedagogical approach? | STEP 1: PPT presentation with guidelines for discussion (optional). |

## CONCLUSION

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| --- | --- |
| **Short description:** | the conclusion is intended to fulfil the evaluation questionnaire, clarify the rules and conditions for obtaining a certificate of attendance |
| **Group size** | Any |
| **Duration time of the session** | 15 min |

**Implementation step by step**

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
|  | STEP 1: explain that educators that they can obtain a certificate of attendance by the organisation habilitated to support them  STEP 2: Ask participants to fill out an evaluation questionnaire.  STEP 3: Final round and conclusion. | STEP 1: PPT presentation with feedback template.  STEP 2: Printed evaluation questionnaire. |

**ORGANISATIONAL TIPS AND SUGGESTIONS:**

* find a room that is large enough for the group that you are hosting
* prepare a timetable
* include breaks
* be flexible within the framework
* keep people in the focus and give them an opportunity to speak out

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# FURTHER TIPS, TOOLS AND INFORMATION

## SESSION 1

INTRODUCING GAMES

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| --- | --- |
| Pick a Straw | - Good for any size group, you can vary the questions used to cover a variety of topics, groups, and situations.  - Before the group arrives, count out straws or pop sickle sticks, one for each person. If you decide to use this game at the last minute, no problem. You can simply use post-it notes or small slips of paper.  - Place them in a cup, basket, or bag after marking 20% of them, i.e. two for every ten.  - Have each member of the group draw one and, if the one they draw is marked, they answer a question.  - You can use any set of questions you wish.  **SOURCE:**  23 Best Icebreaker Games for Adults: <https://icebreakerideas.com/best-icebreaker-games-adults/> |
| String a Story | - An introduction and conversation icebreaker game, this game gets people to tell each other about themselves. You can make this game as short or as long as you wish and use it for any size group. For a large group, you can divide into teams. It also works for any age, from children to senior adults.  - You will need to get a big roll of yarn or string. Color or multi-color string is fun.  - Cut the string in various lengths from 12 to 30 or more inches.  - Bunch it all into one big clump.  - To play, ask a volunteer to pull a piece of string from the clump and slowly wind it around their index finger.  - While they do so, they must introduce themselves and then talk, either about themselves, or you can choose a topic if you wish, until the string is completely wound up.  - The fun part is that some people get a long string and must keep talking.  **SOURCE:**  23 Best Icebreaker Games for Adults: <https://icebreakerideas.com/best-icebreaker-games-adults/> |
| DIXIT (game) cards | Spread the DIXIT cards on table. Let each participants pick one card.  Start a round of introducing: My name is... I am from... I chose the card with... because... |

FURTHER INFORMATION ABOUT TOPICS:

|  |  |
| --- | --- |
| INFORMAL AND NON-FORMAL LEARNING | Formal learning Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective (Cedefop, 2002).  Informal learning Learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and does not lead to certification. Informal learning may be intentional or non-intentional (or incidental/random) (CEDEFOP 2002).  Non-formal learning learning which is embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element (something described as semi-structured learning). It is intentional from the learner's perspective. Non formal learning does not lead to certification- CEDEFOP.  SOURCE:  Jucivol, a mentoring for educators to support youngsters in a volunteering. iriv Conseil, October 2017.  ADDITIONAL INFORMATION:  [Manual Training of Youth workers; Using non-formal learning and interactive methods in Youth work; Non--formal learning for employability. Pp. 15 - 16.](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1494/Manual%20TOYW%20EN%20Online.pdf)  [OECD; Recognition of Non-formal and Informal Learning](http://www.oecd.org/edu/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm)  [European Guidelines for validating non-formal and informal learning](http://www.cedefop.europa.eu/en/publications-and-resources/publications/4054)  **MORE INFO FOR PROTOCOL 2** VIDEOS: Formal, non-formal and informal learning; <https://www.youtube.com/watch?v=3HQ2KkHn2lQ>  Formal and Informal Learning; <https://www.youtube.com/watch?v=K1Q8UaApwtc> |
| FORMS OF EDUCATION | Formal education Education acquired at school or in any official educative institution with an official curriculum and system of inspection of educational institutions by external bodies (Huber and Reynolds, 2014). Informal education Education acquired with exchange with friends, parents, colleagues and within actions undertaken alone. Informal learning continues throughout life (lifelong learning) and adults are more likely to take responsibility for their own learning by seeking new experiences and interactions with people (Huber and Reynolds, 2014)  Non-formal educationActivities which focus on the attitudes, knowledge and understanding, skills and actions. The planning is governed by pedagogical traditions which are both general and specific (Huber and Reynolds, 2014).  SOURCE:  Jucivol, a mentoring for educators to support youngsters in a volunteering. iriv Conseil, October 2017.  ADDITIONAL INFORMATION:  [Susana Lafraya, Intercultural learning in non-formal education: theoretical frameworks and starting points](http://pjp-eu.coe.int/en/web/youth-partnership/intercultural-learning-in-non-formal-education)  **MORE INFO FOR PROTOCOL 2** VIDEOS:Learn about Non-Formal Education; <https://www.youtube.com/watch?v=wz5P4Xx-qio> |
| ROLE PLAYED BY VOLUNTEER-ING IN THIS PERSPECTIVE | “NFE and volunteering can increase opportunities for learners to develop transversal or life skills and upgrade the employability of young people. Transversal skills and interdisciplinary knowledge allow individuals to cope with rapid social and economic changes, e.g. sense of initiative, learning to learn, resilience, critical and creative thinking, risk-taking and problem-solving, media literacy, entrepreneurial attitude and others. NFE can create stimulating learning environments, importantly environments which fulfil individual learning needs, in which learning is chosen and acted upon by the learner itself.”  **SOURCE AND MORE INFORMATIONS:**  [ICYE International Office, Non-Formal Learning Handbook for Volunteers and Volunteering Organisations, 2017, pp. 8-9.](http://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf) |

## SESSION 2

FURTHER INFORMATIONS ABOUT TOPICS:

|  |  |
| --- | --- |
| DIFFICULTIES FACED BY YOUNGSTERS | Main difficulties faced by youngsters :   1. **Educative barriers** are they Early School Leavers (ESL) or are they youngsters Not in Education nor in Employment nor in Training (NEET)? 2. **Social barriers** are they faced to a social exclusion linked to their family background or to the place where they live? 3. **Economic barriers** are they faced to main financial issues which would prevent them to initiate any action (no money for paying any costs linked to the action)? 4. **Cultural barriers** are they nationals or their mother tongue is a foreign language?   Main added value of the volunteering and JUCIVOL approach to overcome these barriers   1. volunteering as a way to renew with an educative path, 2. volunteering as a way to meet people from various backgrounds and diverse profiles 3. volunteering as a way to acquire a relevant professional experience and therefore to increase one’s employability 4. volunteering as a way to speak and communicate in the national language   **SOURCE:**  Jucivol, a mentoring for educators to support youngsters in a volunteering. iriv Conseil, October 2017.  **ADDITIONAL INFORMATION:**  [Young people - migration and socioeconomic situation; Eurostat.](http://ec.europa.eu/eurostat/statistics-explained/index.php/Young_people_-_migration_and_socioeconomic_situation)  [Young people with fewer opportunities; Salto – Youth.](https://www.salto-youth.net/tools/otlas-partner-finding/help/young-people-with-fewer-opportunities/)  **MORE INFO FOR PROTOCOL 2**  [A Mediterranean challenge: the difficulties facing youth workers in integrating refugees in Malta](http://pjp-eu.coe.int/documents/1017981/9645125/Rakhimova_Mediterranean-challenge.pdf/bdb6df05-40f1-4edc-9019-e9153528ab25)  [Youth migration: facts & figures](http://www.globalmigrationgroup.org/system/files/4._Chapter_1.pdf)  VIDEO  Through the eyes of a child immigrant | Erik Gomez | TEDxPSU: <https://www.youtube.com/watch?v=46wWjKTn4Ac>  New Immigrants Share Their Stories: <https://www.youtube.com/watch?v=33OINi3xVbc> |
| PROS AND CONS FOR VOLANTERING | * **the pros - some reasons why youngsters would become volunteers**   + Meeting people with different profiles   + Defending a cause   + Being useful to vulnerable people ( elderly, sick people…)   + Acquiring an experience on the ground in a field of activity * **the cons - some reasons why youngsters wouldn’t become volunteers**   + unpaid activity they couldn’t afford   + an activity requiring skills or qualifications   + an activity for people with a specific “profile”   + a “trap” to do something for nothing   **SOURCE:**  Jucivol, a mentoring for educators to support youngsters in a volunteering. iriv Conseil, October 2017. |
| MOTIVATION | **Motivation** is basically divided into related internal and external motivation. In an individual, for successful performance, both of them must intertwine equally. Internal motivation is more permanent, it stems from the desire to develop its abilities, to achieving something that interests us, mastering certain abilities, understanding something.  Internal motivation stems from the needs of individuals. Volunteers also have different needs. Nobody works voluntarily for no reason and without the expectation of a certain "reimbursement". Of course, there is usually no money to "reimburse" in voluntary work, but some other means that give a lot of value to an individual to try to do it.  The motivation of the individual must be recognized primarily by his mentor, since his task will be to support volunteers in the implementation of voluntary work. If we are aware of the expectations and desires of the volunteer, it will be easier for us to make sure that they are fulfilled and that they will persist with the organization over a long period of time.  Motivation for volunteer work changes with work, experience, personality growth, therefore it is the task of the mentor to accompany the volunteer and help him maintain motivation, or the front sets new challenges that keep the volunteers motivated.  Motivation of the volunteers can be divided into 6 major groups:    **Risks of poorly verified motivation:**   |  |  |  | | --- | --- | --- | | INSUFFICIENT MOTIVATION  ↓ | UNSATISFIED MOTIVATION  ↓ | DISTORTED MOTIVATION  ↓ | | CAREFREE VOLUNTEER  ↓ | UNHAPPY VOLUNTEER  ↓ | ABUSE OF POSITION  ↓ | | VOLUNTEERING IS NOT A SUCCESS | | |   **SOURCE:**  Oblak, Gornik, 2007, ABC prostovoljstva : priročnik za mentorje. Ljubljana : Zavod za informiranje, sodelovanje in razvoj nevladnih organizacij, pp. 66-70  **MORE INFO FOR PROTOCOL 2**  [Motivate, inspire and dream - a youthworker guide on motivation](https://www.salto-youth.net/tools/toolbox/tool/motivate-inspire-and-dream-a-youthworker-guide-on-motivation.1683/)  VIDEO  Youth Volunteerism: <https://www.youtube.com/watch?v=q4je9N26ouY>  Why to be a volunteer?: <https://www.youtube.com/watch?v=Pn1yusnPYy4>  How can volunteering help me get a job?: <https://www.youtube.com/watch?v=oYveCzX4rI0>  Volunteering Benefits: <https://www.youtube.com/watch?v=0PyU_u60IpQ> |

## SESSION 3

FURTHER INFORMATION ABOUT THE TOPICS:

|  |  |
| --- | --- |
| EUROPEAN FRAMEWORK OF KEY COMPETENCES | **Key competences adapted to youngsters and professionals working with them –**  On the basis of the SALTO YOUTH 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:  **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  **KC1 and 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 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:**  Jucivol, a training for youngsters to support them im their volunteering. iriv Conseil, October 2017.  Otten H. and 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.  **ADDITIONAL INFORMATION:**  [European Commission (2006), Recommendation of the European Parliament and of the Council, December 2006, Key competences for lifelong Learning](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM%3Ac11090)  **MORE INFO FOR PROTOCOL 2**  VIDEO  Lifelong learning 8 key competences: <https://www.youtube.com/watch?v=7NROHgsoZfY>  GAMES WHICH INTRODUCE 8 KEY COMPETENCES  [Competence Game and cards](https://www.daea.dk/themes/prior-learning/tools/competence-game-and-cards/)  [8 competences game](http://www.8competencesgame.com/?page_id=59)  [Piece of Cake - Key Competences](https://www.salto-youth.net/tools/toolbox/tool/piece-of-cake-key-competences.1226/) |
| ASSESSING THE LEVEL OF MASTER OF THE COMPETENCE | **Assessing the level of master of the competence according to a 5 level grid**  level 1 - I am not able (for now),  level 2 - I am able when I am supported by someone (assisted competence),  level 3 - I am able in a group (collective competence),  level 4 - I am able alone (competence of autonomy),  level 5 - I am able to create my own mission/activity (competence of creation)  **Minimum level of competence required to be efficient and for the experience to be considered as being available: level of autonomy (level 3)**  **SOURCE:**  Jucivol, a training for youngsters to support them in their volunteering. iriv Conseil, October 2017.  **MORE INFO FOR PROTOCOL 2**  VIDEO  The Key Principles of Assessing Key Competences: <https://www.youtube.com/watch?v=wp18VzbsgcU> |

## SESSION 4

**Further tips, tools and information:**

|  |  |
| --- | --- |
| ACTION PLAN | Talk to youngsters and try to help them finding a mission in an association, researching a training opportunity, looking for a job or other experience that will help them.  Action plan to be built by educators and teachers together with youngsters may vary depending on the level of experience and competence acquired and the expected VET (Vocational Education and training) aim : 1- **Scenario 1** few voluntary experience or irrelevant for the VET aim- suggestion : finding a more appropriate volunteering  2- **Scenario 2** relevant voluntary experience (time and tasks) with tangible results- suggestion: applying for a job in the labor market employment or for a training to validate the competences  3- **Scenario 3** relevant voluntary experience (time, tasks, and responsibility) with tangible and valuable results- suggestion: initiating a Recognition of Prior Learning to have an access to a diploma or qualification  Plan the experiences in time periods:   * short term (1 month), * mid-term (3 months) * longer term (6 months)   **SOURCE:**  Jucivol, a mentoring for educators to support youngsters in a volunteering. iriv Conseil, October 2017.  **TEMPLATE FOR ACTION PLAN IS IN APPENDIX** |
| PORTFOLIO OF IMAGINARY YOUNGSTER | Name, Surname  Age  Background:  Academic qualifications:  Voulantering experineces:  Skill to improve: |

## SESSION 5

|  |  |
| --- | --- |
| RECOGNIZING COMPETENCES | **MORE INFO FOR PROTOCOL 2**  [Youth work, Volunteering, Recognition and Employability Defining and recognizing competences (2015)](http://www.alliance-network.eu/wp-content/uploads/2014/12/IVE-Desk-Research-Report-Output-1.pdf)  [Recognition of youth work and of non-formal and informal learning within youth work Current European developments April 2016](https://www.salto-youth.net/downloads/4-17-3335/5%20Overview%20of%20recognition%20policy%20developments%20April%202016.pdf)  VIDEO  Validation in the voluntary sector - Ernesto Villalba; <https://www.youtube.com/watch?v=0ObrqJOwmXg> |

# APPENDIX

## logo JUCIVOL-2ACTION PLAN OF VOLUNTEERING

Name, Surname:

AIM:

|  |  |
| --- | --- |
| Which competences I would like to gain, improve?  What do I want to learn? |  |

ACTIONS TO BE TAKEN

|  |  |
| --- | --- |
| How would I like to learn, gain it?  Who needs to help me gaining, improving it?  With which activities can I gain or improve my competence? |  |

CHALLENGES, OPPORTUNITIES...

|  |  |
| --- | --- |
| Which challenges, opportunities can I face on these journey?  Do I have some personal weaknesses or strengths which can help me or not during volunteering experience? |  |

TIME FRAME:

**Instructions for educators:**

**STEP 1:**

Talk to the individual youngster or make a group session and help them make SWOT analysis process, ask the youngsters to identify the strengths/opportunities/weaknesses/threats of the different sessions of training that have been following.

*SWOT analysis is an acronym for strengths, weaknesses, opportunities, and threats and is a structured planning method that evaluates those four elements of an organization, project or experience. Identification of SWOTs is important because they can inform later steps in planning to achieve the objective. First, decision-makers should consider whether the objective, aim is attainable, given the SWOTs. If the objective is not attainable, they must select a different objective and repeat the process.*

**SWOT form:**

|  |  |
| --- | --- |
| **Strengths -** 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** Many obstacles for youngsters to become a volunteer, an image youngsters may have from themselves/volunteers , the experience of youngsters in previous voluntary or social experience | **Threats** 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 |

**STEP 2**

Action plan to be built by educators and teachers together with youngsters may vary depending on the level of experience and competence acquired and the expected VET aim :  
1- **Scenario 1** few voluntary experience or irrelevant for the VET aim- suggestion : finding a more appropriate volunteering

2- **Scenario 2** relevant voluntary experience (time and tasks) with tangible results- suggestion: applying for a job in the labor market employment or for a training to validate the competences

3- **Scenario 3** relevant voluntary experience (time, tasks, and responsibility) with tangible and valuable results- suggestion: initiating a Recognition of Prior Learning to have an access to a diploma or qualification

Talk to youngsters and tray to help them finding a mission in an association, researching a training opportunity, looking for a job or other experience that will help them.

Plan the experiences in time periods:

* short term (1 month),
* mid-term (3 months)
* longer term (6 months)

**APPENDIX**

## FEEDBACK TEMPLATE FOR INTENSIVE TRAINIG

|  |
| --- |
| **Have you been able to implement a training for youngsters designed by JUCIVOL team?** |
|  |
| **Did you have any problems with the implementation?** |
| **Have you changed or added anything? What did you do differently?** |
|  |
| **Have you used any additional pedagogical tools, which?** |
|  |
| **Were youngsters receptive to a different approach to volunteering?** |
|  |
| **Would you like to tell us anything else?** |
|  |