

**Protocol for implementation of training for youngsters to support them in their volunteering**

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# AIMS OF THE TRAINING

**The main aim of the training for youngsters designed by JuCiVol is to strengthen the culture of democratic values, fundamental rights and raise awareness on an active citizenship by enhancing volunteering and participation in associations among youngsters and to promote volunteering as informal and formal learning that enhances both social inclusion and improves one’s professional future.**

The training for youngsters designed by the JuCiVol combines both theoretical and practical approach through Volunteering as an informal and formal learning that enhances both social inclusion and improves one’s professional future.

Training for youngsters means to strengthen the culture of democratic values, fundamental rights and raise awareness on an active citizenship by enhancing volunteering and participation in associations among youngsters. It addresses youngsters “at risk” because they are in a disadvantaged social position – for instance due to their migrant background or because they are living in underprivileged neighborhoods, the so-called “sensitive urban areas” usually in the suburb of big cities. Both factors may affect an academic success or the overall learning process. It may also have an impact on how these youngsters identify with the democratic values of European societies. Voluntary involvement in the civil society, such as in non-profit organizations, constitutes a powerful means to promote active citizenship among young citizens, especially those who might suffer from discriminatory practices.

The main objectives tackled by the training for youngsters are:

* identifying the best strategies to enhance cooperation among young volunteers;
* insisting on potential benefits for participants (e.g. labor market access), and methods to extract high-quality data and knowledge that can facilitate further engagement;
* providing youngsters new employment or vocational education and training opportunities on the basis of their experiences in volunteering considered as an informal and non-formal learning.

This training is a dynamic process and should be enriched by the educators and trainers who have delivered it among youngsters depending on the profiles of their learners, because youngsters may have different needs and diverse expectations considering the context of the training. It might be “education and training” oriented especially in countries with high level of early school leaving (ESL) or “job” oriented in countries with high unemployment rates among youngsters. Therefore requirements and expectations may differ - for instance the length of time to be dedicated to the training might be more demanding if a certification is expected.

# PUBLIC OF THE JUCIVOL TRAINING - YOUNGSTERS

1. **Inform yourself about youngsters “at risk” and their problems**

The JuCiVol is targeted at young European Union citizens who are of migrant background and/or live in depressed neighborhoods. The diversity of their profiles (graduate/unqualified, women/men, with/without volunteering experience) constitutes a further asset as they will be able to share their knowledge, experience, competences to build a professional future.**.**

**TIP:** Connect with relevant national institutions that have these data or local organizations, societies that deal with similar issues. Check the existing situation on the ground.

1. **Read more about key competences**

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

**TIP:** Competences whose development is promoted by the European Commission among Member States: <https://ec.europa.eu/education/policy/school/competences_en>

**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:**

European Commission (2006), Recommendation of the European Parliament and of the Council, December 2006, Key competences for Lifelong Learning.

# 4 STEP APPROACH OF TRAINIG

**1st step: Defining *a voluntary experience:***

* *précising the environment: profile of associations,*
* *detailing the tasks fulfilled- 2-3 lines per task,*
* *defining the duration (time) & any evidence of work.*

**(Session 1 & 2)**

**2nd step: *Identifying competences achieved focusing on:***

***KC6*** *- social & civic competences,*

***KC7*** *- sense of initiative & entrepreneurship and KC.*

**(Session 3)**

**4th step: *Building an action plan:***

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

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

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

**(Session 5)**

**3rd step: *Assessing key competence:***

***Level 0*** *- I am incompetent;*

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

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

***Level 3****- I am able alone - level of autonomy;*

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

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

**(Session 4)**

# Four-step approach in 5 sessions

|  |  |  |  |
| --- | --- | --- | --- |
| **1st step** | **SESSION 1**: **what is volunteering - definitions** | explaining volunteering as an opportunity to get vocational education or training oppurtunity or employment | AIM:   * to get general knowledge on volunteering; * to be able to be part of a collective work and to express your views in a group. |
| **SESSION 2: why being a volunteer - motivations** | discussing pro and cons reasons for volunteering | AIM:   * getting general knowledge on the motivations for being a volunteer; * understand the main barriers faced and reasons preventing from being a volunteer. |
| **2nd step** | **SESSION 3:** **what are the competences acquired  thanks to a volunteering - education & training** | explaining the competence approach and the framework of the 8 key competence,  explaining more in detail the two competences selected for the JuCiVol: KC6 - social & civic competence and KC7 - sense of initiative and entrepreneurship with illustration based on the socio-professional environment | AIM:   * getting general knowledge on competence; * understanding of the European framework of key competence (8 KC and their definition); * to be able to defend ideas and to express yourself in a way understandable to other. |
| **3rd step** | **SESSION 4**: **from the experience to the competence - assessing volunteering experiences** | discussing different ways to assess a competence - self assessment, assessment by a tutor/trainer and criteria to be taken into account | AIM:   * applying concret toos to identify & assess a competence, * being able to build an action plan, * being able to anticipate on an educative or professional future. |
| **4th step** | **SESSION 5: SWOT analysis - action plan** | assessment of sessions followed by youngsters. | AIM:   * to build an action plan including 3 scenarios: finding a voluntary experience to gain a relevant professional experience (scenario 1), thinking of an educative or formative fitting with their professional expectations (scenario 2), looking for a job linked to the relevant professional experience gained thanks to their voluntary experience (scenario 3). |

# PROTOCOL 1 - INTENSIVE TRAINING

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

**Time frame:** 5 sessions (30 min to 70 min long), together 4-5 hours

**Group size:** any

## SESSION 1: WHAT IS VOLUNTEERING - DEFINITIONS

|  |  |
| --- | --- |
| **Short description:** | explaining volunteering as an alternative opportunity to get vocational education or training experience or employment |
| **Group size** | Any |
| **Duration time of the session** | 60 min |

**Implementation step by step**

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * getting general knowledge on volunteering, * being able to be part of a collective work and to express one’s views in a group. | STEP 1: Introduce yourself and the team (max. 5 min)  STEP 2: Ask participants to introduce themselves. (15 min)  *You can use an INTRODUCTION GAME.*  STEP 3: Introduction of the JUCIVOL project (5 min)  - objectives  - target group  - activities  *Note questions if they occur, and return to them later.*  STEP 4: Show a video about volunteering. *Use it as a starting point for discussion (max. 10 min).*  STEP 5: Discussion with youngsters on: *(30 min)*   * **positive representations of volunteering** such as involvement, active citizenship…. * **negative representations of volunteering** such as working for nothing, * **what is the average profile of a volunteer in my country** female/male? young/old? in urban/rural areas? * **how many volunteers are in my country?** involved in which field of activity (social services, environment, sport…) ? * **name at least 2 or 3 associations** in your neighbourhood? in your country ?   *Incorporate some data from your national reports into discussion to give youngsters information on the institutional framework and legal/official recognition of a voluntary in your country.*  *(TIP: show a video before the discussion)* | STEP 2: material or tools for chosen introduction game.  STEP 3: PP presentation of JUCIVOL project.  STEP 4: video material.  STEP 5: prepare a handout with most important (national) information’s regarding volunteering (optional). |

## SESSION 2: WHY BEING A VOLUNTEER - MOTIVATIONS

|  |  |
| --- | --- |
| **Short description:** | discussing personal, moral, social pro and cons reasons for volunteering |
| **Group size** | Any |
| **Duration time of the session** | 40 min |

**Implementation step by step**

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| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * general knowledge on the motivations for being a volunteer * better understanding of the main barriers faced and reasons preventing from being a volunteer | STEP 1: S*how a video about motivation of youngsters (max. 5 min).*  STEP 2: Help youngsters to identify main motivations and main obstacles for them to become a volunteer *(30 min):*  Draw on board or flipchart two columns; one for pros and one for cons.  Divide youngsters 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).*  *For start, you can discuss with youngster on topics such as:*   1. *Being useful and beneficial to my community/country,* 2. *Meeting people with different profiles - different age, gender, education & professional background,* 3. *Defending a cause – environment, rights of minorities (migrants, ethnic or cultural groups, …),* 4. *Being useful to vulnerable people such as elderly, sick people, isolated minors…* 5. *Acquiring an experience on the ground in a field of activity I would like to work in.*   STEP 3:Closure debate with youngsters what they think are the main motivations to be a volunteer together with the main barriers faced (lack of time, motivation, interest, self-confidence…) (max. 15 min)  *(for more information’s look at TIPS)* *(5 min).* | STEP 1: video material.  STEP 2: board or flipchart, pens for educators, post-it notes or paper, adhesive tape.  STEP 3: PP presentation with information what are the main motivation factors for volunteering. |

## SESSION 3 – WHAT ARE THE COMPETENCES ACQUIRED THANKS TO A VOLUNTEERING- EDUCATION &TRAINING

|  |  |
| --- | --- |
| **Short description:** | explaining the competence approach and the framework of the 8 key competence |
| **Group size** | Any |
| **Duration time of the session** | 70 min |

**Implementation step by step**

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| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * general knowledge on competence * understanding of the European framework of key competence (8 KC and their definition) * work in small group to be able to defend one’s idea and to express them in a way understandable by other | STEP 1: Introduce youngster Key Competences through a game Piece of cake - Key Competences *(10 minutes introduction, 40 minutes game).*  *For more information’s about the game look in tips.*  STEP 2: Present the general framework of competences and European framework of key competences, especially key competences 6 and 7 (*20 minutes debriefing and input about Key Competences)* | STEP 1: material for the game  STEP2: visual presentation (e.g. Power Point) with concepts Key Competences;handouts with description of Key Competences. |

## SESSION 4: FROM THE EXPERIENCE TO THE COMPETENCE - ASSESSING A VOLUNTEERING

|  |  |
| --- | --- |
| **Short description:** | discussing different ways to assess a competence - self assessment, assessment by a tutor/trainer and criteria to be taken into account |
| **Group size** | Any |
| **Duration time of the session** | 75 min |

**Implementation step by step**

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * applying concretely tool to identify & assess a competence * being able to build an action plan * being able to anticipate on an educative or professional future | STEP 1:quickpresentation of the 4 step approach of the tool designed by the JUCIVOL *(max. 10 min).*  STEP 2:divide youngsters in smaller groups (2 to 3). Ask them to identify an association/a project they would like to work in/on and to identify 1 to 2 missions (jobs, tasks, project...) required to support such an association/a project. They must detail them by giving concrete examples of such missions on the ground *(15 min)*.  Each group presents the result of the work done in max. 5 minutes.  Each presentation is followed by a general discussion so that other youngsters can ask any questions*(15 min work in groups, max. 20 min presentation, max. 15 min discussion).*  STEP 3: discussion with youngsters on the basis of the selected missions and the link with KC6 and KC7 *(15 min):*   * select one mission per group and tray to explain how far this mission is linked to KC6 or KC7; * talk about the level of master that should be required. | STEP2: visual presentation (e.g. Power Point) with 4 step approach of the tool designed by the JUCIVOL. |

## SESSION 5: SWOT ANALYSIS – ACTION PLAN

|  |  |
| --- | --- |
| **Short description:** | assessment of sessions followed by youngsters. |
| **Group size** | Any |
| **Duration time of the session** | 60 min |

**Implementation step by step**

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| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * to build an action plan including 3 scenarios | STEP 1:final, discussion session (10 min).  *Try to encourage discussion, ask youngsters to think about different questions:*   * **step back:** What do they think about different sessions and support provided? (positive and negative aspects) . * **apply the assessment to themselves:** what have they learnt or what should they change in the future to improve support for them?   STEP 2: 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 *(10 min)*.  STEP 3: discuss the process and importance of building an action plan with youngsters *(10 min).P*resent 3 scenarios:  - finding a voluntary experience to gain a relevant professional experience (scenario 1),- thinking of an educative or formative fitting with their professional expectations (scenario 2), - looking for a job linked to the relevant professional experience gained thanks to their voluntary experience (scenario 3).  STEP 4:prepare a SWOT analysis with youngsters (*15 min*).  Ask them what they think that are Strengths/ Opportunities/Weaknesses/ Threats of the voluntary experience they chose in SESSION 4? *Use these questions as an introduction of preparing an action plan.*  STEP 5:  Prepare together with youngsters an action plan on the basis of work done in SESSION 4 *(15 min)*.  **Brain storming** with youngsters:  - plan in the short term (1 month),- plan in the mid-term (3 months),- plan in the longer term (6 months). | STEP 1: PPT presentation with guidelines for discussion (optional). |

CONCLUSION

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| **Short description:** | the purpose of the conclusion is 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 to youngsters 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 prepare an action plan and send it.  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,
* flexible within the framework,
* keep people in the focus and give them an opportunity to speak out.

# PROTOCOL 2 - EXTENSIVE TRAINING

PROTOCOL 2 is designed in the form of extensive, few days long training in which youngsters get information and approaches which can help them in their volunteering experience and recognition of their skills.

**Time frame:** 5 sessions (30 min to 70 min long), together 4-5 hours

**Group size:** any

## SESSION 1 – WHAT IS VOLUNTEERING- DEFINITIONS

|  |  |
| --- | --- |
| **Short description:** | explaining Volunteering as an alternative opportunity to renew with Education or Training or Employment |
| **Group size** | Any |
| **Duration time of the session** | 2 hours |

**Implementation step by step**

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * general knowledge on volunteering * being able to be part of a collective work and to express one’s views in a group | 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: Use game PICTURE VOLUNTEERING as a test, how youngsters see and think about volunteers and their work. *(more info in TIPS; 45 min)*  STEP 5: Discussion with youngsters on: *(use previous step as a cue for discussion 30 min)*   * **Positive representations of volunteering** such as involvement, active citizenship…. * **Negative representations of volunteering** such as something for nothing, being liked to more privileged people with certain profiles * **What is the average profile of a volunteer in my country-** female/male ? young/old ? in urban/rural areas ? * **How many volunteers in my country ?** involved in which field of activity (social services, environment, sport…) ? * **Could I be able to name at least 2 or 3 associations** in my neighbourhood ? in my country ?   *Incorporate into discussion data from your national reports to give youngsters 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: material for the game  STEP 5: Prepare a handout with most important (national) information’s regarding volunteering.  (Optional!) |

## SESSION 2 – WHY BEING A VOLUNTEER- MOTIVATIONS

|  |  |
| --- | --- |
| **Short description:** |  |
| **Group size** | Any |
| **Duration time of the session** | 90 min |

**Implementation step by step**

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * general knowledge on the motivations for being a volunteer * better understanding of the main barriers faced and reasons preventing from being a volunteer | STEP 1: Show a video about motivation of youngsters. *(10 min; use it as a starting point for next step)*  STEP 2: Help youngsters to identify main motivations and main obstacles for them to become a volunteer: *(60 min)*  Draw on board or flipchart two columns; one for pros and one for cons.  Divide youngsters 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 (20 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, 20 min discussion)*  *For starters, you can ask youngster questions on topics such as:*   1. *Being useful to my community/country* 2. *Meeting people with different profiles- different age, gender, education & professional background* 3. *Defending a cause – environment, rights of a minority (migrant, ethnic or cultural group, language…)* 4. *Being useful to vulnerable people such as elderly, sick people, isolated minors…* 5. *Acquiring an experience on the ground in a field of activity I would like to work in*   STEP 3:Closure debate with youngsters what they think are the main motivations to be a volunteer together with the main barriers faced (lack of time, motivation, interest, self-confidence…) (20 *min;* *for more information’s look at TIPS)*. | STEP 1: Video material  STEP 2: board or flipchart, pens for educators, post-it notes or paper, adhesive tape  STEP 3: PP Presentation with information what are the main motivation factors for volunteering. |

## SESSION 3 – WHAT ARE THE COMPETENCES ACQUIRED THANKS TO A VOLUNTEERING- EDUCATION &TRAINING

|  |  |
| --- | --- |
| **Short description:** | explaining the competence approach and the framework of the 8 key competence – EU |
| **Group size** | Any |
| **Duration time of the session** | 2 hours |

**Implementation step by step**

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * general knowledge on competence * understanding of the European framework of key competence (8 KC and their definition) * work in small group to be able to defend one’s idea and to express them in a way understandable by other | STEP 1: Introduce youngster Key Competences threw a game. Choose/find a game that suits you most.  *For some suggestions about the games look in Tips.*  STEP 2: Present the general framework of competences and European framework of key competences, especially key competences 6 and 7 a closure of the game.  (*20 minutes debriefing and input about Key Competences)* | STEP 1: material for the game  STEP2: Visual presentation (e.g. Power Point) with concepts Key Competences  Handouts with description of Key Competences. |

## SESSION 4 – FROM THE EXPERIENCE TO THE COMPETENCE- ASSESSING A VOLUNTEERING

|  |  |
| --- | --- |
| **Short description:** | discussing the different ways to assess a competence- self assessment, assessment by a tutor/trainer and criteria to be taken into account |
| **Group size** | Any |
| **Duration time of the session** | 2 hours |

**Implementation step by step**

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * Applying concretely tool to identify & assess a competence * Being able to build an action plan * Being able to anticipate on an educative or professional future | STEP 1:quickpresentation of the 4 step approach of the tool designed by the JUCIVOL *(max. 10 min)*  STEP 2:Divide youngsters in smaller groups (2 to 3). Ask them to identify an association/a project they would like to work in/on and to identify 1 to 2 missions (jobs, tasks, project...) required to support such an association or a project. They must detail them by giving concrete examples of such missions on the ground *(30 min)*. *As youngsters to prepare a graphic presentation with relevant informations.*  - Each group presents in max. 10 minute the result of the work done.  - Each presentation is followed by a general discussion in order for the other youngsters to ask any question.  *(30 min work in groups, max. 30 min presentation, max. 20 min discussion)*  STEP 3: Discussion with youngsters on the basis of the selected missions the link with KC6 and KC7 *(30 min)*   * select one mission per group and tray to explain how far this mission is linked to KC6 or KC7 * talk about the level of master that should be required | STEP 1: Visual presentation (e.g. Power Point) with 4 step approach of the tool designed by the JUCIVOL  STEP 2: paper and pens for each group |

## SESSION 5 – SWOT ANALYSIS – ACTION PLAN

|  |  |
| --- | --- |
| **Short description:** | session is dedicated to an assessment of the sessions followed by youngsters. |
| **Group size** | Any |
| **Duration time of the session** | 2 hours |

**Implementation step by step**

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Materials needed** |
| * to built an action plan including 3 scenarios- finding a voluntary experience to gain a relevant professional experience (scenario 1), thinking of an educative or formative fitting with their professional expectations (scenario 2), looking for a job linked to the relevant professional experience gained thanks to their voluntary experience (scenario 3). | STEP 1:Final, discussion session (10 min).  *Tray to encourage discussion, ask youngsters to think about different questions:*   * **Step back:** What they think about different sessions and support provided? (Positive and negative aspects.) * **Apply the assessment to themselves:** What have they learnt or what should they change in the future to improve support for them?   STEP 2: 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. *(10 min)*  STEP 3: Discuss the process and importance of building an action plan with youngsters. *(10 min)*   * present 3 scenarios: * finding a voluntary experience to gain a relevant professional experience (scenario 1), * thinking of an educative or formative fitting with their professional expectations (scenario 2), * looking for a job linked to the relevant professional experience gained thanks to their voluntary experience (scenario 3).   STEP 2:Prepare a SWOT analysis with youngsters (15 min)  Ask them what they think that are Strengths/ Opportunities/ Weaknesses/ Threats of the 2 chosen voluntary experiences prepared in SESSION 4? *Use these questions as an introduction of preparing an action plan.*  STEP 4: Prepare together with youngsters 2 action plans on the basis of work done in SESSION 4. *(60 min)*  **Brain storming** with youngsters   * plan in the short term (1 month), * pan in the mid-term (3 months) * plan in the longer term (6 months) | STEP 1: PPT presentation with guidelines for discussion (optional). |

## CONCLUSION

|  |  |
| --- | --- |
| **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 youngsters 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 try to implement the training for youngsters and give us 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 questionnaire. |

**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

# 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... |

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| Picture volunteering  (game)  (for protocol 2) | **When to use it?**  • Understand what volunteers do. • Understand how volunteering is regarded. • Understand that there are various motivations to volunteer. • Understand that it is possible to benefit from volunteering.  **Materials:** Flipchart paper, markers & pens, post-its  **Presentation:**  1.Provide the participants with three paper post-its and ask them to imagine a volunteer, and, individually, to write on each paper one trait that describes that volunteer. How is the volunteer?  2. After everyone is ready, split the participants in groups of 4-5 persons. In groups, the participants should read out to each other the traits and based on that create together a picture of a volunteer. The following instruction is given: • Draw the volunteer and create a story of your volunteer that you can later also present to the others. Give the volunteer also a name. • Try to answer the following questions: • How does he/she look like? • What kind of person is he/she? • What is he/she doing as volunteer? • Why is he/she a volunteer? [Write down the above questions on the flipchart in case you do not want to repeat the questions several times.] • Tell the participants that they: • have 15 min to finish the task. • need to decide how they want to present their work to the others. [Provide the groups with colored pens or markers and one flip-chart sheet per group.]  3. While the groups are working, prepare a flip chart sheet on which you will summarize the findings from the groups. Divide the paper in 3 questions. • How is he/she? • What is he/she doing? • Why is he/she a volunteer?  4. Ask each group to present. While they are presenting write down key words answering the above questions from each group.  5. Make sure to hang up each picture of a volunteer so that anyone can see it.  6. Summarize the groups findings of all groups. Ask the participants if they want to add something. Do all groups see the volunteer that way?  7. Pick some of the pictured volunteers ask the participants what other motivations their volunteer could have to engage in the described volunteering activity. Make the participants aware why people volunteer and that it can be a winwin situation. If you are a volunteer, tell them about your reasons to volunteer.  You can also present them at this stage with written or told stories of volunteers who state why they are volunteering and what positive effect it had on them.   |  |  | | --- | --- | | **Preparation** | *2 mins* | | **Duration** | *45 mins* | | **Group size** | *8-30* | | **Age** | *14+* |   SOURCE:  Picture volunteering: <https://yourkite.org/toolkit/picture-volunteering/> |

## SESSION 2

FURTHER INFORMATIONS ABOUT TOPICS:

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| 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/) |
| 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 |

## SESSION 3

FURTHER INFORMATION ABOUT THE TOPICS:

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| GAME  PIECE OF CAKE - KEY COMPETENCES | GAME: PIECE OF CAKE - KEY COMPETENCES  Aim of the game is:  - get to know the Key competences in an experiential-active way - give opportunity to discover the Key competences in an interactive way  - use inclusive ad clear examples to get to know the Key Competences - link the Key Competences with Learning in EVS  **MORE INFO:** <https://www.salto-youth.net/tools/toolbox/tool/piece-of-cake-key-competences.1226/> |
| BOARD GAME - LET´S VOLUNTEER | “Let´s Volunteer” is a boardgame aimed at improving knowledge and motivation about volunteering. It´s target group are volunteers and it´s to be played by 2 to 6 players, who need to complete volunteering actions by collecting resources and competencies.  **MORE INFO:** <https://www.salto-youth.net/tools/toolbox/tool/board-game-let-s-volunteer.1430/> |
| COMPETENCE GAME AND CARDS | The Competence cards and the Competence Game can be used to make visible the competences acquire through non-formal adult education, association work or volunteer work. The Competence cards consist of what EU calls key competences.  **MORE INFO:** <https://www.daea.dk/themes/prior-learning/tools/competence-game-and-cards/> |
| GAMES  “ENTERPRISING AND SURPRISING THROUGH 8 KEY COMPETENCES” | Game “Enterprising and surprising through 8 key competences” was designed in order to develop a new method of non-formal education – Competence game, which promote and develop 8 lifelong learning competences.  **MORE INFO:** <http://www.8competencesgame.com/?page_id=211> |
| EUROPEAN FRAMEWORK OF KEY COMPETENCES | **Key competences adapted to youngsters and professionals working with them –**  On the basis of the SALTO paper, the eight key competencies for lifelong  Learning are reviewed considering how they can be interpreted in relation to the competencies required by European level youth work trainers, if they are to be considered to be doing a quality or professional job. Some key competencies have more importance for the trainers’ competence profile to be promoted than others, and as a result some are dealt with in more depth than others. Training and learning objective of any process to qualify for this competence should be:  **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) |

## SESSION 4

**Further tips, tools and information:**

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| 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 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** |
| 4 STEP APPROACH OF JUCIVOL TRAINING | The tool designed for the purpose of the JUCIVOL project is the main reference to assess a voluntary experience.  It suggest a 4 step approach:   1. **detailing a voluntary experience** on the basis of missions usually fulfilled by volunteers in association such as networking (among members, publics, partners), designing tools for the communication (website, weblog, flyer…), building a plan, raising fund (finding relevant potential supporters), communicating among the general public… 2. **selecting 2 to 3 missions and making the link between these missions and Key competence** 6- social & civic competence or Key competence 7- sense of initiative and entrepreneurship 3. **assessing the level of master of the competence according to a 5 level grid** - I am not able (for now), I am able when I am supported by someone (assisted competence), I am able in a group (collective competence), I am able alone (competence of autonomy), I am able to create my own mission/activity (competence of creation) 4. **building an action plan taking into account different scenarios-** the first is based on an experience to be acquitted (to have a relevant professional experience), the second is focused on an educative or formative path to be followed to value the competence, the third scenario is the most demanding one as it requires to follow all the steps of Valuing Prior Learning process: from an experience to the acquisition of a diploma or qualification   **SOURCE:**  Jucivol, a training for youngsters to support them in their volunteering. iriv Conseil, October 2017. |
| 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. |

## SESSION 5

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| RECOGNIZING COMPETENCES | **ADDITIONAL INFORMATION:**  [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)  [The "slippery" road towards validation of non-formal learning and youth work](http://www.salto-youth.net/download/3400/Competence+development.pdf)by Rita Bergstein |

# 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)